



CHURCH WALK C.E. PRIMARY SCHOOL

WHOLE SCHOOL BEHAVIOUR POLICY AND PROCEDURES

Approved by¹	
Name:	Kay Wilson
Position:	Chair of Governors
Signed:	
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¹Head teacher is free to approve this Policy and procedures. It does not require approval by the Governing Body. Governing Bodies of maintained schools must formulate a 'Behaviour principles written statement'

²Head teacher is free to determine the review period

POLICY STATEMENT

**“Teach children how they should live and they will remember it all of their lives.”
Proverbs 22**

Our Vision Statement

Our vision is to provide a secure, happy learning community based upon Christian values in which each child is encouraged to fulfil their potential.

1. Introduction

In their document ‘Behaviour and Discipline in Schools – advice for head teachers and school staff’, the Department for Education (DfE) have set out the legal powers and duties that govern behaviour and attendance in schools and explains how they apply to teachers, governing bodies, pupils and parents.

Every school must have a Behaviour Policy to meet the requirements of Section 89 of the Education and Inspections Act 2006 (maintained schools)/Education (Independent School Standards) (England) Regulations 2014 (Academies).

Section 78 of the Education Act 2002 requires that the curriculum for a maintained school must promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society which, in turn, prepares pupils at the school for the opportunities, responsibilities and experiences of later life. Guidance for schools on the promotion of fundamental British values of democracy, the rule of law, individual liberty and mutual respect of those with different faiths and beliefs is available from the DfE. (November 2014).

The Governing Body is responsible for setting general principles that inform the Behaviour Policy and procedures. Governors of maintained schools are required to have a ‘Statement of Behaviour Principles’ which is a statutory document. (DfE – Policies and other Documents that Governing Bodies and Proprietors are required to have by Law). Head teachers are responsible for developing the Behaviour Policy and supporting procedures, based around the ‘Principles’ required by the Governing Body, and deciding the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary penalties for breaking the rules.

In terms of staff and other adults, any person whose work brings them into contact with children including volunteers must follow the principles and guidance outlined in the school Code of Conduct for Staff and other Adults. In addition to this Code of Conduct, all employees engaged to work under Teachers’ Terms and Conditions of Employment have a statutory obligation to adhere to the ‘Teachers’ Standards 2011 (updated 2013)’ and in relation to this Code of Conduct, Part 2 of the Teachers’ Standards - Personal and Professional Conduct.

The procedures which support the Whole School Behaviour Policy must include measures to prevent all forms of bullying among pupils.

This Policy and procedures should be read in conjunction with the following school Policies and procedures: Overarching Safeguarding Statement

- Health and Safety Policy and procedures
- Online Safety Policy and procedures
- Child Protection Policy and procedures including Whistleblowing procedures and Peer on Peer Abuse.

- Supporting Pupils with Medical Conditions Policy and Procedures
- Single Equality Scheme/Objectives
- Special Educational Needs Information Report
- Admissions Arrangements

- Attendance Policy
- Missing Child procedures
- Complaints Policy
- Positive Handling, Support and Intervention Procedures
- Code of Conduct for Staff and other Adults
- Educational Visits Procedures (including procedures for assessing risk)
- Risk Assessments (including Behaviour Management Plans)
- Home to School Agreement

2. Ethos

“Love your neighbour as you love yourself”

At this school, we base our policy on the above statement.

Church Walk C.E. Primary School is a gold standard UNICEF Rights Respecting School and has adopted the UN Convention on the Rights of the Child.

The most relevant articles include:

Article 12: Every child must be free to say what they think in all matters affecting them and to have their views taken seriously.

Article 19: Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them.

Article 28: Every child has the right to an education. Primary education must be free. Discipline in schools must respect children's human dignity.

Article 29: Education should encourage children to develop their personality and talents to the full. It should encourage children to respect their parents and their own and other cultures and the environment.

Article 31: Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

We will try to embed the rights, respect and responsibilities of every child and adult in school and beyond.

All staff use the language of Rights and Respect to support our pupils in understanding of the rights of all children and all members of our school community. At the start of each school year a new class charter is negotiated and agreed with the children. This is displayed prominently and referred to on a regular basis to support learning attitudes and positive behaviours.

PSHE and Circle Time are used to support children in learning how to communicate their feelings, set themselves goals and work towards them, interact successfully with others, resolve conflicts peaceably, control their anger and negotiate their way through the many complex relationships in their lives.

Aims and Expectations

To cultivate a positive self- image and a respect and tolerance for other people and the environment both in the local community and the wider world.

To teach and follow Christian Values that are built on mutual trust and respect.

To provide a framework to ensure a consistent approach throughout the school that will underpin effective learning and teaching.

To promote good standards of behaviour and cultivate self – discipline in the children.

In order to achieve these aims, we will:

Expect adults to set an example, explaining and demonstrating the good behaviour we wish to see.

Set clear boundaries.

Consult and involve pupils.

Use assemblies, circle time, the PSHE curriculum and spontaneous opportunities to teach and make clear the expectations of good behaviour.

Praise and reward good behaviour.

Create a zero tolerance environment against all instances of bullying or discrimination on the basis of race, gender, faith, culture or ability.

Try to prevent inappropriate behaviour before it starts.

Follow and apply consistent guidelines when responding to instances of unacceptable behaviour.

Consult and seek support from and involve parents.

3. Communication

The School Governors are required to ensure that this Policy and procedures is published on the school website. A copy of this Policy and procedures is also available on request.

PROCEDURES

1. Responsibilities

The commitment of staff, pupils and parents is vital in developing a positive whole school ethos. The expectations of staff, pupils and parents are outlined below.

1.1 What pupils can expect from staff

Pupils may expect staff and other adults in the school to:

- arrive at lessons on time;
- plan and deliver good to outstanding lessons which engage and motivate you to achieve;
- allocate sufficient time for each task;
- be enthusiastic and develop positive working relationships with you and your peers in their classes;
- celebrate the success of pupils in lessons, after school activities and assemblies;
- encourage all pupils to contribute to the work in hand;
- communicate both successes and concerns with parents;
- have a well organised room;
- mark or give feedback on work as soon as possible;
- set homework appropriate for the age and abilities of each pupil;
- treat you fairly;
- eliminate or control hazards which may cause you harm;
- use a range of non-verbal and verbal cues to encourage good behaviour and limit inappropriate behaviour;
- be approachable and listen to you at appropriate times;
- always take seriously any complaints of bullying or inappropriate behaviour reported to them;
- display your work;
- set high expectations, clear boundaries and regularly agree classroom and behaviour expectations;
- use rewards and, where necessary, sanctions consistently;
- model the behaviours you wish to see.

1.2 What staff can expect from pupils

Staff may expect pupils to:

- arrive at lessons on time;
- enter the classrooms quietly;
- wear full school uniform correctly;
- sit where you are told to sit by the teacher or any other member of the school staff;
- follow classroom rules and procedures and not disrupt the learning of other pupils;
- follow instructions given by staff and other adults without arguing;
- listen attentively to the teacher who will explain the lesson, what you are going to do, why and how;
- put up your hand to indicate you wish to speak;
- use appropriate language;
- listen to others' ideas and work co-operatively;
- tell the truth and learn from your mistakes;
- care for the classroom and resources, respecting others' property;
- value other individuals and their contributions to lessons;
- lead by example creating a good role model for younger pupils in the school;
- accept responsibility for your behaviour;
- consider the needs of all the other people in the classroom;
- use ICT in accordance with school Online Safety Policy and procedures;
- be responsible when using online technologies and not compromise the professional integrity of staff or other adults in the school community;
- report to a teacher or other adult any bullying behaviour by others including bullying with the use of technology (cyber bullying);

- behave appropriately when outside school;
- be an ambassador for the school.

1.3 What staff can expect from their colleagues

Staff may expect colleagues and other adults in the school to:

- treat each other with respect;
- work and co-operate together for the overall good of the school community;
- respect each other's values and individual beliefs;
- treat all pupil and staff issues with the highest standards of confidentiality;
- offer support when appropriate;
- be aware of each other's job remit and respect its boundaries;
- use ICT appropriately and in accordance with the school's Online Safety Policy and procedures and staff acceptable use agreement;
- be aware of and consider the possible implications for the school, colleagues and themselves when posting on Social Network Sites;
- use on-line technology appropriately and not compromise the professional integrity of colleagues or other adults in the school community.

1.4 What staff can expect from parents

Staff and other adults in the school may expect parents to:

- treat all staff and other adults with respect;
- treat other parents, pupils and visitors to the school with respect;
- behave responsibly whilst on school premises;
- report any incidents of bullying including cyber bullying as soon as they are discovered so that the issue can be dealt with promptly by school staff;
- ensure that their child arrives at school on time;
- ensure that their child is dressed appropriately, in school uniform with any necessary equipment e.g. P.E. kit;
- ensure that their child attends school regularly and contact the school in the event of an absence or lateness;
- encourage their child to achieve their very best in school;
- reinforce the value of good behaviour at home;
- encourage their child to have high standards of behaviour in and out of school;
- support the school's Policies, strategies and guidelines for behaviour;
- work with school staff to help their child accept responsibility for their behaviour and actions;
- inform the school of any concerns or problems that may affect the child's work or behaviour;
- support their child's homework and other home-based learning activities;
- support the school in its use of rewards and sanctions;
- take some responsibility for the behaviour of their child;
- discuss any issues of concern with the class teacher or Head teacher in a calm and non-aggressive or threatening manner;
- refrain from smoking on the school premises or around entrances/exits, especially at busy times before and after school. This includes the use of e-cigarettes;
- refrain from using foul language in earshot of any young person at any time in or around the school premises;
- refrain from bringing dogs onto the school premises (regardless of their size or temperament) or stand with them close to the entrance gate at busy times before and after school;
- consider the implications of posting inappropriate or defamatory details on Social Network sites and the detrimental effect inappropriate comments can have on individuals and the school;
- support the school's approach to online safety which includes not uploading or posting to the internet any pictures, video or text that could upset, offend or threaten the safety of any member of the school community or bring the school into disrepute;
- recognise the need for security and not create online media "on behalf" of the school without the Head teacher's express permission.

1.5 What parents can expect from staff and other adults in the school

Parents may expect staff and other adults working in the school to:

- treat all adults with respect;
- set high standards of work and behaviour for all children in their care;
- encourage your child to always do their best;
- deal promptly with any incidents of bullying regardless of whether your child is seen as either the bully or the victim;
- impose sanctions consistently in accordance with this Policy and procedures;
- promote positive behaviour and reward such behaviour in accordance with this Policy and procedures;
- promote positive behaviour beyond the school gates and impose sanctions for inappropriate behaviour which reflects negatively on the school and its values;
- discuss your child's actions with them, give a warning and ensure that your child knows what the penalty will be should they continue to misbehave. All penalties will be carried out;
- provide a balanced curriculum to meet the needs of each child;
- keep you informed about general school matters, and your child's individual progress;
- let you know if there are any concerns about a child's work, attendance or behaviour;
- support the child's homework and other home-based learning activities;

Traffic Light System

The attitudes and behaviour that we aim to foster are set out in our Traffic Light System (see Appendix 1). Each class will have this displayed and it will be shared with parents. Infant children may have an icon or photograph of themselves that is on the traffic lights and will move. Junior children have a name label that can be moved.

Promoting Good Behaviour and Rewards (Green)

At all times every member of staff will encourage good behaviour and discourage poor behaviour. Good behaviour is promoted as the norm and will be praised in a variety of ways:

Positive encouragement / praise – catch children being good.

Individual stickers, class star charts and awards, table points

Head teacher Awards and stickers

Work is displayed around school and awards are presented at assemblies.

Awards in Friday Assembly

Merit badges

Team Points

Inform parents of exceptionally good behaviour or acts of kindness

Children will be rewarded for good behaviour through a Good to be Green sticker system. If they stay on green all week, they will receive a sticker for their book mark. At the end of each half term, children with consistent green standard behaviour will receive a special sticker. Once the bookmark is filled, children will be rewarded with a badge.

Unacceptable Behaviour, Sanctions and Consequences

At Church Walk, we aim to focus upon the positive at all times, however from time to time, some children need reminders about what is and is not acceptable behaviour. Children need clear boundaries as they learn to develop social and emotional skills. They can learn from mistakes and make better choices to improve their behaviour.

If a child behaves in an unacceptable manner the stages below will normally be followed. (see Traffic Light System in Appendix 1).

Stage 1 (Amber)

Minor incidents are handled by teachers, teaching assistants or midday supervisors at the time they happen. At lunchtimes and playtimes, a child may have 'time out'. More serious or repeated offences within one lunchtime or playtime will result in missing a playtime, the class teacher will be informed and other Amber sanctions may be employed. The child's photograph or name label is moved to the amber traffic light. As soon as the sanction has been carried out, the photograph or label is returned to green.

Stage 2 (Red)

Recorded Incidents

Some incidents are serious enough to be recorded in a behaviour log. Each class has their own behaviour log; there is also a copy for midday supervisors to complete. All serious incidents must be logged and reported to the Head teacher. The logs will be analysed and any patterns will be noted. Parents will be informed if a child repeatedly appears in the behaviour log. They will also provide a record for external agencies if needed.

These serious behaviour incidents result in sanctions, discussions between pupil and the teacher, and or the parent/guardian and the teacher. Strategies for improving behaviour will be explored and a course of action agreed. This may involve inclusion in the Special Educational Needs Register and/or outside agencies.

Additional support is available to children who may be experiencing difficulties with friendships, relationships or in recognising and controlling emotions. SERIS (Social, Emotional Resilience in Schools) support is available for identified pupils.

In a Church school, we expect that children will show remorse and apologise for their behaviour. Every opportunity will be given to make amends and help children to understand their mistakes. We also expect others to show forgiveness when an apology has been offered.

Stage 3

Very serious infringements will lead to the involvement of the Head teacher with the parent/guardians, a formal written record of discussions, the action being taken and the support being offered.

Screening, Searching and Confiscation

The school follows Government advice when confiscating items from pupils which is outlined in their document "Screening, Searching and Confiscation – Advice for Head teachers, Staff and Governing Bodies – January 2018. (A copy of this document is available from the school on request or to download from the Gov.uk Website).

The following items are what are termed 'Prohibited Items' and their presence on school premises or if found on an individual pupil will lead to the highest sanctions and consequences:

- Knives
- Firearms/weapons
- Illegal drugs
- Alcohol
- Fireworks

- Tobacco and cigarette papers
- Pornographic or unsuitable images
- Stolen items
- Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence,
 - ii) to cause personal injury to, or damage to the property of, any person (including the pupil)

Head teachers and authorised staff can also search (with the permission of the pupil) for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The following are items which are banned by the school under the school rules:

- Mobile phones. **If a child brings a mobile phone into school, it must be kept in the office and will be returned to the child at the end of the school day.**
- Digital media devices or similar used in class
- Jewellery not in accordance with the School Uniform Policy
- Lighters or matches

Staff in this school have the right to confiscate, search and ultimately delete any media which they “reasonably suspect” is being used to bully or otherwise cause an individual harm. Depending on the seriousness of the media, information may also be reported to the Police.

Pupils wearing any accessories or jewellery which do not follow the School Uniform Policy can expect to have these items confiscated. Any confiscated items will be logged and made available for collection at the end of the school day. Where a pupil repeatedly flouts the rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. For repeated offences of this nature, parents will be asked to collect confiscated items. Where items are not collected, the school will dispose of them at the end of each term.

Staff have the power to search pupils with their consent for any item banned under the school rules, including bags.

Where items are ‘prohibited’ as outlined above, these will not be returned to pupils and will be disposed of by the school according to the DfE advice and statutory guidance ‘Screening, Searching and Confiscation – Advice for Head teachers, staff and Governing Bodies’. Pupils must not bring any of the items listed above on to school premises. The school will automatically confiscate any of the ‘prohibited’ items and staff have the power to search pupils **without** their consent for such items. There will be severe penalties for pupils found to have ‘prohibited’ items in school. In certain circumstances, this may lead to permanent exclusion.

Fixed Term Exclusion

We will endeavour to avoid exclusion from school at all costs. A decision to exclude a pupil for a fixed period is taken only in response to very serious breaches of the school’s Whole School Behaviour Policy and procedures, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate. Reference will be made to DfE guidance ‘Exclusion from maintained schools, Academies and pupil referral units in England’ – September 2017.

Permanent Exclusion

A decision to exclude a pupil **permanently** will be taken only:

- a) in response to serious breaches of the school’s Whole School Behaviour Policy and procedures; and
- b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

A decision to exclude a pupil **permanently** is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and considering all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without

success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil and will normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Head teacher's judgement, it is appropriate to permanently exclude a pupil for a first or 'one-off' offence.

Exclusions - The Right of Appeal and Legal Duties

Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel.

The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Home School Agreements

There is no statutory requirement to have, or to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

On balance, and in order to continue to foster parental relationships, we have decided to continue with the home-school agreement which should be signed and returned to the school.

2. Peer on peer Abuse

We recognise that children can abuse their peers. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, sexting and initiating/hazing type violence and rituals. However, we recognise that abuse is abuse and will never be tolerated or passed off as "banter" or "part of growing up". We will not dismiss abusive behaviour between children as 'normal' and our thresholds for investigating claims and allegations are the same as for any other type of abuse.

Occasionally, allegations may be made against pupils by others in the school, which are of a child protection nature. Child protection issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

We have a section on Peer on Peer Abuse in the Child Protection Policy which will be followed in the event of an allegation being made against pupils in our school by other pupils.

Consideration will also be given to the advice contained within the DfE document 'Keeping Children Safe in Education' (September 2023) and 'Sexual Violence and sexual harassment between children in schools and colleges' (May 2018).

2.1 Minimising the risk of safeguarding concerns towards pupils from other pupils

On occasion, some pupils may present a safeguarding risk to other pupils. The school may well be informed by the relevant agency (either Police or Social Care) that the young person raises safeguarding concerns. These pupils will need an individual Behaviour (or risk) Management Plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations.

Pupils are encouraged to report peer on peer abuse and the issue is discussed as part of PSHE curriculum.

3. Attendance and Punctuality (see Attendance Policy)

The school is required by law to keep a record of pupil attendance. In an emergency, such as a fire, it is essential that we have an accurate record of who is in school. Good attendance and punctuality are essential for good learning. They are also essential skills for later life.

If pupils are late or do not attend:

- parent should telephone the school in the morning on the first day of their child's absence.
- any absence needs to be explained, on return to school, by a letter or phone call from the parent.
- parent should contact the school again if an absence is more than three days. If they do not do so, the school will make attempts to contact them. In some circumstances, this may also involve a home visit.

We strongly discourage parents from taking their children out of school for holidays or family outings during the school term. The Head teacher is no longer able to grant any leave of absence during term time unless there are 'exceptional' circumstances. Absences taken without the authorisation of the Head teacher will be recorded as 'unauthorised' and may result in a Fixed Penalty Notice being issued and / or prosecution in serious cases.

4. Homework

Each class has its own system for giving homework, depending upon the age of the children.

Homework should be dated and well presented.

If homework is not completed:

- the teacher should be told before or at the beginning of the lesson
- the teacher may keep the pupil in at break or lunchtime to complete the work.

5. Pupil Conduct and Misbehaviour Outside the School Premises

5.1 What the Law Allows

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Subject to the school's Behaviour Policy and procedures, the teacher may discipline a pupil for:

- any misbehaviour when the child is:
 - taking part in any school-organised or school-related activity; or
 - travelling to or from school; or
 - wearing the school uniform; or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school; or
 - poses a threat to another pupil or member of the public; or
 - could adversely affect the reputation of the school.

5.2 Out of School Behaviour

This school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- good order on all transport (including public transport) on educational visits.
- good behaviour on the way to and from school.
- positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- reassurance to members of the public about school care and control over pupils to protect the reputation of the school.
- protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

5.3 Sanctions and Disciplinary Action – Off-site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of detention, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be considered:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- Whether pupils were directly identifiable as being members of the school.
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in a course as part of a school programme, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

5.4 Pupil Support

We aim to support all our pupils to ensure that every child succeeds during their time at the School. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils.

- Increased communication between home and school
- Individual support plans
- Support from the Inclusion Support Team which consists of the SENCo (Special Educational Needs Co-ordinator), teaching assistants, class teachers and staff from the LA Inclusion service
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, Behaviour Specialists etc.

6. The Use of Reasonable Force

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. The decision on whether to not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

The Governing Body have taken account of advice provided by the DfE - *Use of reasonable force: advice for head teachers, staff and governing bodies* and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence;
- injuring themselves or others;

- causing damage to property, including their own;
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Force will **never** be used as a punishment.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

6.5 Staff training

All members of staff will receive training about the use of reasonable force appropriate to their role to enable them to carry out their responsibilities. This will include training on any restraint techniques which must not be used because they are known to present an unacceptable risk when used on children and young people. Some staff will receive additional training on the appropriate techniques which may be used to physically restrain pupils. The training will be to an approved nationally acceptable level and will be regularly refreshed.

6.6 Behaviour Management Plans

A pupil with a known challenging behaviour, a medical condition which affects behaviour patterns, has special educational needs or where there is evidence or suspicion of self-inflicted harm (i.e. is a risk to themselves) may be the subject of a Behaviour Management Plan. This Plan sets out specific ways in which the behaviour is controlled whilst on school premises and during any off-site visit. It may also include details on managing the pupil's behaviour whilst travelling to school on organised home-school transport.

In such circumstances, parents will always be made aware of their child's Behaviour Management Plan and will be asked to contribute to the content and control measures implemented in an attempt to apply consistency of sanctions and rewards both in school and at home. Wherever possible and appropriate, the child concerned will also be involved in creating the Behaviour Management Plan.

By planning positive and proactive behaviour support, through the drawing up of an individual behaviour plan for more vulnerable children, and agreeing it with parents/carers, we may be able to reduce the occurrence of challenging behaviour and the need to use reasonable force.

6.7 Informing Parents when Reasonable Force has been used

In accordance with current good practice, the school will speak to parents about serious incidents involving the use of force and will record such serious incidents.

In making a decision about informing parents, the following will be considered:

- the pupil's behaviour and level of risk presented at the time of the incident;
- the degree of force used;
- the effect on the pupil or member of staff concerned; and
- the child's age.

All incidents when 'physical restraint' as opposed to 'physical control' is used will be recorded as soon as possible and details passed on to the Head teacher (or teacher in charge) who will follow up the incident where necessary. The following must be recorded:

In all instances of the use of physical restraint, parents will be informed the same day, by phone, and invited into the school to discuss the incident unless to do so would result in significant harm to the pupil, in which case, the incident will be reported to the Cumbria Safeguarding Hub by the Head teacher/DSL.

All injuries will be reported and recorded in accordance with school procedures.

6.8 Post Incident Support

Serious incidents can create upset and stress for all concerned. After the incident ends it is important to ensure any staff and pupils involved are given first aid treatment for any injuries. Emotional support may also be necessary. Where required, immediate action will be taken to access medical help for any injuries that go beyond basic first aid. The school will then decide how and when to contact the parents of the pupil to engage them in discussing the incident and setting out subsequent actions. After the incident, the Head teacher and/or other staff will:

- (a) ensure the incident has been recorded;
- (b) decide whether multi-agency partners need to be engaged and, if so, which partners;
- (c) hold the pupil to account so that he or she recognises the harm caused or which might have been caused. This may involve the child having the chance to redress the relationship with staff and pupils affected by the incident. It may also mean the child is excluded. See Section 3.2 above.
- (d) help the pupil develop strategies to avoid such crisis points in the future and inform relevant staff about these strategies and their roles;
- (e) ensure that staff and pupils affected by the incident have continuing support if necessary in respect of:
 - physical consequences
 - emotional stress or loss of confidence
 - analysis and reflection of the incident

6.9 Follow up

In many cases there will be a follow-up meeting of key personnel to discuss the restraint incident and review the Behaviour Management Plan or other plans for pupils. It might also be appropriate to review the Whole School Behaviour Policy and/or supporting procedures.

6.10 Other Physical Contact with Pupils

This school does not operate a 'No touch Policy'. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school.
- When comforting a distressed pupil.
- When a pupil is being congratulated or praised.
- To demonstrate how to use a musical instrument.
- To demonstrate exercises or techniques during PE lessons or sports coaching.
- To administer first aid.

7. Allegations of Abuse against Staff and Other Adults Working in the School

7.1 General

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously. (For more information, refer to the School Allegations procedure which form part of the Child Protection Policy and procedures).

The Governors of the School have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (section 175 of the Education Act 2002). Our policy is to identify where there are child welfare concerns and act to address them, in partnership with other organisations where appropriate, and in accordance with local inter-agency procedures.

School staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

To fulfil its commitment to the welfare of children, this School has a procedure for dealing with allegations of abuse against members of staff, supply teachers, volunteers and other children. Where an allegation is made against supply staff employed by an Agency, the school will take the lead and will collect the facts when an allegation is made. In such cases, we will involve the Agency in any further investigations and follow-up procedures.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

If a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school, reference can also be made to the school's Whistleblowing procedures and procedures for reporting low-level concerns about another adult who works with children in the school. Further information on how to report low-level concerns is outlined in the school's Code of Conduct for staff and other adults.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in the statutory guidance 'Keeping Children Safe in Education' published by the DfE and the Cumbria SCB Core procedures.

7.2 Action in the Event of a Malicious Allegation

If an allegation is determined to be false, unsubstantiated, unfounded or malicious, the LA appointed Designated Officer (DO) will be informed via Cumbria Safeguarding Hub and will refer the matter to local authority children's social care services to determine whether the child concerned needs additional services or may have been abused by someone else. If an allegation is shown to have been deliberately invented or malicious, the Head teacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the Police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a pupil might include detention, fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent of the pupil concerned at an early stage.

8. Drugs and Drug-Related Incidents

8.1 General

A drug is a substance which, when taken into the body, changes the way we feel, the way we see things and the way the body works. This section covers a range of drugs including medicines, tobacco, alcohol, solvents, novel psychoactive substances (so called 'legal highs'), volatile substances and illegal drugs and describes the school's approach to dealing with incidents of drug misuse. Apart from medicines prescribed to an individual, all other items listed above are classed as 'prohibited items' with respect to screening, searching and confiscation – Section 3.2 refers.

Drugs Education forms part of the PSHE programme delivered in discrete sessions for all pupils.

- Current research indicates that drug use, both legal and illegal, is rising amongst young people.
- We do not support the misuse of tobacco, alcohol, solvents, illegal drugs and medicines by members of the school.
- Under no circumstances will the supply or sale of illegal drugs on the school site will be tolerated.
- The school believes it has a duty to inform and educate young people on the consequences of drug use and misuse.
- Fundamental to our school's values and practice is the principle of sharing the responsibility for education of young people with parents and carers by keeping them informed and involved at all times.
- Whilst we acknowledge that some young people will use and misuse substances, it is important to recognise that the remainder of young people are choosing not to use or misuse substances. We will help individual learners according to their differing needs.

8.1 Responsibilities

The Head teacher has responsibility for supporting other members of staff in the implementation of these procedures. Susan Davies is named as the designated senior member of staff with responsibility for the drug related procedures in this school and for disseminating any information on drug-related education.

Drug prevention is a whole school issue. All staff, both teaching and support staff, will be made aware of these procedures and how they relate to them should they be called upon to deal with a drug-related incident.

The site-manager regularly checks the school premises – any substances or drug paraphernalia found will be reported to the Head teacher and Senior Leadership Team and dealt with in accordance with these procedures.

8.2 Dealing with Drug-Related Incidents

The following provides our framework for dealing with incidents surrounding the use, suspicion of use and finding of drugs and substances. We recognise that drug use can be a symptom of other problems and, where appropriate, we will involve or refer pupils to other services. Within our school the following guidelines apply to the possession or use of drugs, alcohol and tobacco on school premises:

Medicines

Where pupils are prescribed medicines, cases will be dealt with on an individual basis and appropriate procedures will be followed (e.g. safe storage and administration of medicines in line with national guidance). Information for parents on this issue is available on request from the school.

Tobacco

In line with legislation, the school operates a 'No Smoking' policy in the building and on the school site. This also applies to the use of e-cigarettes.

Alcohol

No alcohol is consumed during the normal school day. Those hiring the school premises are not allowed to consume alcohol on site unless it has been authorised by the Governing Body and forms part of the Lettings Contract.

Solvents

The school will ensure that potentially harmful substances are stored safely, and pupils will be supervised carefully where such substances are used during their work. The use of aerosol deodorants will be discouraged because of the potential risks to people with asthma or other bronchial problems.

Illegal substances

Illegal or illicit substances must not be brought to school or used on school premises.

8.3 Finding a drug or suspected illegal substance

- (1) Take possession of the drug/substance and inform the Head teacher who will inform the Head teacher at the first available opportunity.
- (2) In the presence of a witness the article should be packed securely and labelled with the date, time and place of discovery.
- (3) The package should be signed by the person who discovered it and stored in a secure place.
- (4) The Head teacher will always involve the school's link community liaison police officer in the case of suspected drugs or illegal substances in school
- (5) In the event of discovering a hypodermic needle, the incident should be recorded and the following procedure should be observed to protect all persons:
 - Do **NOT** attempt to pick up the needle.
 - If possible, cordon off the area to make it safe.
 - Inform the Head teacher.

- The needle should be placed in a sharps box or other secure metal box and disposed of via a local medical surgery.

8.4 Procedures for dealing with drug-related incidents involving adults

The following examples are situations where concerns about drug misuse or related behaviour involve a parent or other adult rather than pupils:

- Adults may attend school premises under the influence of alcohol or drugs.
- A parent or adult may attempt to remove a child from school premises during or at the end of the school day whilst under the influence of alcohol or drugs.
- An adult may behave aggressively, intimidate or threaten staff or assault school staff or pupils whilst appearing to be under the influence of alcohol or drugs.
- School staff may be concerned that a parent or family member's drug misuse may put the child at risk.
- An adult may be involving pupils in drug misuse or the supply of drugs to pupils.

These examples are not exhaustive and in each case, the Head teacher will consider the safety of the whole school community including staff when determining the appropriate course of action.

Where, in the opinion of school staff, it is thought that an adult is unable to provide appropriate care and supervision of a child because they are under the influence of drugs or alcohol, they will first attempt to contact an alternative adult carer for the child before contacting the LA Social Care Services and, if necessary, the Police.

Where there are concerns over the safety of the child, school staff will attempt to persuade the adult not to leave the premises with the child until appropriate assistance arrives. If the adult insists on leaving the school, staff will immediately contact the Police. This will also be the case if an adult becomes threatening or aggressive.

If school staff have concerns about an adult or adults supplying drugs on or near school premises, or to any of the pupils out with school premises, the Head teacher or other member of staff will consult with the Police.

9. Behaviour of Parents and Other Visitors to the School

The school encourages close links with parents and the community. We believe that pupils benefit when the relationship between home and school is a positive one. The vast majority of parents and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the school community.

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. When formulating our procedures, reference was made to the DfES document 'A Legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community' and DfE non-statutory guidance 'Advice on School Security: Access and barring of individuals from school premises' (December 2012). A poster indicating that such negative behaviour is not acceptable is displayed in the school reception area.

Our school expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of the school community (including other parents and visitors) have the right to visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence.

We expect parents and other visitors to behave in a reasonable way towards other members of the school community. The following outlines the steps that will be taken where parent or visitor behaviour is unacceptable.

9.1 Types of behaviour that are considered serious and unacceptable

The following list outlines the types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting, either in person or over the telephone
- Speaking in an aggressive/threatening tone
- Physical intimidation e.g. standing very close to her/him
- The use of aggressive hand gestures/exaggerated movements
- Physical threats
- Shaking or holding a fist towards another person
- Swearing
- Pushing
- Hitting, e.g. slapping, punching or kicking
- Spitting

- Racist or sexist comments
- Sending inappropriate or abusive e-mails to school staff or to the general school e-mail address
- Publishing or posting derogatory or inappropriate comments which relate to the school, its pupils or staff/volunteers on a social networking site
- Breaking the school's security procedures

Unacceptable behaviour may result in the Police being informed of the incident.

9.2 Procedures for Dealing with Unacceptable Behaviour

When a parent or member of the public behaves in an unacceptable way during a telephone conversation, staff at the school have the right to terminate the call. The incident will be reported by staff to the Head teacher. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to verbal abuse. The school may warn the aggressor, temporarily or permanently ban them from the school site, and/or contact the Police.

When any parent or visitor behaves in an unacceptable way in person towards a member of the school staff, we will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedure should be followed. Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an extreme act of violence, the discussion will be terminated and the visitor will be asked to leave the school immediately. It is also an offence under Section 547 of the *Education Act 1997* for any person (including a parent) to cause a nuisance or disturbance on school premises. The Police will be called if necessary. The perpetrator may also be banned from the school premises for a period, which will be determined by the school.

Prior to a ban being imposed, the following steps will be taken:

- Depending on the severity of the incident, the individual may first be issued with a written warning stating that if a similar incident occurs, the individual concerned will be banned (temporarily or permanently) from the school premises.
- In more serious cases, the individual will be informed, in writing, that she/he is banned from the premises temporarily, subject to review, and what will happen if the ban is breached.
- Extreme incidents will result in a permanent ban being enforced immediately. The individual will be informed in writing of the permanent ban but will be given the right to appeal in writing against the decision.
- In all cases, parents will be given the opportunity to discuss any issues relating to their child with school staff.
- Incidents of verbal or physical abuse towards staff may result in the Police being informed, and may result in prosecution.

If an individual is intimidating, threatening or aggressive towards a member of the school community any interaction will be terminated immediately and the person will be instructed to leave the premises. Further action may be taken by the school.

The School will take action where behaviour is unacceptable or serious and breaches this Whole School Behaviour Policy and procedures.

9.3 Unacceptable Use of Technology

The School takes the issue of unacceptable use of technology by any member of the school community very seriously.

We expect parents and other adults within the school community to act responsibly when using on-line technologies. The expectation of parents is set out on page 4. Failure to comply with these expectations could result in parents and/or other adults being banned either temporarily or permanently from the school site, and the incident may be reported to the Police.

Acceptable use agreements exist for pupils, staff and governors of the School and form part of our Online Safety Policy and procedures.

10. Mental health and behaviour

This school recognises that taking a coordinated and evidence-informed approach to mental health and wellbeing in school, as outlined in the latest edition of the [whole school or college approach](#) by Public Health England (PHE) and DfE, leads to improved pupil emotional health and wellbeing which can help readiness to learn.

All staff and other adults are made aware through regular training updates that mental health problems and changes in behaviour can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff and other adults, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

If staff need more specific guidance on this, we can refer to the DfE guidance [Mental health and behaviour in schools](#) for support and our [Mentally Healthy Schools Resources](#).

11. Child on child abuse (aka peer on peer abuse)

We recognise that children can abuse their peers and all staff understand the importance of challenging inappropriate behaviours between peers. This is generally referred to as child on child or peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying, prejudice-based and discriminatory bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; the consensual or non-consensual sharing of nude and/or semi-nude images/videos and initiating/hazing type violence and rituals. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

We recognise that children with special educational needs or disabilities (SEND) or certain health conditions can face additional challenges. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

We recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.

11.4 Minimising the risk of safeguarding concerns towards pupils from other pupils

On occasion, some pupils may present a safeguarding risk to other pupils. The school may well be informed by the relevant agency (either Police or Social Care) that the young person raises safeguarding concerns. These pupils will need an individual Behaviour (or risk) Management Plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations.

Pupils are encouraged to report child on child abuse and the issue is discussed as part of PSHE curriculum.

12. Sexual violence and sexual harassment (SVSH)

Sexual violence and sexual harassment can occur between two children of **any age and sex**, from primary through to secondary stages. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

We have a zero-tolerance in relation to any form of sexual discrimination, sexual violence, or sexual harassment amongst or directed at staff or pupils in the school.

We believe that it is essential that all victims of SVSH are reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.

Types of conduct that is inappropriate and may constitute sexual violence or sexual harassment include, but are not limited to, the following:

- unwelcome sexual flirtations or propositions, invitations, or requests for sexual activity;
- sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names;
- sexual “jokes” or taunting, threats, verbal abuse, derogatory comments, or sexually degrading descriptions;
- unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.;
- physical behaviour, such as deliberately brushing against, grabbing, massaging, or stroking an individual’s body;
- taking, displaying, or pressuring individuals into taking photos of a sexual nature;
- exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “upskirting” (which is a criminal offence), “down blousing”, or flashing;
- purposefully cornering or hindering an individual’s normal movements;
- engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
 - Accessing, downloading, or uploading pornography
 - Sharing pornography via the internet, email, or mobile phones i.e., consensual and non-consensual sharing of nude and/or semi-nude images/videos
 - Creating or maintaining websites with sexual content
 - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication.

Punishments for incidents of sexual violence or sexual harassment will be determined based on the nature of the case, the ages of those involved and any previously related

incidents. In some cases, the school may involve the Police where it is determined that a crime has been committed.

Appendix A provides details of how we will respond to a report of SVSH in the school.

Further advice on sexual violence and sexual harassment is outlined in Part five of the DfE statutory guidance Keeping Children Safe in Education and Sexual Violence and sexual harassment between children in schools and colleges.