



Clifton Primary School

WHOLE SCHOOL POSITIVE BEHAVIOUR POLICY AND PROCEDURES

"A focus on adult behaviour is the only responsible approach. Emotionally mature adults are flexible enough to change, to be present in the toughest moments and to judge slowly. They are patient, encouraging and kind. Through the fog of anger they keep everyone safe. In the calm light of day they build rapport and emotional currency. Their expectations are always high and they will never drop their own standards because of the poor behaviour of a learner. The adults who work with the most difficult behaviours are always in control of themselves before they attempt to take control of others."

Paul Dix, 2017

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Haim G. Ginott

"Memories do not remain in the past but become actions in the here and now – behaviour is the communication."

Heather Geddes (2006)

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REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	February 2012
2	Updated to include DfE revised guidance	September 2012
3	Updated to include DfE revised guidance	January 2013
4	Updated to include DfE revised guidance. Reformatted to match other KAHSC documents. Updated to reinforce inappropriate use of Social network sites by parents. Changes highlighted.	September 2013
5	Updated to include DfE revised guidance. Changes highlighted.	February 2014
6	Reformatted only	February 2014
7	Amended to take into account changes made by the Education Act 2011 regarding notice for out of school detentions	March 2014
8	Updated to include DfE advice on bullying that involves an 'imbalance of power' – DfE Advice March 2014 and clarification of wording relating to unauthorised absence	March 2014
9	Update to reference change from County Triage Service to Cumbria Safeguarding Hub effective 03 November 2014	Nov 2014
10	Minor amendments to include reference to the promotion of fundamental British values and general formatting.	July 2015
11	Changes to reflect the fact that from 1 st January 2016, schools no longer have a statutory obligation to have in place a Home School Agreement. If schools choose to do so, they can have a voluntary Home School Agreement. Also includes reference to Code of Conduct for staff and other adults.	January 2016
12	Re-formatted to create Policy and procedures document. Minor changes to wording – e-safety now referred to as Online Safety	June 2016
13	Minor change to date of DfE revised exclusions document	September 2017
14	Minor update to reflect DfE Screening, Searching and Confiscation – Advice for Head teachers, School Staff and Governing Bodies, January 2018	January 2018
15	Updated to reflect changes made by 'Keeping Children Safe in Education' Sept 2018 and include reference to Peer on peer abuse Policy and procedures	September 2018
16	Updated to reflect changes made by 'Keeping Children Safe in Education' September 2019	September 2019
17	Updated to reflect changes made by 'Keeping Children Safe in Education' September 2020	September 2020

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POLICY STATEMENT

1. Definitions

For the purposes of this Policy and procedures a child, young person, pupil or student is referred to as a 'child' or a 'pupil' and they are normally under 18 years of age.

Wherever the term 'parent' is used this includes any person with parental authority over the child concerned e.g. carers, legal guardians etc.

Wherever the term 'Head teacher' is used this also refers to any Manager with the equivalent responsibility for children.

Wherever the term 'school' is used this also refers to academies and Pupil Referral Units (PRU) and references to Governing Bodies include Proprietors in academies and the Management Committees of PRUs and will usually include wrap around care provided by a setting such as After School Clubs and Breakfast Club.

2. 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)/Part 3 of the Schedule to the 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)' (Part 2 of the Teachers' Standards - Personal and Professional Conduct refers).

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, and, where relevant, any Covid-19 addendums to these Policies and procedures:

- Overarching Safeguarding Statement
- Health and Safety Policy and procedures
- Online Safety Policy and procedures
- Child Protection Policy and procedures
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy and procedures
- Whistleblowing procedures
- Peer on peer abuse Policy and procedures
- Supporting Pupils with Medical Conditions Policy and Procedures
- Single Equality Scheme/Objectives
- Special Educational Needs Policy/Information Report
- Admissions Arrangements
- Attendance procedures
- Missing Child procedures
- Complaints procedure
- 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)
- CCTV Procedures (should form part of Data Protection Policy)
- Home to School Agreement (voluntary)

3. Ethos / Philosophy

“A focus on adult behaviour is the only responsible approach. Emotionally mature adults are flexible enough to change, to be present in the toughest moments and to judge slowly. They are patient, encouraging and kind. Through the fog of anger they keep everyone safe. In the calm light of day they build rapport and emotional currency. Their expectations are always high and they will never drop their own standards because of the poor behaviour of a learner. The adults who work with the most difficult behaviours are always in control of themselves before they attempt to take control of others.”

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“Memories do not remain in the past but become actions in the here and now – behaviour is the communication.”

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At Clifton Primary School (*hereinafter referred to as ‘the School’*) we are committed to the development of every pupil as a caring and responsible member of our

school community. We recognise the importance of a positive approach to the behaviour in school. We want our school to remain a happy and safe environment for all who learn here every day. This policy states how the school promotes high standards of behaviour and maintains the emotional health and wellbeing of pupils and staff. This positive behaviour policy is designed to effectively and actively promote good behaviour rather than merely deter inappropriate behaviour.

As a Community school, we have the '**Clifton GREAT Expectations**' as the backbone to our positive behaviour and HIGH Expectations of behaviour within school:



We
are

a

GREAT school!
We have GREAT EXPECTATIONS!

- **Good to talk, even better to listen**
- **Respect yourself, others, school and community**
 - **Enjoy and achieve responsibly**
- **Able to make mistakes and learn from them**
- **Together, we turn that frown upside-down and reach for the stars!**



Clifton Primary School - Positive Behaviour Blueprint

This blueprint is a daily reminder of behaviour practice at Clifton Primary School

GREAT EXPECTATIONS!	Visible consistencies	Positive recognition
<p>We are a GREAT school! We have GREAT EXPECTATIONS! Good to talk, even better to listen Respect yourself, others, school and community Enjoy and achieve responsibly Able to make mistakes and learn from them Together, we turn that frown upside-down and reach for the stars!</p>	<p>POSITIVE PRAISE is used wherever and whenever possible; Children caught doing the RIGHT thing / making the RIGHT choices and are praised for it; Staff from across school notice and respond to GREAT behaviour; Staff from across school intervene when incidents occur- using Restorative approaches</p>	<p>Verbal praise; Certificates of 'GREATness' presented in assembly; 'Cliff Paints: Diamond, Platinum; Cliff award of Excellence; Catch parents to praise at <u>hometime</u>; Positive note home; Phone call home; Sent to Mrs. TB; Ladder of Learning End of term awards - 'Lawson's Legacy' Trophy</p>



Some key phrases	Restorative conversation: FIVE Questions	Sanctions
<p>"I've noticed that ..." "I need you to Thank you." "You are better than that."</p>	<p>1. What happened from your point of view? 2. What were you thinking / feeling at the time? 3. Who else has been affected by this (and how did it make them feel)? 4. What have you thought since? 5. What should we do to put things right?</p>	<p>PIP: praise in public RIP: reprimand in private Before going onto the 'Learning Ladder' the teacher will give you a signal, or a look 1. Reminder - If the behaviour continues, the teacher will have a quiet word with you to remind you of the 'GREAT' Expectations 2. Warning 3. Last chance 4. Time out 5. Repair Move table Move location Go to another class Miss part of your break Informal contact with parents Refer to Head teacher Formal contact with parents Behaviour plan</p>

Our philosophy of positive behaviour management, where praise and encouragement far outweigh the need for sanctions, reflects the overall educational and spiritual ethos of Clifton Primary School. Clifton Primary School is an inclusive school and a high priority is given to the welfare and healthy development of all its pupils.

Clifton Primary School is fully committed to every child receiving the very best education and to ensuring that all pupils reach their full potential. To achieve this, teachers aim to deliver outstanding lessons and the school rightly has high expectations of its pupils. We expect all members of the school community to behave well, work hard, achieve high standards appropriate to their learning abilities, show respect for one another and to ensure that the School is a positive and safe place to be.

For the School to achieve a positive ethos it is essential that all members of the school community work well alongside each other and develop positive working relationships (this includes all staff and other adults working in the School, pupils and parents). Having a positive ethos helps to ensure good behaviour from pupils in school. Young people learn by example and as such, having high standards of behaviour expectations from all parties involved in their education will create adults with similarly high behaviour standards.

Through the promotion of pupils' spiritual, moral, social and cultural (SMSC) development within the curriculum, we will positively promote fundamental British values. To achieve this, we will:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;*
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;*
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;*
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;*
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect of their own and other cultures;*
- encourage respect for other people; and*
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.*

We recognise that consistency is crucial in maintaining high standards of behaviour alongside a culture that celebrates success and is not based solely on sanctions. To this end, the School is committed to promoting and rewarding good behaviour. We are also committed to a united approach to managing behaviour in and out of school.

The School will not tolerate bullying or intimidation of any description. A complaint of bullying will always be taken seriously.

4. Aims

Our school and staff aim to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our school's Whole School Positive Behaviour Policy and

procedures is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote the overall well-being of pupils and staff and an environment in which everyone feels happy, safe and secure.

The Whole School Positive Behaviour Policy and procedures confirms the school commitment to:

- To develop self-esteem, self-discipline and positive relationships so that staff and children can learn, play and work together in a cohesive, caring and considerate way.
- To ensure that our school expectations, strategies and approaches are widely known, understood and consistently practised.
- To ensure our school community has a consistent and fair approach to teaching and managing behaviour.
- To encourage our children to take responsibility for their behaviour.
- To support our children with learning to manage their feelings and behaviour.
- To support the personal, social and emotional development of all of our children.
- To help our children develop positive learning behaviours
- To ensure that each child can develop and achieve his/her full potential, educationally, morally {and spiritually};
- To provide a safe and attractive environment where everyone feels welcome, happy and secure; free from disruption, violence, bullying and any form of harassment;
- To provide each young person with the motivation and confidence to learn effectively;
- promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- promote a culture of praise and encouragement in which all pupils can achieve;
- To provide every pupil with appropriate high-quality teaching through a broad and balanced curriculum which is appropriately differentiated to meet each pupil's individual needs;
- To teach children to respect themselves and others and to take responsibility for their own action and behaviour;
- To help teachers and other staff manage behaviour problems that can inhibit effective learning for all children, and to realise that we cannot always deal with problems by ourselves and that we have colleagues and other agencies who are willing to assist;
- To help young people to understand how behaviour affects others and the world around them;
- To create a partnership of support and effective communication between home, school and the wider community;
- To provide young people with an informed view of life and develop a strong sense of right and wrong enabling them to become thoughtful, caring members of society;
- To value every child regardless of ability, race, gender or religion;
- To maintain, develop and consistently apply high standards within the school and enable teachers and other school staff to develop and use their own professional expertise.

We believe that all children have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

We believe that everyone in our school community has the right to learn, the right to be safe and the right to be treated with respect. We all have responsibility to learn, understand and respect these rights.

We believe that children need to be taught and retaught expected behaviours and that it is the responsibility of all of the adults in our school community to model and support the development and understanding of our school expectations of positive behaviour in all of our children.

We aim for all members of staff to feel empowered to manage and respond appropriately to most instances of poor behaviour. Children need to learn and understand that the expectations and responses to good and poor behaviour are the same from all adults in school.

Our behaviour management practice is underpinned by the following principles:

- Consistent, calm adult behaviour
- First attention for best conduct
- Relentless routines
- Scripting interventions
- Restorative follow-up.

The aim of this Policy and supporting procedures is to determine the boundaries of acceptable and unacceptable behaviour, introduce rewards and sanctions and determine how they will be fairly and consistently applied.

To achieve this, the school will:

- *make clear its expectations of good behaviour, through assemblies, class/school council meetings and in published documents;*
- *reward achievements, awarding 'Clif Points', 'Clif Points leading to Platinum, Diamond and a Special 'Clif of Excellence' awards and badges.*
- *treat every member of the community as individuals and respect their rights, values and beliefs;*
- *create a zero-tolerance environment against all instances of bullying or discrimination based on race, gender, ability or cultural differences;*
- *provide positive examples for modelling behaviour;*
- *promote good relationships and a sense of belonging to the community;*
- *intervene early to challenge undesirable behaviour;*
- *follow and apply consistently clear guidelines when responding to instances of unacceptable behaviour.*

5. 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. Rights and Responsibilities

Rights and Responsibilities

We believe that everyone in our school has the right to learn, the right to be safe and the right to be treated with respect. Our approach to managing behaviour is based on developing our children's understanding of these rights and their role and responsibility in ensuring these rights are maintained for all members of our school community.

All members of our school community have a part to play in recognising and maintaining these rights and in supporting positive behaviour in our school:

- Children will know how they are expected to behave and will understand the consequences of their behaviour.
- Staff will consistently model positive behaviour and will manage behaviour in a fair and consistent manner.
- Parents and Carers will support our Behaviour Policy and work in partnership with the school.
- Governors will support and monitor the implementation of our Behaviour Policy and evaluate its impact.

The benefits of good social behaviour

For the children

- Children need to know what is expected of them and how to realise the importance of the way they behave and how it affects themselves, their peers, their parents and their teachers.
- They can work in a calm and quiet atmosphere concentrating on their work free from disruption from others.
- They learn to care for each other and the importance of friendship.
- They learn self-respect and develop self-confidence and increase their self-esteem.
- They learn to always do their best in their school work and feel pride in their achievements.

For the staff

- With good behaviour from the children, teachers are able to teach what they have carefully planned and thus meet the needs of all pupils. Lessons are stimulating and exciting and free from the worry of disruption.
- Staff can spend more time with the children helping them to work rather than spending it on sorting out behaviour problems.
- There are less interruptions and more concentrated work for the children.

For the parents

- They can feel confident that children are growing in a positive environment.
- To help them build strong relationships with the school where they can discuss issues of behaviour and concerns and be supported and give support as we are all working together.
- To know their children will receive clear guidance and support and encouragement to behave well.

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;
- have equipment and books for lessons, including pupil/student planners;
- 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 online 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.

2. Celebrating success and Promoting Positive Behaviour

All of us have the responsibility to uphold and support the 'GREAT Expectations' at **all** times. In this way the powerful influence of home and school working together will actively help and support our children.

We develop our children's understanding of positive behaviours for learning through our 'Learning Values', each of which represents a key learning disposition. We teach children that these are the learning behaviours you need to be a successful learner in our school and beyond. These 'Learning Values' are also our 'Seven Cs of Clifton' values:

1. **Be Committed, Resilient Reflective**
2. **Be a 'do your very best' Craftsman**
3. **Be an Able Communicator**
4. **Be Confident**
5. **Be Collaborative**
6. **Be Curious**
7. **Be Creative**

Behaviour we wish to encourage

We all need to have a common understanding of what good behaviour is so that we can work together. It also needs to be age appropriate.

The **learning behaviours** we promote at Clifton Primary School are:

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Collaboration

The ability to work, share and play together.

Commitment (Resilience)

The ability to cope with set-backs and when things don't go your way.

The ability to be patient with each other.

Creativity**Curiosity**

The ability to identify and reconcile differences.

Communication

The ability to listen and to express an opinion appropriately (including on social media).

Confidence

Owning up and taking the first step to put things right.

Craftsmanship

The ability to always do your own very best.

Other behaviours we encourage, support and develop are:

- Self-discipline
- respect for **all** adults, peers and property;
- politeness and good manners;
- empathy and compassion for others, regardless of background;
- personal satisfaction in achievement, academic and personal;
- a sense of calm;
- personal organisation and tidiness (correct school uniform to be worn appropriately – no jewellery except stud earrings and watches, fitbits, hair tied up, no trainers);

Teaching and learning about the GREAT Expectations and our Learning Values is an important part of our daily practice. Discrete teaching and learning about both aspects also takes place during assembly time, class circle time, and other PSHE-based sessions. There are posters displaying our GREAT Expectations and our behaviour consequence system in every classroom and in other areas around school. Class teachers are encouraged to create displays to promote the GREAT Expectations, e.g. using photos of children, in their classrooms. Class teachers develop a Learning Values display with their children at the beginning of the Autumn Term which is referred to regularly. The GREAT Expectations, our behaviour consequence system and our Learning Values are shared with parents and carers at the beginning of the school year and when children and families join us during the year.

Routines

We recognise the importance of establishing routines for use at different points of the school day so both children and adults are clear about what is expected of them. Predictable routines which everyone understands are reassuring and help to build a sense of belonging. Class teachers develop routines for use at a range of different points of the school day including lining up, moving from carpet to tables (and back again!), getting whole class attention, tidy up time, coming into the classroom, going to playtime, going to lunchtime, home time and changing for P.E. Class teachers spend time at the beginning of each term teaching and re-teaching their routines. We teach routines by breaking them down into steps which are modelled, reinforced and revisited as much as necessary. We use photographs and images of each step in a routine to support this.

We support transitions by giving children warnings a few minutes before the end of an activity whenever possible. We try to avoid sudden requests to stop unless absolutely necessary. We also have a number of whole school routines which are taught, modelled and retaught when necessary to the children by all adults, e.g. coming into assembly, coming in from playtime, going into dinner. *Everyone in our school uses wonderful walking' when moving around the building and smart sitting' during carpet and assembly times.*

To gain children's attention, in lessons, in the playground, at lunchtime...whenever... our two whole school strategies are:

- 1. Stand in front of the children and raise your hand with your finger on your lips and say NOTHING. Wait for the children to see you and respond.*
- 2. Raise your hand and 'count down' with your fingers and voice, "3.....2.....1..... eyes on me."*

Whichever of these routines are used, it is ESSENTIAL that you do not begin talking to the children until you have silence and everyone is facing your way and is ready to listen. Do not raise your voice over theirs. Tell the children – "I am going to wait until you are all ready to listen." Use a quiet, firm tone to your voice. ALWAYS MODEL MANNERS and say PLEASE and THANK YOU in your requests to the children.

We use positive reinforcement and positive correction to help everyone learn our routines, e.g. *We always tuck our chairs under the table in this class.' You can do better than that. You can speak to me in a kinder calmer slightly further away way'*

Oh, that is not what we mean by working quietly. I need you to calmly collect your book so we can find you a better place to work. Thank you.'

Corridors

Children are expected to walk quietly (wonderful walking) around the building at all times (especially when passing through areas where other people are working alone). Children should be encouraged to hold doors open for others, showing politeness and consideration. Snacks should be eaten outside and never in corridors.

Assembly

Assembly is a time for reflection and collective worship. To aid this, staff and children are expected to enter and leave the room where assembly is held silently (wonderful walking and smart sitting).

LUNCHTIME

Children should line up calmly, in an orderly fashion and eat their meals politely.

- We line up calmly
- We walk carefully
- We speak quietly to those around us
- We keep our tables clean
- We use good table manners
- We always remember to wash our hands before eating lunch

Playground

At lunchtime, children are expected to show equal respect to lunchtime staff. They should not be in the school building unsupervised by an adult. Children do not need to bring in their own toys and games from home.

Staff are encouraged to interact and to teach children suitable playground games using the equipment available. The primary role of staff on the playground should be to be a play facilitator. As a general rule, adults on the playground should not stand together to have conversation. Conversations on the playground should be between adults and children and

between children themselves. Playtimes are positive and productive when children are engaged and encouraged to be involved in activities that promote discussion, competition, skills development, togetherness and support for one another.

'CLIF Points' can be used for praising good behaviour and these should be "over-used". Lunchtime should encourage children to remember the GREAT Expectations. If children ignore reminders they can initially receive a period of 'time out' on the edge of the playground. Continued ignoring of the GREAT Expectations will be referred to the class teacher initially. If serious enough, referral will be passed straight to the HT. Children may lose treats/responsibilities or have to miss a following playtime if they ignore reminders of the GREAT Expectations.

Rewards for good behaviour

At Clifton Primary School we encourage good behaviour through the use of **praise** and a system of **rewards**. We recognise and highlight good behaviour as it occurs. We explain and demonstrate the behaviour we want to see.

Actions that may be used to promote good behaviour

- Remind children about the GREAT Expectations by celebrating them when they are kept.
- Ensure that a stated course of action is followed up.
- Help children to save face in front of others, to avoid any escalation of poor behaviour.
- Ensure that the child understands that it is the behaviour that you do not like, not him or her.
- Have high (GREAT) expectations of all areas of children's work in school-behaviour, attitudes and academic work.
- All learning environments are expected to be well organised, well managed and well planned. They should foster independence and independent learning and children should be clear what is expected of them.

Our Behaviour Consequence System

We teach our children that all behaviour choices have consequences. Our emphasis is upon promoting positive behaviours and on developing intrinsic motivation within our children; we want them to behave positively because it makes them feel good about themselves and because they understand that it is the right thing to do.

We have high expectations of our children's behaviour and strive to ensure that all children work to the best of their ability. At all times, the emphasis is upon supporting the child to make good choices about their behaviour. Each class teacher talks about the consequences with their children regularly.

Positive Consequences 😊

We believe that the most effective way of achieving our aim is to praise and encourage positive behaviours. We believe that rewards can have a motivational role, helping children to see that positive behaviour is valued.

We reward and reinforce positive behaviours in a number of ways including:

- Praise
 - Direct specific praise, e.g. 'Great listening Bob. Well done!'
 - Indirect specific praise, e.g. 'Mrs Bloggs, have you noticed how well
 - Bob/this group is listening today?'
 - Anonymous praise 'There is a group who have worked brilliantly all morning. Fantastic work. That group has just earned the class 5 minutes extra playtime.'
- Child's name added to J list on class recognition board
- Round of applause, 'High 5' or a 'whoosh' from the rest of the class
- Child's name/photo moved next to relevant 'Learning Friend' on class display
- Special responsibility or 'job'
- Showing work to another member of staff
- Giving positive feedback to parents/carers at the end of the day or over the phone
- Self-selected activity time

- A note home to say ...
- CLIF Points for remembering the GREAT Expectations.
- Notes and postcards home for behaviour or learning which is 'over and above'.

We recognise that all of our children need recognition for their positive behaviour. Children who are 'always good' should be noticed, as should those who are working hard to improve their behaviour and attitude. It is the responsibility of the class teacher to ensure that all of their children receive equal recognition for remembering the GREAT Expectations and for 'over and above' behaviour.

Whole School Rewards

Our primary approach is through **CLIF Points** and the **Ladder of Learning**.

1. CLIF Points

CLIF points are given to the children for good work (particularly noting effort), good behaviour, endeavour and helpfulness e.g. sitting nicely, holding a door open, manners, verbal contributions. All staff should be consistent in their awarding of CLIF points. *Lunchtime supervisors can hand out yellow slips with Clif points on for good behaviour.*

Platinum, Diamond and 'CLIF of Excellence'

10 House Points = 1 star

10 stars = Diamond/ Platinum/ 'CLIF of Excellence' badge and 'credit card'.

2. Ladders of Learning

Each year group has a visual ladder of learning with 5 colours – Blue, Green, Yellow, Amber and Red. Pupils start from a neutral position (green) each day and staff move photos or names of pupils to the colour rungs of the ladder according to the behaviour they see throughout the day.

Children can move between the rungs on the learning ladder. At the *start of each lesson* pupils on amber or red have the opportunity to start again.

3. Stars and Learners of the Week

During Monday's celebration assembly, all teachers nominate children as learners and stars of the week. It may be that they have produced an outstanding piece of work or demonstrated our school learning behaviours. It is expected that each child will receive at least 1 such recommendation over the year. These children have their photograph taken for the school Facebook page and are put on the GREAT Expectations display in the main corridor.

4. Top Table

Children who display good manners in the dinner areas are identified by lunchtime staff and rewarded by being asked to sit at the 'Top Table'. This takes place every Friday.

From time to time individual or groups of children may need extra support or recognition of their efforts towards positive behaviour. When planning additional support, teachers are careful to ensure our whole school recognition systems retain their value, e.g. a child may

work towards a team token by achieving a chosen target on an agreed number of occasions. At all times, our emphasis is on first attention for best behaviour choices.

Reminders and Redirection

Some children will require a reminder or redirection to maintain positive behaviour; the adult will select a strategy appropriate to the situation. These may include:

- Proximity praise – praising the children who are near to the child for their good behaviour which encourages the child to copy their behaviour
- Quiet, non-verbal reminder, e.g. a look or a sign, e.g. finger to lips to indicate non-talking time
- Quiet, verbal reminder using positive instruction, e.g. 'smart sitting... thank you'
- Quiet verbal reminder of the relevant routine, e.g. 'Remember our rule for safe scissors? ... Thank you.'
- Moving the child to sit closer to an adult.
- An adult moving to sit closer to the child.
- An adult engaging with the child about their current activity/piece of work – identifying positive features, e.g. 'Let's look at what you've done so far...'

2.2 Property

Taking care of possessions is an important aspect of growing up. Children should be encouraged from an early age to look after their books and toys, clear up after activities by returning resources to the correct place.

In school children are expected to leave shared areas ready for the next class. Monitors in each class and throughout the school also take responsibility for specific jobs .

To help all children look after their own property, everything should be named:-

- ALL clothing
- PE equipment
- Lunch boxes
- Plastic water bottles (containing water only)
- Coats

If school property is damaged, we ask for it to be replaced, but most importantly encourage children to tell us. We expect parents to replace lost library books, broken equipment, etc. Accidents do happen and we all understand this.

3. Sanctions and consequences

At times, it may be necessary to implement sanctions for behaviour that is not in keeping with our Golden Rules and that we wish to discourage. Sanctions must be applied consistently, firmly, fairly and without confrontation. It is important to explain to the child that it is the behaviour we do not accept, not the child themselves. The language of choice is used to explain consequences and responsibilities

Dealing with disputes

When disputes between children arise, all children involved are given the opportunity to explain their version without interruption. They are encouraged to find a solution. No blame is given to one child more than the other until the facts are determined. Children are always asked to

apologise and make friends after disputes. Shaking hands, written or verbal apologies are all acceptable.

Racism, Homophobic and disability related incidents

All incidents that might be construed as racist, homophobic or disability related are fully investigated and recorded; in the first instance the HT must be informed.

We must all work actively together to encourage and model good behaviour.

Behaviour we wish to discourage

We must all work actively together to discourage the behaviour that we do not wish to happen:

- bullying/ aggression- verbal and physical;
- disrespect of people;
- bad language;
- lateness;
- intolerance of others e.g. disabilities / race / social class;
- under achievement and laziness;
- defiance and answering back;
- dishonesty, stealing and cheating;
- disruption;
- boisterousness;
- lack of consideration;
- over-competitiveness and arrogance;
- vandalism;
- selfishness.
- bearing grudges

It is by frequent reference to the GREAT Expectations that we will be helping the children to fully understand what we are trying to achieve and our high expectations. All children need to feel safe, secure and be able to express their thoughts and feelings in an environment where they feel listened to. We all have a duty to listen to our children and take appropriate action.

Negative Consequences ☹

If negative behaviours continue to be exhibited, we use the following series of consequences in a progressive and appropriate way in response to each individual situation. It is expected that good order and a positive climate are maintained. We do not use whole class negative consequences. At all times we remember that it is the immediacy and certainty of response rather than the severity which matters. The following set of steps are focused on small but certain consequences and a restorative, not punitive, ending: Reminder, Warning, Time Out, Time to Make Things Right, Time to Talk.

Our emphasis is upon supporting the child to make a good choice and on recognising (and praising) when this happens quickly to get them 'back on track'.

1. Reminder

If a child is doing something inappropriate, talk calmly to the child and tell them to stop. Remind them of a recent example of their good behaviour. Give a quiet verbal reminder of the relevant Golden Rule or routine, delivered privately wherever possible, e.g.

Remember our 'GREAT Expectations' – 'good to talk; even better to listen'. ' Do you remember yesterday when you listened really well in Maths That is who I need to see today. Thank you.' Offer support and give 'take up' time as appropriate.

2. Warning

Say to the child that this is a warning and that if that particular behaviour continues then they will have 'time out' away from the rest of the class or walking with an adult if at playtime or lunchtime. Remind the child that this is a chance to make a good choice and change their behaviour.

'Our expectation is we listen. You need to stop talking when someone else is talking. If you keep talking, you will go and sit on the chair sit by the wall / walk with me at playtime. I know you can make a good choice. Thank you.'

3. Time out

If the child does not moderate their behaviour they are asked to move away from the rest of the class or to walk with an adult if at playtime or lunchtime for a short period of time. 'Time out' is a few minutes for the child to calm down, think about their behaviour choices and compose themselves.

When placing a child in 'time out', we remind them of the relevant rule and set the expectation that they will be ready to make a good choice in a few minutes and re-join the group. Sand timers may be used to support the management of time out.

'(Child's name), our expectation is we listen. You are still talking. You need to come and sit on the chair / sit by the wall / walk with me at playtime and think about your behaviour. Thank you.'

4. 'Time to Make Things Right' Repairing Harm

If a child carries on with the same behaviour after 'time out' they are expected to spend some of their free time, e.g. playtime, to 'repair' any harm caused, e.g. helping the adult who has spent time managing the child's behaviour with a job, tidying any mess made, completing an activity or showing kindness to a child who has been hurt. The link between the behaviour and the harm in need of repair is made clear. We ensure that 'protective' consequences, e.g. spending some time off the playground, are followed by 'educational' consequences, e.g. spending some time practising playing kindly with an adult or small group of children. We help children to understand the effect their behaviour can have upon others and aim to teach them how to make better choices next time.

Any apology made includes specific reference to the particular behaviour exhibited, e.g. 'I'm sorry for disturbing the learning.' We do not force apologies to be made that are insincere.

When a child has reached step 4, the class teacher informs their parent/carer at the end of the day or as soon after this as possible (either in person or in a phone call) and sets the expectation that the child will make better choices tomorrow.

If a child needs to miss up to 5 mins playtime – this is done in class and is managed by the class teacher. Sand timers may be used to support the management of missing free time.

If a child needs to miss the whole of playtime, they are taken to the HT. An adult from their class collects the child at the end of playtime and supports their return to class, reminding them of the relevant rule and setting the expectation that they are ready to make good choices again.

If a child is missing part or all of lunchtime play – they are taken to the class teacher after eating their lunch. An adult from their class collects the child at the end of lunchtime and supports their return to class, reminding them of the relevant rule and setting the expectation that they are ready to make good choices again.

5. **'Time to Talk' - A Reflective Conversation - Restore and Repair**

Whenever a child has reached step 4, we support 'Time to Make Things Right' with a restorative conversation using our restorative questions. We encourage the child to take responsibility for their behaviour choices, to consider the impact on themselves and others and to plan how to respond more positively next time.

Our Restorative questions are:

- **What happened?**
- **What were you feeling/thinking when it happened?**
- **What harm has been caused?**
- **How do other people feel?**
- **What should we do to make things right?**
- **How can we do things differently next time?**

We recognise that it may take time for some children to be ready to have a restorative conversation and that restorative conversations can take place in different places, e.g. in the classroom, over lunch, walking on the playground. Whenever possible, we ensure the conversation takes place on the same day. If this is not possible, the same adult will follow the incident up with the child at the next possible opportunity to do so.

We expect children to work hard and try their best in all activities. If a child has not done so, they may be asked to complete or re-do part of a task during playtime (under supervision). We expect children to listen during lesson time and to behave in a way that allows everyone else in the class to learn too. If a child has not done this, they may miss a couple of minutes of their playtime to talk to an adult about their behaviour.

We ensure that any physically inappropriate behaviour is dealt with robustly in order to keep everyone safe. This will involve a period of 'Time Out' with 'Time to Talk' through the consequences of this behaviour on others.

Challenging Behaviours

We understand that children can behave in challenging ways at times and we use the following strategies to further promote positive behaviour in these situations:

- Talking calmly to the child in an appropriate place, at an appropriate time .
- Meeting with parents and carers to develop a shared approach.
- Identifying triggers that cause behaviour to escalate and taking pro-active steps to manage these.
- Reflecting on provision, making reasonable adaptations and trialling a range of additional strategies to engage and support, e.g. safe place, anger routine.
- Using a personalised approach to prevent escalation, e.g. during transition times.
- Emphasising and acknowledging positive behaviour choices.
- Developing a positive relationship and emotional connection with the child through sharing a 'special' activity or game.
- Seeking support from a colleague when necessary.

Class teachers record the particular strategies put in place to support particular children on a Behaviour Support Plan which is shared with all members of staff who work with the child to ensure consistency. Behaviour Support Plans are also shared with parents/carers and are reviewed regularly.

When a child is repeatedly exhibiting challenging behaviour which may be described as anti-social, disruptive to learning or aggressive, an Inclusion Plan is put in place. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management and relevant whole school procedures should take place to eliminate these as contributory factors.

The Inclusion Plan is written by the class teacher, in consultation with the SENDCo, the Headteacher and the parents/carers of the child. The aim of an Inclusion Plan is to support a child to access learning and participation in their classroom. It includes the following:

- Identification of special interests in and out of school
- Likes and dislikes of the child
- Strengths of the child
- Known triggers that cause behaviour to escalate
- Special plans/adaptations to avoid triggers
- Child's response to triggers
- Description of how adults will respond
- Review dates
- The views of the child
- The role of the parents/carers

Should matters persist or deteriorate further the following actions will be taken as necessary.

- Seeking further advice from Headteacher and SENCO
- Seeking external support via Cluster/Local Authority
- Seeking further advice from Education Psychology Service and/or SEN Advisory Service
- Considering possible escalation up the SEN scale for behaviour/ SEN Code of Practice with appropriate actions as advised by the Local Authority
- Fixed term or permanent exclusion from the school in line with current legislation

We want pupils to take responsibility for their behaviour and will encourage pupils to do this through restorative justice approaches which enable pupils to reflect on their behaviour and to make amends. This process does not, however, replace consequences. At our school, we know that consistency is essential for pupils to understand what is expected of them and to avoid mixed messages. It is vital that children learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community.

Level One – leading to Warning or detention if behaviour continues

- *Low level disruption in class*
- *Use of mobile phone in class – item may be confiscated*
- *Wearing jewellery in contravention of school rules – item may be confiscated*
- *Calling out*
- *Chewing/eating in class*
- *Passing notes*
- *Using electronic music devices – item may be confiscated*
- *Misuse of practical equipment*

- Consistently off-task
- Late to lessons
- Graffiti on books, equipment or furniture
- Out of school uniform
- No equipment
- Littering

Level Two – leading to after school detention, parental involvement

- Repeated refusal to follow instructions
- Repeated disruption to learning
- Use of inappropriate language
- Walking out of lesson without permission
- Failing to attend a break or lunchtime detention
- Undermining/personal/discriminatory comments directed at staff
- Repeated personal or discriminatory comments directed at other pupils
- Selling food or drinks to others for personal gain
- Inappropriate behaviour outside of school which brings the school into disrepute or reflects badly on the school image and values

Level Three – leading to internal exclusion or fixed term exclusion

- Direct swearing at a member of staff
- Violence or intimidation directed at any member of the school community or the wider community
- Out of control behaviour
- Failure to report to after school detention
- Failure to report to a senior member of staff when sent out of lessons
- Bullying or intimidation directed at any member of the school community regardless of whether this takes place during or out of school hours
- Smoking anywhere on school premises
- Drinking alcohol on school premises
- Drug use on school premises
- Arriving at school appearing to be under the influence of alcohol or drugs

3.1 Restorative justice/Reflection on actions

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a solution. Where there has been an issue the individuals involved will meet with a mediator who will ask them three main questions:

- What happened?
- Who else has been affected by this?
- What can be done to prevent this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other pupils and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative justice works extremely well if there has been a repeated problem for a pupil and member of staff. This is because it gives them an opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Restorative justice also works very well when pupils fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

Meetings are always held in a neutral place with a mediator who is not involved. The mediator's job is to keep everyone calm and civil and help those involved to move forward to restore the relationship.

Reflection on actions is normally used to allow the individual to reflect on their behaviour and to allow the pupil to decide for themselves why their behaviour was inappropriate and how it might have affected others in the school. Pupils are generally asked to write down their reasons for the behaviour and how that behaviour could be improved or what alternatives to the inappropriate behaviour might have been possible if the same circumstances arise again.

3.2 Sanctions and disciplinary action

There is a clearly defined process for issuing sanctions in this school. Where possible pupils are issued with a warning to enable them to rectify their behaviour though there are times when the nature of the behaviour does not warrant a warning as it is so serious. The school uses a wide range of consequences for poor behaviour which are outlined in more detail below.

Pupil Behaviour Logs

Where the pupil does not respond to warnings, they are issued with a Behaviour Log which is held centrally. When the pupil receives high numbers of these, they trigger parent involvement and/or after school detentions.

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 in school
- Digital media devices or similar in school
- Jewellery not in accordance with the School Uniform Policy
- Lighters or matches

The school will confiscate any electronic items found on the premises such as mobile phones, digital media devices etc.

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.

Pupils found with tobacco and/or cigarette papers will have these confiscated and destroyed whether they are found to be smoking or not. They will also be issued with a sanction for bringing tobacco on to school premises. Pupils will also receive sanctions for smoking near the school and on their way to and from school.

Staff have the power to search pupils with their consent for any item banned under the school rules. This includes searching lockers and bags. A condition of having a locker in this school is that it may be searched where there is a suspicion that prohibited or banned items are being held within it and reasonable grounds for the search have been established.

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.

Removal from class

Where a pupil fails to respond to repeated warnings and reminders to improve an aspect of behaviour which disrupts the learning of others, they can be removed from class and sent to the Head teacher. In such circumstances, the pupil will automatically miss playtime. Pupils may also be removed from class for more serious misconduct without the use of warnings.

Detention

After school detentions are used when a pupil receives a high number of warnings. Staff may also issue their own break and lunchtime detentions to resolve inappropriate behaviour from pupils. During detentions pupils are set relevant academic work or given the opportunity to reflect on an aspect of their behaviour. Detentions are also issued where a child fails to complete homework despite a second chance to hand work in late. During homework detention, pupils complete the outstanding piece(s) of homework.

The Education and Inspections Act 2006 (amended by the Education Act 2011) determines that schools can issue detentions outside school hours **without parental consent** although consideration should be given to whether the parents ought to be informed of the detention. In many cases, it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Detention may be given at the following times:

- any school day where the pupil does not have permission to be absent;
- weekends – except the weekend

- preceding or following the half term break;
- non-teaching days – usually referred to as ‘training days’, INSET days or non-contact days

The Head teacher will decide which members of staff can put pupils in detention. At this school, [all staff, including non-teaching staff] are permitted to put pupils in detention.

Other examples of sanctions

- Verbal warning
- Moved seat or place – to sit by an adult / or to work on your own.
- Missed playtime / missed lunchtime play
- Time out in another class – completing work in another class – this will be in parallel class or class above or below or to Key Stage Leader’s classroom.
- Time out with the head teacher. This will usually be for the remainder of the morning, lunchtime or afternoon session.

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 consideration of 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/Principal’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.

Peer on peer abuse

We recognise that children can abuse their peers. This is generally referred to as peer on peer abuse or child on child 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 separate Peer on peer (also referred to as child on child) abuse Policy and procedures which will be followed in the event of an allegation being made against pupils in our school by other pupils. This Policy and procedures is available on request from the school office. .

Consideration will also be given to the advice contained within the DfE document 'Keeping Children Safe in Education' (September 2020) and 'Sexual Violence and sexual harassment between children in schools and colleges' (May 2018).

3.1 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.

4. Attendance and punctuality

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. Pupils who are late and are recorded as late on a regular basis will have their parents contacted.

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, the school will make attempts to contact them. In some circumstances, this may also involve a home visit.

On return to school, it is the pupil's responsibility to seek advice on completing any work missed. If a pupil is late to class he/she must catch up on work missed.

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'.

5. Homework

KS2 pupils should always write homework in their planner and include the deadline by which the work must be handed in. Parents should sign the planner each week to show that they have seen it. Parents are encouraged to contact the school if it appears that homework is not being set. All homework must be completed by the due deadline. Pupils are encouraged to plan their homework. Homework should be dated and well presented. If it is finished within the recommended time, reading and extra revision can be completed.

If homework is not completed:

- parents may use the Pupil Planner to write an explanation if there is a good reason why a child was unable to complete their homework;
- the teacher should be told before or at the beginning of the lesson.

6. Pupil conduct and misbehaviour outside the school premises

6.1 What the law allows

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 90 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.

6.2 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) to and from school, educational visits or other placements such as work experience or college courses;
- 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.

6.3 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 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 on work experience, 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.

6.4 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, school mentor, inclusion support manager, home school liaison officer, work related learning co-ordinator etc.
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the child's behaviour.
- Alternative curriculum provision.
- Reduced timetable.
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, Behaviour Specialists etc.

7. 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.

7.1 Action as a result of self-defence or in an emergency

All staff including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly, in an emergency, if for example, a pupil was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene. A volunteer helping in school would not be expected to work with a child who is known to need physical restraint as indicated in their Behaviour Management Plan.

7.2 Circumstances in which reasonable force might be used

Circumstances in which reasonable force might be used include the following:

- Pupils found fighting will be physically separated.
- Pupils who refuse to leave a room when instructed to do so may be physically removed.
- Pupils who behave in a way which disrupts a school event or a school trip or visit may be physically removed from the situation.
- Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil by the arm out of a classroom.
- Pupils at risk of harming themselves or others through physical outbursts will be physically restrained.
- To prevent a pupil from attacking a member of staff or another pupil.
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object.

7.3 Power to use reasonable force when searching without consent

In addition to the general power to use reasonable force, the Head teacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for 'prohibited items'. See Section 3.2 above.

7.4 Unreasonable force

The type of force which will never be acceptable in our school includes:

- holding round the neck or any other hold that might restrict breathing;
- kicking, slapping or punching;
- forcing limbs against joints (e.g. arm locks);
- tripping or holding by the hair or ear;
- holding face down on the ground.

7.5 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.

7.6 Behaviour Management Plans (BMPs)

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.

7.7 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 deputy in the absence of the Head teacher) who will follow up the incident where necessary. The following must be recorded:

- all incidents where unreasonable use of force is used;
- any incident where substantial force has been used e.g. physically pushing a pupil out of a room;
- use of restraint;
- all incidents where either the child or the 'handler' is injured because of the intervention;
- an incident where a pupil is distressed though clearly not overreacting.

The following criteria will be used when considering the need for recording:

- (a) Did the incident cause injury or distress to a member of staff or pupil?
- (b) Even though there was no apparent injury or distress, was the incident sufficiently serious in its own right? Any use of restrictive holds, for example, fall into this category;
- (c) Did the incident justify force? This is particularly relevant where the judgement is finely balanced;
- (d) Does recording it help to identify and analyse patterns of pupil behaviour?

If the answer to any of the questions is 'yes', a written record should be made and held in a secure central location or recorded in the bound Record of Physical Intervention book (blue) and all other notes taken at the time are to be kept.

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.

7.8 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

7.9 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.

7.10 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.
- To apply sunscreen to the arms, face or lower legs of very young pupils or those with special educational needs who might struggle to apply it appropriately themselves.

8. Allegations of abuse against staff and other adults working in the School

8.1 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 forms 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 staff, volunteers and other children.

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. 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.

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.

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 Safeguarding Children Partnership (SCP) Core procedures.

8.2 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 the local authority children's social care services to determine whether the child concerned is in need of 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 fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent of the pupil concerned at an early stage.

9. Bullying

In addition to the sections below, we have a separate Peer on peer abuse Policy and procedures, a copy of which is available on request from the school office

Bullying will not be tolerated in our school.

Children need to know that all kinds of bullying are wrong because they affect the rights of others (for example, the right to be safe, to be treated fairly and to enjoy school). School staff have a responsibility to support children and parents to deal with bullying promptly and effectively. We encourage pupils to tell an adult as soon as bullying takes place - this could be a teacher, lunchtime supervisor or teaching assistant.

What is bullying?

According to the DfE document 'Preventing and Tackling Bullying – Advice for Head teachers, staff and Governing Bodies, bullying may be defined as:

"Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally".

Specific types of bullying include those relating to:

- race, religion, culture or gender;
- SEN or disabilities;
- appearance or health conditions;
- sexual orientation;
- young carers or looked after children or otherwise related to home circumstances;
- sexist or sexual bullying.

It can take place between pupils, between pupils and staff, parents and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.

Acts of bullying can include:

- name-calling;
- taunting;
- mocking;
- making offensive comments;
- kicking;
- hitting;

- pushing;
- taking belongings;
- inappropriate text messaging, emailing or 'posting' on social media sites;
- sending offensive or degrading images by phone or via the internet e.g. via Social media sites;
- upskirting;
- producing graffiti;
- excluding people from groups;
- spreading hurtful and/or untruthful rumours.

It is also important to remember that children may have fall-outs with friends or experience unpleasant behaviour from another child that would not be classed as bullying, yet is still unacceptable and we would wish to be informed straight away so that it can be dealt with.

Children, parents and staff are encouraged to report any incidents of concern to the classteacher as soon as possible. Everyone is responsible for preventing bullying and helping to resolve incidents quickly and effectively. Parent queries at any point should first be addressed to the class teacher, then to the assistant headteacher, and if matters continue to be unresolved, to the Headteacher. This is important because the class teacher knows the children best and will be able to speak to all children concerned and determine the type of incident and whether it is bullying or another type of behaviour incident.

Prevention Strategies

- Assemblies and worship
- PSHE (personal, social, health and citizenship), scheme "Jigsaw", circle time
- ELSA sessions (Emotional Literacy Support)
- JIGSAW Seal sessions
- Anti-bullying week and e-safety week – encouraged to 'be a good friend'
- **STOP** – 'several times on purpose' and 'start telling other people'
- Learning about our core values: 'Treat other people as we would like to be treated'; 'Reach for the Stars,'; 'Turn that frown upside-down'
- Childline posters around school

Awareness

- Parents should be on the lookout for signs of distress such as unwillingness to attend school, pattern of vague headaches or stomach aches, moodiness, depression, frequent loss of, or damage to, belongings and/or school equipment.
- Staff should be alert to withdrawn, isolated behaviour, complaining about missing possessions, refusal to talk about the problem, being easily distressed.

When bullying occurs

We must listen to both parties to ensure that we do not make unfair assumptions. Both children need support to understand each other's feelings in order for behaviour to change and to move the situation forward.

The following steps identifies the order that action will be taken when an incident of bullying is reported:

1. Incident of bullying reported to **ANY** adult within the school.
2. Reported to the child's classteacher for investigation; classteacher (or teaching assistant or ELSA) writes a report after speaking to any children concerned.
3. a copy of the incident report given to the Headteacher.

4. The children involved and classteacher/assistant head/Headteacher (depending on level of incident and availability) discuss the situation. All agree sanctions/behaviours and strategies to be implemented.
5. Feedback to parents of all pupils involved via classteacher/assistant head/Headteacher as appropriate. A follow-up time frame is agreed so that all children know that the situation will be monitored.

Many experts believe that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Cyber bullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying that occurs while pupils are under the school's direct supervision will be dealt with in line with this Policy and procedures.

In cases where cyber bullying occurs while pupils are outside our direct supervision (i.e. at home), parents will be encouraged to report these incidents to the Police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. Parents are also encouraged to report such bullying to the school. If the alleged perpetrator is a member of this school community, the school will act in line with this Behaviour Policy and procedures. The school will, wherever possible, support parents in this and may impose a sanction upon the bully where this individual is recognisable.

9.1 The law

The School endeavours to comply with the legal requirements placed on schools and the Governing body to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that "encourage good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils" (Education and Inspections Act 2006, section 89). The school will exercise its legal powers as outlined in section 89/5 and section 91, Education and Inspections Act 2006 as deemed appropriate and practicable.

Schools are required to comply with the equality duty 'The Equality Act 2010'. The public sector equality duty has three aims:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

9.2 Reporting and recording incidents of bullying

Pupils and parents are encouraged to report bullying to any member of staff. Incidents are, in the first instance, referred to the pupil's Class teacher to be investigated, appropriate action taken and parents will be informed promptly using usual school procedures. Pupil voice is important at this school and pupils are encouraged through

various means to report any incidents of bullying behaviour which they encounter personally or become aware of. This is reinforced via assemblies, Anti-Bullying Week, PSHE and during class/circle time. The Whole School Behaviour Policy and procedures also reinforce the school's expectation as to how members of the school community should conduct themselves. A log will be maintained of racist incidents and information on incidents of bullying. All reported incidents of bullying will be recorded regardless of the outcome of the investigation.

9.3 Tackling bullying

The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour.

9.4 Strategies for dealing with bullying

- Ensuring that there is a promotion of an open and honest anti-bullying ethos in the school
- Investigate all allegations of bullying
- PSHE programmes that discuss issues such as diversity and anti-bullying messages
- Calendared anti-bullying week
- Poster and leaflet campaigns – designed and written by pupils
- Assemblies - both whole school and class/form that promote a sense of community
- Class discussions and role plays in Drama, English and RE that draw out anti-bullying messages
- Circle time
- Acceptable Internet Use Agreement is signed by all and online safety is discussed in Computing lessons.
- On-going staff induction and training programme
- Adequate staff supervision at lunch and break times
- Clear and consistently applied Policies for Behaviour and Uniform
- Home school agreement (voluntary)
- Anti-bullying / Sports and play Ambassadors

9.5 Strategies for dealing with the bully

- Disciplinary sanction imposed either exclusion or time in the inclusion room
- Engage promptly with parents to ensure their support and involvement
- Restorative justice approaches taken as appropriate
- One-to-one interview with staff or peer mentors
- Counselling offered
- Work with the educational psychologist or other outside agency
- Anger management strategies discussed

9.6 Strategies to support a victim

- Disciplinary sanctions as appropriate applied to the bully
- Counselling offered
- Mediation
- Out of lesson support passes issued
- Short term modification of school timetable
- One-to-one parental interview, parental support and involvement
- Private diaries given
- Self-assertive strategies discussed

10. Drugs and drug-related incidents

10.1 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.

10.2 Responsibilities

The Head teacher has responsibility for supporting other members of staff in the implementation of these procedures. The Head Teacher 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 cleaner / head teacher regularly checks the school premises – any substances or drug paraphernalia found will be reported to the Head teacher and dealt with in accordance with these procedures.

10.3 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.

10.4 Discovering a drug or suspected illegal substance

- (1) Take possession of the drug/substance and inform the Head teacher/Senior Leadership Team member 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/Senior Leadership Team member.
- The needle should be placed in a sharps box or other secure metal box and disposed of via a local medical surgery.

10.5 Discovering or suspecting a pupil is in possession of a drug/drug paraphernalia

- (1) Request that the pupil hand over the article(s).
- (2) Having taken possession of the substance/paraphernalia, the procedure should be followed as above.
- (3) EXTREME CARE SHOULD BE TAKEN IF HYPODERMIC NEEDLES ARE INVOLVED.

If a pupil refuses to hand over articles a search may be required - it should be noted that in accordance with current DfE advice:

- The Head teacher and other authorised staff can search lockers etc. without the permission of the pupil when looking for prohibited items.
- Teachers can search a pupil's outer clothing so long as a witness is present, without the consent of the pupil. The personal search must be undertaken by a teacher of the same sex with the witness being the same sex wherever possible. Reasonable force may be used to complete the search.
- Pupils should be given the opportunity to empty their pockets, bag, etc. in the presence of a witness.

10.6 Dealing with a pupil suspected to be under the influence of a drug or substance

Stay calm, place the pupil in a quiet area, do not leave on their own and seek medical advice from the school's first aider who will assess the situation and act appropriately, the Head teacher/Senior Leadership Team member must also be informed.

Any suspected substances found should travel with the pupil if removed from the school for treatment. Vomit should be safely collected where possible by the school's First Aider and taken with the pupil (for analysis).

All drug related incidents will be recorded.

10.7 When to contact the Police/disciplinary action

The Police will always be contacted in situations where controlled drugs are found. Any decisions made on the appropriate disciplinary action to be taken will take the Police advice into consideration. Further advice on this subject can be found in the NPCC guidance document '[When to call the Police – Guidance for schools and colleges](#)'

- Where controlled drugs are found, these will be delivered to the Police as soon as possible.
- Alcohol will be disposed of. Under no circumstances will alcohol be returned to the pupil.
- Tobacco or cigarette papers will also be disposed of in the same way as alcohol.
- If other substances are found which are not believed to be controlled drugs, these will be confiscated and disposed of in accordance with the school's procedures. This would include, for example, so called 'legal highs'. Where staff suspect that a substance may be a controlled drug, they will treat them as controlled drugs and follow the procedure above.

In the event of a drug-related incident in the school, the school would co-operate with the Police should they wish to search the premises.

As a result of a drug-related incident, the pupil(s) concerned will be subject to disciplinary action. This action may result in a fixed term exclusion and in the most serious of cases would result in permanent exclusion.

10.8 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 outwith school premises, the Head teacher or other member of staff will consult with the Police.

11. 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 'Controlling access to School premises' (November 2018). 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.

11.1 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.

11.2 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 Senior Management Team. 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 a member of the Senior Management Team 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.

11.3 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 online 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.