



FAIRFIELD PRIMARY SCHOOL

WHOLE SCHOOL BEHAVIOUR POLICY AND PROCEDURES

2020/2021

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Signed:	
Date:	
Proposed review date ² :	01/09/2021

¹Head teacher is free to approve this Policy and procedures. It does not require approval by the Governing Body. Governing Bodies of maintained schools must formulate a 'Behaviour principles written statement'

²Head teacher is free to determine the review period

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). Schools should devise their own version history to reflect the Policy status in the school.

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 2020 Updated in line with current DfE guidance for schools in relation to Covid-19	September 2020

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POLICY STATEMENT

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 '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 Clubs.

Introduction

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

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

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

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

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

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

This Policy and procedures should be read in conjunction with the following school Policies and procedures 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 including Whistleblowing procedures

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy and procedures
- Peer on peer abuse Policy and procedures
- Supporting Pupils with Medical Conditions Policy and Procedures
- Special Educational Needs Policy/Information Report
- 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)

Covid-19

Schools have been asked to set out clearly at the earliest opportunity, the consequences for poor behaviour and deliberately breaking the rules and how we will enforce those rules including any sanctions. This is particularly the case when considering restrictions which may need to be put in place on movement within school and new hygiene rules.

We will work with and consult staff, pupils and parents to ensure that behaviour expectations are clearly understood and consistently supported, taking account of individual needs and we will build new expectations into our rewards system.

Despite the changes, the school's Behaviour Policy is fundamentally the same with this addendum setting out some of the adjustments we are making in line with the changed arrangements in the school and following advice from government and local agencies.

In light of the need for children to behave differently when they return to school, and any new systems we have put in place to support that, this will need to be communicated to pupils, parents and staff. We will do this by:

- proactively teaching new rules to staff, pupils and parents;
- regularly and rigorously reinforcing behaviour throughout every day;
- consistently imposing sanctions when rules are broken, in line with the Policy, as well as positively reinforcing well-executed rules through encouragement and rewards.

We acknowledge that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. end of term treats, school trip, etc.

Some children will return to school having been exposed to a range of adversity including bereavement and long-term anxiety. This may lead to an increase in social, emotional and mental health (SEMH) concerns. Additionally, where children have special educational needs and disabilities (SEND), their provision may have been disrupted during partial school closure and there may be an impact on their behaviour. For children and young people with SEND, it will be especially important to teach new norms and routines around protective measures and personal hygiene clearly and accessibly.

As a result of these varied experiences children may present with behaviour that is not usual, this may include:

- anxiety; lack of confidence;
- challenging behaviour; fight or flight response;
- anger; shouting, crying;
- hyperactivity and difficulties maintaining attention.

For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment. We recognise that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem.

1. Ethos

Fairfield Primary School is part of the Learning for Life Trust and as such upholds the ethos and values of the Trust.

Our school strives to achieve academic excellence and produce life-long learners in a safe and nurturing environment. Fairfield Primary School (hereinafter referred to as 'the 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 good to 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.

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.

2. 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 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 Behaviour Policy and procedures confirms the school commitment to:

- ensure that each child can develop and achieve his/her full potential, educationally, morally (and spiritually);
- provide a safe, nurturing and attractive environment where everyone feels welcome, happy and secure; free from disruption, violence, bullying and any form of harassment;
- promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- 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;
- teach children to respect themselves and others and to take responsibility for their own action and behaviour;
- 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 but we have colleagues and other agencies who are willing to assist;
- help young people to understand how behaviour affects others and the world around them;
- create a partnership of support and effective communication between home, school and the wider community; and
- value every child regardless of ability, race, sexuality, gender or religion.

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

To achieve this, the school will:

- make clear its expectations of good behaviour, through assemblies, school council meetings and in published documents;
- reward achievements by awarding Dojo points, Achievement Certificates and through celebrating success in assemblies;
- treat every member of the community as individuals and respect their rights, values and beliefs;
- create a zero-tolerance environment against all instances of undesirable behaviour including bullying or discrimination based on race, sexuality, gender, ability or cultural differences;
- provide positive examples for modelling behaviour; and
- follow and apply consistently clear guidelines when responding to instances of unacceptable behaviour.

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 from the school offices.

PROCEDURES

1. Responsibilities

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

1.1 What pupils can expect from staff

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

- plan and deliver effective lessons;
- 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/guardians;

- have a well organised room;
- mark or give feedback on work as soon as possible;
- set homework in line with the school policy;
- treat you fairly;
- 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;
- set high expectations, clear boundaries and regularly agree classroom and behaviour expectations;
- use rewards and, where necessary, sanctions consistently; and
- model the behaviours you wish to see.

1.2 What staff can expect from pupils

Staff should expect pupils to:

- be punctual;
- wear full school uniform correctly;
- follow classroom rules and procedures and not disrupt the learning of other pupils;
- follow instructions and listen attentively to staff/other adults and fellow peers;
- use appropriate language;
- listen to others' ideas and work co-operatively;
- speak truthfully and respect school and others' property;
- lead by example creating a good role model for younger pupils in the school;
- accept responsibility for their behaviour;
- use ICT in accordance with school Online Safety Policy and procedures;
- report to a teacher or other adult any bullying behaviour by others including bullying with the use of technology (cyber bullying); and
- be an ambassador when outside of the school.

1.3 What staff can expect from their colleagues

Staff should 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 online including Social Network Sites;
- monitor the stress levels of each other and be responsible for raising concerns to the Senior Leadership Team to enable support; and
- implement the Whistleblowing Policy of the school.

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;
- contact the school in the event of an absence or lateness (via the school office or school website absence reporting system);
- encourage their child to achieve their very best in school and have high standards of behaviour;
- 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, interventions and sanctions;
- take 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; and
- 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;
- impose sanctions consistently in accordance with this Policy and procedures;
- promote positive behaviour and reward such behaviour in accordance with this Policy and procedures;
- discuss your child's actions with them, give a warning and ensure that your child knows what the sanction will be should they continue to misbehave. All sanctions 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; and
- let you know if there are any concerns about a child's work, attendance or behaviour.

1.6 Covid-19 Responsibilities

In addition to the expectations above, in the current circumstances, staff and other adults are expected to:

- not come to work if they have coronavirus symptoms, or go home as soon as these develop (informing a member of SLT) and access a test as soon as possible;

- clean their own hands, more often than usual, with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered;
- follow strict social distancing rules between themselves, colleagues and other adults;
- ensure their classrooms or work areas are de-cluttered so as to allow for better and easier cleaning throughout the day;
- follow any local rules on rotation of equipment between groups/bubbles and not share equipment between groups/bubbles or colleagues unless it has been appropriately sanitised before re-use;
- regularly reinforce with parents/guardians the arrangements for the start and end of the school day including, staggered start and finishing times and the need for social distancing outside the school;
- supervise any queuing system following a process for staff to greet each child, ensuring they wash or sanitise their hands immediately on arrival and then go straight to their classroom;
- use and promote the 'catch it, bin it, kill it' approach;
- avoid touching their mouth, nose and eyes;
- clean frequently touched surfaces often using standard products such as detergents and record this on the cleaning logs in the room they are using;
- think about ways to modify their teaching approach to keep a distance from children in their class/group as much as possible, particularly close face to face support (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important);
- explicitly teach and supervise health and hygiene arrangements, helping their class to follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. including updating their classroom displays with posters;
- apply consistently any sanctions required to pupils who deliberately or intentionally disobey the new rules, whilst emphasising the importance of them in an age-appropriate manner;
- prevent their group/bubble from sharing equipment and resources (like stationery) with other groups/bubbles;
- keep their classroom door and windows open if possible for air flow;
- limit the number of children from their group/bubble using the toilet at any one time;
- limit their contact with other staff members and not congregate in shared spaces, especially if they are small rooms;
- identify any reasonable adjustments that need to be made for pupils with more challenging behaviour and update Behaviour Management Plans/EHCP Plans as necessary;
- bring any concerns or worries about the management of Covid-19 in the school to the attention of the senior leadership team as soon as possible; and
- ensure they read the school's Behaviour Policy and know what role in it they are being asked to take.

In addition to the general expectations in the school's current Behaviour Policy, pupils are expected to:

- attend school for all sessions;
- stay at home if they have coronavirus symptoms, or go home/be collected by a parent as soon as these develop, and access a test as soon as possible. Information relating to such incidents will be shared with local Public Health specialists in order to inform the 'track and trace' process in line with the school's privacy notice;
- bike or walk to school wherever possible;
- ensure that they practice social distancing when walking or cycling to school independently;
- follow any altered routines for arrival or departure, arriving at school at the advised allotted time, and entering the school via their designated route. At the end of the day, pupils will leave the building from their designated exit. They will leave one at a time when their parent has come to collect them, or where they are travelling home unaccompanied again keeping their distance using the markers on the floors as a guide;
- follow school instructions on hygiene such as handwashing and sanitising. Hands must be washed or sanitised on arrival at school, after using the toilet facilities, before and after eating, before and after break times; before and after sport/PE sessions and before they leave for home;

- socially distance (where they are old enough/able to understand) from their peers and adults in school and on the playground/field at all times. When children enter their classroom or space, they will be expected to go straight to their table and nowhere else in the room. Children will put their hand up if they need an adult's support;
- follow instructions on who they can socialise with at school, but must remain in their group/cohort/bubble at all times;
- move around the school as per specific instructions;
- follow instructions and expectations in relation to sneezing, coughing, tissues and disposal ('catch it, bin it, kill it', sneeze into the crook of your arm) and avoid touching their mouth, nose and eyes with hands prior to proper hand washing;
- tell a member of staff/adult if they are experiencing symptoms of coronavirus or feeling unwell generally;
- follow rules on what items or equipment they are permitted to bring into school from home and vice versa. Only necessary items/equipment will be permitted;
- follow rules about sharing any equipment and keep their own water bottle on their desk;
- follow new rules in relation to breaks or play times, including where they may or may not play/socialise;
- follow rules regarding the use of toilet and handwashing facilities;
- follow the clear rules about intentionally or deliberately coughing or spitting at or towards any other person; and
- follow the clear rules for pupils at home regarding conduct in relation to remote education. This includes when interacting with other pupils or staff online, pupils must always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that staff are not 'friends' with, or peers to, pupils.

We understand socially distancing may be more difficult for younger children; they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this may not always be possible.

In addition to the general expectations laid out in the school's current Behaviour Policy, parents are expected to:

- not come to school if they or any member of their household or social bubble have coronavirus symptoms; not to send their child to school if they have symptoms and to access a test as soon as possible. Once an isolation period has come to an end, and where they are well enough to do so, the child must return to school as normal;
- inform the school as soon as possible if their child, or any member of their household or social bubble has coronavirus symptoms, arrange a test and inform the school of the outcome as soon as possible. Information relating to any symptoms or confirmed cases will be shared with the local Public Health department in order to inform the 'track and trace' process in line with the school's privacy notice;
- arrange to collect their child from school as soon as possible should the child develop symptoms whilst at school or on the journey to and from school;
- encourage their child to bike or walk to school wherever possible;
- send children to school in clean, fresh clothes;
- only allow their child to bring into school items which are necessary and permitted in line with the Covid-19 secure school rules;
- provide the school with at least 2 emergency contact details;
- ensure arrangements for dropping off and collecting their child are communicated to the school, particularly if the person who normally drops-off or collects the child has changed;
- follow any altered routines for arrival or departure ensuring that only one adult accompanies their child/children when dropping off at the school gate;
- not to gather on school premises or to enter the buildings to drop off or collect children and not to gather at the school gates to talk to other parents. Remain 2m apart from those other than in your immediate household or social bubble at all times whilst on the school site;

- not to come into school buildings unless strictly necessary, by appointment arranged by a member of SLT, and ideally alone (unless for example, an interpreter or other support is required) following strict social distancing rules;
- follow school instructions on hygiene such as handwashing and sanitising if you do need to enter the building;
- reinforce good hand and respiratory hygiene with their children at home in relation to sneezing, coughing, tissues and disposal ('catch it, bin it, kill it', sneeze into the crook of your arm) and avoid touching their mouth, nose and eyes with hands;
- follow the clear rules about intentionally or deliberately coughing or spitting at or towards any other person and reinforce this rule to their child;
- follow the clear rules for pupils at home regarding conduct in relation to remote education (which may be necessary in a local lockdown situation);
- discourage their child from gathering in groups outside of school unless the group is made up of others who live in the same household or social bubble;
- understand the rewards and sanction system particularly in relation to breaking the amended school rules;
- ensure their child understands the behaviour school expects in relation to home learning (where this is deemed necessary in a local lockdown situation); and
- ensure they read the school's updated Behaviour Policy and know what role in it they are being asked to take.

2. Celebrating Success

At our school, we regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school. The many ways we celebrate success are listed below and will be reviewed by pupils, parents and staff during the academic year.

- verbal and written praise;
- sharing and celebrating success in class/assemblies; Friday celebration assembly, mid-day supervisor's year group of the week;
- Dojos awarded in line with school ethos (500 combined points earn children a class reward);
- celebration on the school's social media forums and website; and
- annual Governor Awards/other celebratory awards.

3. Sanctions and Consequences

Although this school aims to focus on positives, there are unfortunately occasions when a minority of pupils let themselves, the school and others down through their unacceptable or inappropriate behaviour as outlined below:

A warning is given for:

- low level disruption in class;
- misuse of school equipment;
- being consistently off-task;
- graffiti on books, equipment or furniture;
- unkind or hurtful behaviour; and
- disrespect towards staff, visitors or peers.

Parents will be informed if there is:

- repeated refusal to follow instructions;
- repeated disruption to learning;
- use of inappropriate language;
- bullying or intimidation directed at any member of the school community;

- repeated disrespect towards staff, visitors or peers; or
- inappropriate behaviour outside of school which brings the school into disrepute or reflects badly on the school image and values.

Internal exclusion if there is*:

- direct swearing at a member of staff;
- violence or intimidation directed at any member of the school community; or
- continued bullying or intimidation directed at any member of the school community.

*continued breach of the above expectation may lead to a fixed term exclusion.

3.1 Reflection on Actions

Where there has been an issue, the individuals involved will meet with a member of staff 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 aim of this is to allow the individuals to reflect on their behaviour and take responsibility for their actions.

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 although 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.

The school uses a tiered system to address any unacceptable behaviour.

- 1) Minor issues will be dealt with by the class teacher.
- 2) Repeated, unacceptable or more serious issues will be dealt with by either the Key Stage Lead, Deputy Head or Head Teacher.

Parents will be informed about repeated unacceptable behaviour. All repeated unacceptable or more serious issues will be documented on our Child Protection Online Monitoring System (CPOMS) which is shared with the SLT.

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;
- lighters or matches;
- pornographic or unsuitable images;
- stolen items; and

- 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 for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Children in Upper KS2 may bring a mobile phone into school. This must be switched off at all times while on the school premises and placed in the class safe. Failure to adhere to this rule may lead to the phone being confiscated.

Staff in this school have the right to confiscate 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.

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’

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 a member of the SLT or Head teacher. In such circumstances, the pupil will receive an appropriate sanction with immediate effect.

Examples of sanctions

- verbal warning;
- moved seat or place – to sit by an adult or to work on their own;
- missed playtime;
- time out in another class/completing work in another class;
- time out with Key Stage Leader; or
- time out with Deputy Head or Headteacher

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 are considered inappropriate. Reference will be made to DfE guidance ‘Exclusion from maintained schools, Academies and pupil referral units in England’ – September 2017.

Permanent Exclusion

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

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

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

There will, however, be exceptional circumstances where, in the Headteacher’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 Board (or Disciplinary 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

Fairfield Primary School has a home school agreement which outlines the responsibilities of the parent/guardian and the school; including those around behaviour and attendance.

3.3 Exclusion

The Government supports Head teachers in using exclusion from school as a sanction where it is warranted but we understand this is a last resort. We recognise it is our responsibility as a school to communicate to pupils, staff, and parents our behaviour expectations and the responsibility of all individuals working with pupils to ensure that no exclusion will be initiated without first exhausting other strategies or in the case of a serious incident, a thorough investigation. We have a range of policies and procedures in place to promote good behaviour and appropriate conduct, we take steps to access local support services like Inclusion Support Officers and Early Help Services, and we strive to foster good parental engagement.

The decision to exclude a pupil will be taken in the following circumstances:

- in response to a serious breach of the school's Behaviour Policy; or
- if allowing the pupil to remain in school would seriously harm the education or welfare of other people or the pupil themselves in the school.

Exclusion from school in any form will be a last resort. Where exclusion, either fixed term or permanent, is considered appropriate and/or necessary, we will refer to our Exclusion Policy, a copy of which is available on request from the school office.

4. Peer on peer 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 is available on request from the school office and is available from the school website. 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).

4.1 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.

5. 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 are recorded as late on the electronic register.

If pupils are late or do not attend:

- a parent/guardian should telephone the school in the morning on the first day of their child's absence;
- any absence needs to be explained by either a letter, phone call, e-mail or via the online absence reporting system on the website; and
- further details regarding attendance procedures can be read in the Attendance Policy.

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'.

6. Homework

It is expected that pupils should complete homework activities on the specified days (as outlined in the Homework Policy). The school will provide help and/or advice where necessary.

Homework should be well presented and completed within the allocated time.

7. Pupil Conduct and Misbehaviour Outside the School Premises

7.1 What the Law Allows

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

Subject to the school's Behaviour Policy and procedures, the teacher may discipline a pupil for any misbehaviour when the child is:

- (i) taking part in any school-organised or school-related activity;
- (ii) travelling to or from school;
- (iii) wearing the school uniform; or
- (iv) in some other way identifiable as a pupil at the school.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour. Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff.

7.2 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;
- referral to the school counsellor or mentor;
- support from the SLT, which consists of the SENCo (Special Educational Needs Co-ordinator), teacher and/or teaching assistants;
- children may attend the Nurture Group or receive pastoral support;

- additional English or Mathematics support where this is identified as a barrier to learning and impacts on the child's behaviour;
- reduced timetable (where appropriate); or
- referral to outside agencies such as Educational Psychologist, Barnados, Behaviour Specialists etc.

8. 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 or 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 Board 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. 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; or
- 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. Professional advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities. Staff will be trained in 'Safer handling' techniques.

8.1 Action as a result of Self-defence or in an emergency

All staff including teaching assistants, lunchtime supervisors and admin staff 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.

8.2 Circumstances in which reasonable force might be used

Circumstances in which reasonable force might be used include:

- 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; or
- to prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object.

8.3 Power to Use Reasonable Force when Searching Without Consent

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

8.4 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; or
- holding face down on the ground.

8.5 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.

8.6 Behaviour Management Plans

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

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

8.7 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; or
- an incident where a pupil is distressed though clearly not overreacting.

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

- (i) Did the incident cause injury or distress to a member of staff or pupil?
- (ii) 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?
- (iii) Did the incident justify force? This is particularly relevant where the judgement is finely balanced.
- (iv) 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 on CPOMS.

In all instances of the use of physical restraint, parents will be informed the same day 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 Multi Agency Safeguarding Hub (MASH) by the Head teacher/DSL.

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

8.8 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:

- (i) ensure the incident has been recorded;
- (ii) decide whether multi-agency partners need to be engaged and, if so, which partners;
- (iii) 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.
- (iv) help the pupil develop strategies to avoid such crisis points in the future and inform relevant staff about these strategies and their roles; and
- (v) 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; and
 - analysis and reflection of the incident.

8.9 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.

8.10 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; or
- when intimate care needs are necessary.

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

9.1 General

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

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

School staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. However, because of their role, 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 SCB Core procedures.

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

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

10. 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 or accessible via the school website.

10.1 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; and
- 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;
- producing graffiti;
- excluding people from groups; and
- spreading hurtful and untruthful rumours.

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 (Whole School Behaviour 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 wherever possible will support parents in this and may impose a sanction upon the bully where this individual is recognisable.

10.2 The Law

The School endeavours to comply with the legal requirements placed on schools and the Governing Board 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:

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

10.3 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 or Key Stage Leaders to be investigated. Appropriate action will be 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.

All instances related to bullying will be recorded on CPOMS.

10.4 Tackling Bullying

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

10.5 Strategies for Dealing with Bullying

The School will:

- ensure that there is a promotion of an open and honest anti-bullying ethos in the school;
- investigate all allegations of bullying;
- deliver a PSHE programme that discusses issues such as diversity and anti-bullying messages;
- have a calendared anti-bullying week;
- hold poster and leaflet campaigns – designed and written by pupils;
- deliver assemblies - both whole school and class that promote a sense of community;
- encourage class discussions and role play in Drama, English and RE that draw out anti-bullying messages;
- have circle time where appropriate;
- ensure that the Acceptable Internet Use Agreement is signed by all and online safety is discussed in Computing lessons;
- complete on-going staff induction and training programmes;
- ensure there is adequate staff supervision at lunch and break times;
- have clear and consistently applied policies for Behaviour and Uniform; and
- encourage support of the Home school agreement (voluntary)

10.6 Strategies for Dealing with the Bully

- disciplinary sanction imposed (as described in section 3.2);
- engage promptly with parents to ensure their support and involvement;
- one to one interview with a member(s) of the SLT;
- counselling offered (if appropriate); and
- anger management strategies discussed.

10.7 Strategies to Support a Victim

- disciplinary sanctions as appropriate applied to the bully;
- counselling offered (if appropriate);
- mediation;
- one to one parental interview, parental support and involvement; and
- self-assertive strategies discussed.

11. Drugs and Drug-Related Incidents

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 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, and
- 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.

11.1 Responsibilities

The Head teacher has responsibility for supporting other members of staff in the implementation of these procedures. Mr. C. Steele 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 janitorial team (employed by Orian) regularly checks the school premises – any substances or drug paraphernalia found will be reported to the Head teacher and SLT and dealt with in accordance with these procedures.

11.2 Dealing with Drug-Related Incidents

The following provides our framework for dealing with incidents surrounding the use, suspicion of use and finding of drugs and substances. We recognise that drug use can be a symptom of other problems and, where appropriate, we will involve 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 and vaping.

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 Board 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.

11.3 Finding a drug or suspected illegal substance

- 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;
- in the presence of a witness, the article should be packed securely and labelled with the date, time and place of discovery;
- the package should be signed by the person who discovered it and stored in a secure place;
- 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;
- in the event of discovering a hypodermic needle, the incident should be recorded and the following procedure should be observed to protect all persons:
 - (i) do **NOT** attempt to pick up the needle;
 - (ii) if possible, cordon off the area to make it safe;
 - (iii) inform the Head teacher/Senior Leadership Team members; and
 - (iv) the needle should be placed in a sharps box or other secure metal box and disposed of via a local medical surgery.

11.4 Finding or suspecting a pupil is in possession of a drug/drug paraphernalia

- request that the pupil hand over the article(s);
- having taken possession of the substance/paraphernalia, the procedure should be followed as above; and
- **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; and
- pupils should be given the opportunity to empty their pockets, bag, etc. in the presence of a witness.

11.5 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 them 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 members 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.

11.6 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; and
- 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.

11.7 Procedures for dealing with drug-related incidents involving adults

The following examples are situations where concerns about drug misuse or related behaviours 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 the 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, threaten 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; or
- 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/guardian for the child before contacting the MASH 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 outside of the school premises, the Head teacher or other member of staff will consult with the Police.

12. Behaviour of Parents and Other Visitors to the School

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

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

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

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

12.1 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; or

- breaking the school's security procedures.

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

12.2 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 SLT. 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 SLT 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; and
- 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.

12.3 Unacceptable Use of Technology

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

We expect parents and other adults within the school community to act responsibly when using on-line technologies. The expectation of parents is set out on page 5. 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.