



FAIRFIELD PRIMARY SCHOOL

WHOLE SCHOOL BEHAVIOUR POLICY AND PROCEDURES

2022/2023

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Signed:	
Date:	
Proposed review date ² :	01/09/2023

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

²Headteacher 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	KAHSC 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 Headteachers, 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
17	Updated in line with current DfE guidance for schools in relation to Covid-19	September 2021

18	Updated to reflect changes made by 'Keeping Children Safe in Education' September 2021. Includes references to Mental Health, child on child abuse and sexual violence and sexual harassment; Covid-19 addendum removed	October 2021
19	Updated to remove reference to the Covid-19 addendum and to reflect changes made by ' Keeping Children Safe in Education ' 2022 and the introduction of the revised DfE advice ' Behaviour in schools ' July 2022 and Searching, screening and confiscation: advice for schools July 2022	September 2022
20	Minor changes to reflect the creation of the new Unitary Authorities	April 2023

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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 Boards 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 headteachers 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 Boards, pupils and parents.

Legislation requires that every school must have a Behaviour Policy. Good behaviour in schools is central to a good education. Managing behaviour successfully allows us to provide a calm, safe and supportive environment which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally.

Our aim is to create an environment where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Our pupils will be taught explicitly what good behaviour looks like, although it is recognised that some pupils will need additional support to reach the expected standard of behaviour. Where this is required, we will identify the individual support required and put this in place as soon as possible. In some cases, particularly when a pupil is persistently disruptive and support or sanctions are not deterring misbehaviour, further action may be needed. In serious instances, a pupil may need to be suspended or excluded. This will, however, be a last resort. Where suspension or exclusion is deemed absolutely necessary, we will make reference to the DfE guidance on [suspension and permanent exclusion](#) to ensure that these interventions are used appropriately.

In the event of a national Public Health Emergency, there may be situations where additional measures need to be introduced to reduce the risk of ill health as a result of the emergency. Where this is the case, the Governors may introduce an Addendum to this Policy and procedures in order to properly impose recommended control measures on the school community. The school community will be advised by the school in advance and prior to additional recommended measures being imposed.

Section 78 of the Education Act 2002 requires that the curriculum for a maintained school must promote the spiritual, moral, social and cultural (SMSC), 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. The school pays regard to the DfE Departmental advice for maintained schools '[Promoting fundamental British values as part of SMSC in schools](#)'.

The Proprietor of an Academy or Independent school must ensure that a written Policy to promote good behaviour among pupils is drawn up and implemented by the Headteacher and others effectively. The Behaviour Policy must also set out the disciplinary sanctions. The Proprietor must also ensure that an effective anti-bullying strategy is drawn up and implemented so that bullying (in all its forms) is prevented as far as is reasonably practicable.

School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. We will actively engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. Our

leaders will make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Our leaders will also consider any appropriate training which is required for staff, both at induction and at regular intervals to meet their duties and functions within this Behaviour Policy.

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 (updated 2013 and 2021) which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.

Pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Pupils will be asked about their experience of behaviour and given the opportunity to provide feedback on the school's behaviour culture to help support the evaluation, improvement and implementation of the Behaviour Policy. Where the behaviour of pupils is deteriorating or becoming problematic, as well as reinforcing our behaviour expectations at every opportunity, additional support will be made available. Where necessary, extra support and induction will be provided for pupils who are mid-phase arrivals.

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

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

- Overarching Safeguarding Statement
- Health and Safety Policy and procedures
- Online Safety Policy and procedures
- Child Protection Policy and procedures including Whistleblowing procedures
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy and procedures
- Child on Child abuse Policy and procedures
- Supporting Pupils with Medical Conditions Policy and Procedures
- Special Educational Needs Policy/Information Report
- Attendance Policy
- 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)

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 (including cyberbullying, prejudice-based and discriminatory bullying), harassment 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 in 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 (including cyber-bullying, prejudice-based and discriminatory 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 and that we have colleagues and other agencies who are willing to assist;
- help all adults who work with pupils in the school to recognise and understand that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments;

- 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;
- 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 Parliament Meetings and Surgeries and in published documents;
- reward achievements, awarding Dojo points, achievement certificates and 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 (both online and offline) based on race, sexuality, gender, ability or cultural differences;
- provide positive examples for modelling behaviour;
- follow and apply consistently clear guidelines when responding to instances of unacceptable behaviour.

Communicating the school Policy to all members of the community is an important way of building and maintaining the school's culture. It helps make behaviour expectations transparent to all pupils, parents, and staff members, and provides reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable.

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.

Our school leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. The Headteacher and Deputy Headteacher in particular, are responsible for implementing measures to secure acceptable standards of behaviour and will support all staff in managing pupil behaviour through successful implementation of this Behaviour Policy.

Staff and other adults also have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff and other adults will therefore uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships so that pupils can see examples of good habits and are confident to ask for help when needed.

All staff and other adults will communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff have received clear guidance about school expectations of their own conduct at school and this is set out explicitly in the Trust Staff Code of Conduct.

The role of parents is also crucial in helping us to develop and maintain good behaviour. Parents will be encouraged to get to know our school's Behaviour Policy and, where possible, take part in the life of the school and its culture. Parents will also be encouraged to reinforce the Policy at home as appropriate. Where a parent has a concern about management of behaviour, they are advised to raise this directly with

the Headteacher or Deputy Headteacher whilst continuing to work in partnership with us. Where appropriate, we will involve and include parents in any pastoral work following misbehaviour.

1.1 What pupils can expect from staff

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

- plan and deliver effective lessons;
- create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated;
- 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 with dignity, kindness and respect;
- 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 or incidents of bullying (both online and offline), discrimination, harassment, aggression and derogatory language (including name calling) or other inappropriate behaviour reported to them;
- 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 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;
- treat all members of the school community with dignity, kindness and respect;
- 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 your 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) physical threats, abuse or harassment, intimidation, discrimination, aggression and derogatory language (including name calling);
- 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 dignity, kindness and 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 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;
- implement the Whistle-blowing 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 dignity, kindness and respect;
- treat other parents, pupils and visitors to the school with dignity, kindness and respect;
- behave responsibly whilst on school premises;
- report any incidents of bullying both online and offline (cyberbullying), physical threats, abuse or harassment, intimidation, discrimination, aggression and derogatory language (including name calling) 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 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 Headteacher 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 and vaping;
- refrain from using foul threatening, abusive or derogatory language at any time 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 Headteacher'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 and others with dignity, kindness and 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 (including cyberbullying, prejudice-based and discriminatory bullying) regardless of whether your child is considered to be either the perpetrator 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 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;
- support the child's homework and other home-based learning activities;
- let you know if there are any concerns about a child's work, attendance or behaviour.

2. The school behaviour curriculum

Positive behaviour reflects the values and ethos of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely than poor. This behaviour strategy will be taught to all pupils so that they understand what behaviour is expected and encouraged and what is unacceptable or prohibited. All staff and other adults are expected to positively reinforce when expectations are met and impose appropriate sanctions when rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole school culture.

Our behaviour curriculum defines the expected behaviours in school, rather than only a list of unacceptable or prohibited behaviours and is outlined in our expectations of each member of the school community described in section 1. above. Our behaviour curriculum represents the key habits and routines required in school.

Routines will be used to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour.

3. 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 positively reinforcing the behaviour which reflects the values of the school 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; 'Learning Legend Certificates'; Subject celebratory specific certificates
- Dojos awarded in line with school ethos (see Appendix B)
- Celebration on the school's social media forums and website
- Allocating positions of responsibility e.g. class monitor
- 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
- Consistently off-task
- Graffiti on books, equipment or furniture
- Unkind or hurtful behaviour
- 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 dis-respect towards staff, visitors or peers
- 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
- Deliberately invented or malicious allegations against staff or other pupils
- Violence or intimidation directed at any member of the school community
- Continued Bullying (including cyberbullying, prejudice-based and discriminatory bullying), sexual violence, sexual harassment, taunting or intimidation directed at any member of the school community regardless of whether this takes place during or out of school hours

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

In such circumstances, staff should respond predictably, promptly and assertively in accordance with this Behaviour Policy and the training and direction they have received. The first priority will be to ensure the safety of pupils and staff and to restore a calm environment. It is important for staff across the school to respond in a consistent, fair and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. Where appropriate, staff will take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND or other health condition (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

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.

Pupils, who are persistently causing concern, including vulnerable children, those with social worker involvement or children who may have an Education, Health and Care Plan, will have a personalised plan that all staff will be familiar with. This will support staff with the identification of the individual needs of vulnerable children and allow them to adapt and differentiate their approaches to teaching and learning based on the pupil's unique profile of need. This plan will be based on Person Centred Planning. This plan will be formulated in conjunction with parents and any other appropriate agencies who may be involved with the pupil. If misbehaviour is displayed by a pupil, a consequence will then be given. The stage of the consequence will depend on the extremity of the misbehaviour. Behaviour recovery practices are used to reinforce with pupils that certain behaviour is unacceptable and to deter a pupil from repeating the same behaviour.

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary. We will be clear about our approach and in which category any action falls, ensuring that the action complies with the law relating to each category.

Consideration will also be given as to whether the misbehaviour gives cause to suspect that a child is suffering, or likely to suffer, harm. Where we consider this to be the case, we will follow the school's Child Protection Policy and procedures and staff are advised to alert the Designated Safeguarding Lead (or deputy) as soon as possible. They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

3.1 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 establish 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. This may ultimately include advising the perpetrator to apologise to the relevant person, if appropriate.

In any event, it is absolutely crucial to consider the views of the victim before embarking on any type of restorative justice. Depending on the circumstances of the issue or concern, the victim may not wish to speak to the perpetrator face to face under any circumstances and such a situation may be extremely detrimental to the victim's recovery.

3.2 Sanctions and Disciplinary Action

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil. Staff can issue sanctions at any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school – see section 8. The Headteacher has the authority to extend the power to discipline to adult volunteers e.g. parents who have volunteered to help on a school trip.

There is a clearly defined process for issuing sanctions in this school. Where possible, and appropriate, 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.

The school uses a tiered system to address any unacceptable behaviour this is:

- 1) Minor issues dealt with by the class teacher.
- 2) Repeated unacceptable or more serious issues will be dealt with by either a Phase Leader, the Deputy Head or the Headteacher.

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 the DfE advice when searching, screening and confiscating items from pupils which is outlined in their document [Searching, Screening and Confiscation – Advice for schools](#).

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited or illegal items (listed below) or any other item that the school rules identify as an item which may be searched for.

Under no circumstances will individual pupils be searched on the school premises by anyone other than school staff unless they are accompanied by a parent or appropriate adult designated by the Headteacher.

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

- Knives and weapons (Further guidance is available in KAHSC Safety Series G14 – Knives, Offensive Weapons and other inappropriate items)
- Firearms
- Illegal drugs
- Alcohol
- Fireworks
- Tobacco and cigarette papers
- Lighters or matches
- Pornographic or unsuitable images (including those found on electronic devices)
- 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).

School staff have the power to search a pupil for any item if the pupil agrees. In all cases, staff will explain the reason for the search and how it will be conducted so that the pupil's agreement is informed.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, controlled drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force **cannot** be used to search for other items which are banned under the school rules.

School staff can seize any prohibited or illegal item found during a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Where items are 'prohibited or illegal' as outlined above, these will not be returned to pupils and will be disposed of by the school according to the DfE guidance '[Searching, Screening and Confiscation – Advice for schools](#)'. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will consider whether the confiscation is proportionate and consider any special circumstances relevant to the case. Pupils must not bring any of the items listed above on to school premises. The school will automatically confiscate any of the 'prohibited or illegal' 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 or illegal' items in school. In certain circumstances, this may lead to permanent exclusion.

The Headteacher will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating so that they fully understand their rights and the rights of the pupil who is being searched.

Alcohol will be disposed of. Under no circumstances will alcohol be returned to the pupil. Tobacco, cigarette papers or fireworks will either be retained or disposed of, but not returned to the pupil. Pupils will also receive sanctions for smoking near the school and on their way to and from school.

Where a member of staff finds stolen items, these must be delivered to the Police as soon as reasonably practicable. However, if there is good reason to do so, the member of staff may also return the item to the owner or retain or dispose of it if returning them to their owner is not practicable. In determining whether there is a good reason to return the stolen item to its owner or retain or dispose of the item, the member of staff will take account of all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized article.

In taking account of the relevant circumstances, the member of staff should consider the following:

- the value of the item - it would not be reasonable or desirable to involve the Police in dealing with low value items such as pencil cases, though school staff may judge it appropriate to contact the Police if the items are valuable;
- whether the item is banned by the school;
- whether retaining or returning the item to the owner may place any person at risk of harm; and,
- whether the item can be disposed of safely.

Any weapons or items which are evidence of a suspected offence will be passed to the Police as soon as possible.

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.

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

- Mobile phones used in class
- Digital media devices or similar used in class
- Jewellery not in accordance with the School Uniform Policy
- Lighters or matches

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.

Staff have the power to search pupils **with their consent** for prohibited or illegal items **and** 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, illegal or banned items are being held within it and reasonable grounds for the search have been established.

- We are not required to have formal written consent from the pupil for this sort of search – it is enough for the authorised member of staff to ask the pupil to turn out his/her pockets or if the staff member can look in the pupil's bag or locker and for the pupil to agree.
- It is clear in our Behaviour Policy and procedures and in communications to parents and pupils what items are banned.
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his/her pockets or bag and if the pupil refuses, the authorised member of staff can apply an appropriate punishment as set out in the Behaviour Policy and procedures.

A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, we can apply an appropriate disciplinary sanction in line with our Behaviour Policy and procedures.

Electronic devices/Mobile Phones

Allowing access to mobile phones in school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. Our rules on the use of mobile phones are as follows:

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

As with all prohibited or illegal items, staff will first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude and/or semi-nude images and/or videos), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff will confiscate the device, avoid looking at the device and refer the incident to the DSL (or a deputy). Reference will be made to the school's Child Protection Procedures and DfE statutory guidance [Keeping children safe in education](#).

The UK Council for Internet Safety also provides the following guidance to support school staff and DSLs and this document is shared with all staff in school (at least on an annual basis): [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#).

If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the Police as soon as is reasonably practicable. In exceptional circumstances members of staff may dispose of the image or data if there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files, the member of staff and/or DSL must refer to the DfE advice for schools on [Searching, Screening and Confiscation](#).

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 Headteacher. The length of time a pupil may be removed from the class will be explicitly determined by the Headteacher or other senior leader. Removal from the classroom is different from circumstances in which a pupil is asked to step outside the classroom briefly for a conversation with a staff member and asked to return following this.

Removal from the classroom is considered to be a serious sanction and will only be used when necessary and once other behavioural strategies in the classroom have been attempted unless the behaviour is so extreme as to warrant immediate removal. The use of removal will allow for continuation of the pupil's education in a supervised setting and we will design a clear process for the reintegration of any pupil in removal into the classroom when appropriate and safe to do so.

Removal will be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and,
- to allow the pupil to regain calm in a safe space

The above is not to be confused with the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons.

When dealing with individual removal cases, we will:

- consider whether any assessment of underlying factors of disruptive behaviour is needed;
- facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;
- ensure that pupils are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction;
- ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with;
- if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection Plan or are looked-after, notify their Social Worker. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

Parents will be informed on the same day if their child has been removed from the classroom and as with other disciplinary measures, we will consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition e.g. SEND or other health conditions.

Data relating to removals will be collected, monitored and analysed in order to interrogate repeat patterns and the effectiveness of the use of removal. Consideration will be given to whether frequently removed pupils may benefit from additional and alternative approaches, a pastoral review or investigation by the SENDCo, or whether specific classes or teachers may require more support. Analysis will also be used to identify patterns relating to pupils sharing any of the protected characteristics and to ensure the removal is not having a disproportionate effect on those sharing particular protected characteristics.

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 your own.
- Missed playtime
- Time out in another class/completing work in another class
- Time out with Phase Leader
- 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 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

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.

2.3 Exclusion

The Government supports Headteachers 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.
- 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) and the DfE guidance [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#).

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction as described in the DfE guidance outlined above, will be used. Managed moves will only occur when it is in the pupil's best interests.

4. Responding to the behaviour of pupils with SEND or other health conditions

We will consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

Adjustments will be made to routines for pupils with additional needs, where appropriate and reasonable to ensure all pupils can meet behavioural expectations. These adjustments may be temporary, but always to support the individual needs of the pupil. By planning positive and proactive behaviour support, e.g. through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents, jointly we can work towards a reduction in incidents of challenging behaviour.

Consideration will be given as to whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, we will refer to the DfE guidance for schools on the [Equality Act 2010](#).

We will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have and to try and ascertain the underlying causes of behaviour and whether additional support is needed.

We are, however, mindful that not all pupils requiring support with behaviour will have identified special educational needs, other health conditions or disabilities. Children experiencing a mental health problem, or at risk of developing one, can have an effect on a child's behaviour as can instances of adversity and trauma experienced by children. We will engage with other agencies and, where necessary, make links to the whole school approach to mental health and wellbeing as set out in the DfE guidance on [Mental health and behaviour in schools](#).

5. Child on Child Abuse

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

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

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

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

We also recognise that children who are LGBT+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT+ (whether they are or not) can be just as vulnerable to abuse as children who identify as LGBT+. In such circumstances, staff will endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

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.

We have a separate Child on Child Abuse Policy and procedures (previously referred to as Peer on Peer Abuse) which will be followed in the event of an allegation being made against pupils in our school by other pupils. This Policy and procedures are available on our website or on request from the school office.

Consideration will also be given to the advice contained within the DfE statutory guidance [Keeping Children Safe in Education](#), and the UKCIS Education Group publication [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) which outlines how to respond to an incident of nude and/or semi-nude images and/or videos being shared.

5.1 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 child on child abuse and the issue is discussed as part of our bespoke PSHE curriculum.

6. Sexual violence and sexual harassment (SVSH)

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

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

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

We will consider sexual harassment in broad terms and understand that sexual harassment (as set out below) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

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

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

6.2 Types of SVSH conduct

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

- unwelcome sexual flirtations or propositions, invitations, or requests for sexual activity;
- sexual comments, such as telling sexual stories, making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names;
- sexual “jokes” or taunting, threats, verbal abuse, derogatory comments, or sexually degrading descriptions;
- unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.;
- physical behaviour, such as deliberately brushing against someone or interfering with someone’s clothes. Consideration will be given to when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim;
- displaying pictures, photos or drawings of a sexual nature;
- exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “upskirting” (which is a criminal offence), “down blousing”, or flashing;
- purposefully cornering or hindering an individual’s normal movements;
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of nude and/or semi-nude images and/or videos. Taking and sharing nude photographs of U18s is a criminal offence. [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) provides detailed advice for schools and colleges. Offence;
 - sharing of unwanted explicit content;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including on social media;

- sexual exploitation coercion and threats; and,
- coercing others into sharing images of themselves or performing acts they are not comfortable with online.

6.3 Managing a report of SVSH

We will consider every report on a case-by-case basis. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken for them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. All concerns/allegations of child on child abuse will be handled sensitively, appropriately and promptly. The way in which they are responded to can have a significant impact on the school environment.

It is important to understand that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong.

Sanctions for incidents of SVSH will be determined based on the nature of the case, the ages of those involved and any previously related incidents. In some cases, the school may involve Local Authority Children's Social Care or the Police where it is determined that a crime has been committed.

A [Model Response to reports of child on child sexual violence and sexual harassment flowchart](#) is available to download from the KAHSC website.

Immediate consideration will be given as to how best to support and protect the victim and the alleged perpetrator(s) and any other children involved/impacted including siblings and other close relatives.

Consideration will also be given to the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will, however, be balanced with the school's duty and responsibilities to protect other children.

We will do all we reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved. We will also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

- Staff who observe or suspect any form of child on child abuse (including sexual violence or sexual harassment) must inform the DSL as soon as possible so that further investigations can take place. It is important to understand that children may not find it easy to tell staff about their abuse verbally and that additional barriers such as the child's vulnerability, disability, sex, ethnicity and/or sexual orientation may be a factor.
- Staff, and this could be anyone in the school who the child trusts, must not promise confidentiality at the initial stage as it is very likely a concern will have to be shared with the DSL to discuss next steps. Information must only be shared with those people who are necessary in order to progress the report and the child should be informed what the next steps will be and to whom the report will be passed.
- When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a child protection concern. If there is a child protection concern the DSL must be informed as soon as possible.
- Reports that include an online element will be carefully managed in line with the DfE advice for schools on [Searching, screening and confiscation](#). Staff will not view or forward illegal images of a child but will

discuss with the DSL whether it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the Police for inspection.

- A factual written or electronic record will be made of the concern/allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact Cumberland Safeguarding Hub (see details above) to discuss the case. It is possible that the respective Safeguarding Hub is already aware of child protection concerns around this young person. The DSL will follow through the outcomes of the discussion and make a referral of either one or all of the pupils involved where appropriate.
- The DSL will make a written or electronic record of the concern, the discussion and any outcome and keep a copy in the files of both/all pupils.
- If the concern/allegation indicates a potential criminal offence has taken place e.g. rape, assault by penetration, sexual assault, sexual violence or sexual harassment (regardless of the age of the alleged perpetrator(s), the Police must be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim). See '[When to call the Police](#)' for further guidance.
- The school will consider how best to keep victims and alleged perpetrators of sexual violence a reasonable distance apart while on school premises and, where relevant, on transport to and from school. While the facts are being investigated, the alleged perpetrator should be removed from any classes that they share with the victim. This is in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator.
- It may be appropriate to exclude the pupil being complained about for a period of time in accordance with this Policy and procedures.
- Where a criminal investigation into sexual assault leads to a conviction or caution, we will consider any additional sanctions in light of this Policy including consideration of permanent exclusion. In any action we take, the nature of the conviction or caution and wishes of the victim will be taken into account.
- Both the immediate and future needs of the victim, the alleged perpetrator and any other children involved/affected will be assessed and, where necessary appropriate plans and strategies put in place.
- Where neither the Local Authority Children's Social Care nor the Police accept the complaint, a thorough school investigation should take place into the matter using the School's usual disciplinary procedures.
- In situations where the school considers a child protection risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored, and a date set for a follow-up evaluation with everyone concerned.

6.4 Internal Management of reports of SVSH

Ultimately, any decisions are for the school to make on a case-by-case basis, with the DSL (or deputy) taking a leading role and using their professional judgement, supported by other agencies, such as Children's Social Care and the Police as required.

Whatever the response, it will be underpinned by the principle that there is a **zero-tolerance** approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated. Where behaviour between children is abusive or violent, the incident will be dealt with using methods such as an Early Help Assessment or where necessary a referral to the LA Children's Social Care or the Police. However, where support from local agencies is not available or the incident is considered to be inappropriate or problematic, the school may need to handle allegations/concerns internally. It may be appropriate to handle the incident using this Policy and procedures and the procedures to be followed in the case of bullying. All concerns, discussions, decisions and reasons for the decisions will be recorded either in writing or electronically. The services of external specialists may be required to support the process.

6.5 Sanctions

Before deciding on appropriate action, the school will always consider its duty to safeguard all children from harm; the underlying reasons for the alleged perpetrator(s) behaviour; any unmet needs, or harm or abuse

suffered by the child; the risk that the child may pose to other children; and the severity of the abuse and the causes of it.

Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary.

It is good practice for the school (DSL) to meet the victim's parents with the victim present to discuss what arrangements are being put in place to safeguard the victim and understand their wishes in terms of support they may need and how the report will be progressed.

It is also good practice for the school (DSL) to meet with alleged perpetrator's parents to discuss any arrangements that are being put into place that impact an alleged perpetrator, such as, for example, moving them out of classes with the victim and what this means for their education. The reason behind any decisions will be explained. Support for the alleged perpetrator will also be discussed.

Sanctions may include additional supervision of the pupil or protective strategies if the pupil feels at risk of engaging in further inappropriate or harmful behaviour.

The school response might include a sanction (in accordance with this Policy and procedures) such as a detention, SLT supervision or a fixed-term exclusion to allow the pupil to reflect on their behaviour.

The school will, where appropriate, consider the potential benefit, as well as challenge, of using managed moves or exclusion as a response, and not as an intervention, recognising that even if this is ultimately deemed to be necessary, some of the measures referred to in this Policy may still be required.

A permanent exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of other children in the school or, where the Headteacher, in their absolute discretion, considered the actions of the pupil(s) has damaged the school's ethos or reputation.

Disciplinary interventions alone are rarely able to solve issues of child on child abuse, and the school will always consider the wider actions that may need to be taken, and any lessons that may need to be learnt going forward.

Part five of [Keeping Children Safe in Education](#) provides examples of situations where specific sanctions have been utilised.

7. 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:

- parents 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.
- 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 Headteacher 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 Headteacher will be recorded as 'unauthorised'.

8. 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.

9. Pupil Conduct and Misbehaviour Outside the School Premises

9.1 What the Law Allows

Schools have the statutory power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. In the main, sanctions will be imposed in response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is either witnessed by a staff member or reported to the school, will be in line with this Behaviour Policy taking individual circumstances into account.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

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
 - that poses a threat to another pupil; or
 - that could adversely affect the reputation of the school; or
 - in some other way identifiable as a pupil at the school.

The decision to sanction a pupil will be lawful where it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of school staff.

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

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

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.

9.3 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 (call to Virtual School Head for looked after children)
- Targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve.
- Individual support plans
- Referral to the school counsellor or pastoral team
- Inquiries into circumstances outside of school including at home, conducted by the DSL or deputy.

- Support from the SLT, which consists of the SENDCo (Special Educational Needs Co-ordinator), teacher and/or teaching assistants
- Children may attend the Nurture Group, Well-Being Workshops, ELSA sessions or Draw & Talk Therapy
- 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)
- Referral to outside agencies such as Educational Psychologist, Barnados, Behaviour Specialists etc.

10. The Use of Reasonable Force

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. Schools do not require parental consent to use force on a pupil. 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 will always depend on individual circumstances.

The Governing Board have taken account of advice provided by the DfE - *Use of reasonable force: advice for headteachers, 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;
- 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 SEND, mental health needs or other health conditions. 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'.

10.1 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.

10.2 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.

10.3 Power to Use Reasonable Force when Searching Without Consent

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

10.4 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.

In addition, a panel of national experts have identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

10.5 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.

10.6 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.

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

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.

10.7 Informing Parents when Reasonable Force has been used

In accordance with current good practice, the school will speak to parents or, in the case of a child looked after, the Social Worker/Virtual School Head, 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 Headteacher (or deputy in the absence of the Headteacher) 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 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 Headteacher/DSL.

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

10.8 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 Headteacher 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

10.9 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.

10.10 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.
- When intimate care needs are necessary.

11. Mental health and behaviour

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

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

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

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

At Fairfield Primary School, we have an extensive Pastoral Care system, which helps to support pupils' social and emotional well-being and their mental health. This includes: our own School Counsellor, Nurture Groups, Well-Being Workshops, ELSA sessions and Draw and Talk Therapy.

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

12. Allegations of abuse/concerns against staff and other adults working in the school (including volunteers, contractors and supply staff)

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

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

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

To fulfil its commitment to the welfare of children, this school has a procedure for dealing with allegations of abuse /concerns against members of staff, supply staff, contractors, 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 has a general concern about malpractice within the school, reference can also be made to the school's Whistleblowing Policy and procedures for reporting low-level concerns about another adult who works with children in the school. Further information on how to report low-level concerns is outlined in the Trust's Code of Conduct for staff and other adults.

If an allegation is shown to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate against the individual who made it in line with this Policy and procedures.

The procedure complies with the framework for managing cases of allegations of abuse/low-level concerns against people who work with children, as set out in Part four of the statutory guidance 'Keeping Children Safe in Education' published by the DfE and the and the Cumbria Safeguarding Children Partnership (CSCP) [Core procedures](#).

12.1 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 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 Headteacher 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.

13. Bullying

In addition to the sections below, we have a separate Child on Child Abuse Policy and procedures, a copy of which is available on our school website or upon request from the school office. Our Child Protection Policy and procedures also contains additional information on reporting and responding to reports of sexual violence and sexual harassment. Moreover, we also have a separate Anti-bullying Policy, which again is available on our website or upon request from the office.

13.1 What is Bullying?

According to the DfE document 'Preventing and Tackling Bullying – Advice for Headteachers, 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 (cyber-bullying, prejudice-based and discriminatory bullying) include those relating to:

- race, religion, culture or gender;
- SEND 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 (consensual and non-consensual sharing of nude and/or semi-nude images/videos);
- producing graffiti;
- excluding people from groups;
- 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.

All staff are made aware that technology is a significant component in many safeguarding and wellbeing issues and can also adversely affect the behaviour of all parties involved. Children are at risk of abuse online (cyber-bullying) as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the consensual or non-consensual sharing of nude and/or semi-nude images/videos or other indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

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.

13.2 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:

- 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.

13.3 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 Phase Leaders 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.

All instances related to bullying will be recorded on CPOMS.

13.4 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.

13.5 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 programme 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)

13.6 Strategies for Dealing with the Bully

- Disciplinary sanction imposed
- 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)
- Anger management strategies discussed

13.7 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
- Self-assertive strategies discussed

14. Drugs and Drug-Related Incidents

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.
- 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.

14.1 Responsibilities

The Headteacher 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 Headteacher and SLT and dealt with in accordance with these procedures.

14.2 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.

14.3 Finding a drug or suspected illegal substance

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

14.4 Finding 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 Headteacher 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.

14.5 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 on their own and seek medical advice from the school's first aider who will assess the situation and act appropriately, the Headteacher/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.

14.6 When to contact the Police/disciplinary action

The Police will always be contacted in situations where controlled drugs are found unless there is good reason not to do so. In these cases, the member of staff must safely dispose of the drugs. In determining whether there is a good reason to dispose of controlled drugs, the member of staff should take account of all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the controlled drug. When staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such. If the member of staff is in doubt about the safe disposal of controlled drugs, they should deliver them to the police. Other substances which are not believed to be controlled should also be delivered to the Police, or disposed of as above, if the member of staff believes they could be harmful. Any decisions made on the appropriate sanctions to impose will consider the advice of the Police. Further advice on this subject can be found in the NPCC guidance document [‘When to call the Police – Guidance for schools and colleges’](#)

If other substances are found which are not believed to be controlled drugs, but the member of staff believes they could be harmful, these will be confiscated and disposed of in accordance with the school's procedures. This would include, for example, so called ‘legal highs’.

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. Under no circumstances will individual pupils be searched on the school premises by anyone other than school staff unless they are accompanied by a parent or appropriate adult designated by the Headteacher.

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

14.7 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 Headteacher 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 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 the school premises, the Headteacher or other member of staff will consult with the Police.

15. 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.

15.1 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, sexist, defamatory or other derogatory comments
- All types of sexual violence and sexual harassment as outlined above
- 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.

15.2 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.
- 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.

15.3 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.

Appendix A

Response to reports of sexual violence and sexual harassment

See also KCSIE Part 5

Definitions

Sexual Violence

Rape
Assault by penetration Sexual assault

Sexual Harassment

Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour, or online sexual harassment

Record keeping

Remember, to record all concerns, discussions, decisions, and reasons for decisions.

REPORT RECEIVED

(from the victim or third-party)
[Onsite, offsite, or online]

Victim reassured

- taken seriously and kept safe; and never be given an impression they are creating a problem
- confidentiality not promised - listen to victim, non-judgementally - record the disclosure (facts as reported)
- two staff present (one being the DSL, or reported to DSL as soon as possible)
- victim sensitively informed about referral to other agencies
- if victim does not give consent to share, staff may still lawfully share in order to protect child from harm and to promote the welfare of children (see 'Sexual Violence and Sexual Harassment' paragraph 62)
- parents of victim informed unless this would put victim at greater risk.

Anonymity

Note that in cases of sexual violence there is legal protection of the victim's identity. Remember that this also includes sharing on social media and discussion amongst pupils in the school

Considerations

(Sexual Violence, Sexual Harassment and Harmful Sexual Behaviours) Immediately: Consider how to support the victim and the alleged perpetrator

- wishes of the victim
- nature of the alleged incident
- ages of the children
- development stage of the child
- any power imbalance
- one-off, or part of a pattern of behaviour
- any ongoing risks to victim or others
- other related issues and wider context (e.g., CSE)

Manage internally

One-off incidents which the school believes that the child(ren) are not in need of early help or statutory intervention, which would be appropriate to deal with internally under the school's behaviour policy or anti-bullying policy.

Early help

Non-violent Harmful Sexual Behaviours (see Harmful Sexual Behaviours Framework (NSPCC))

Refer to social care

All incidents where a child has been harmed, is at risk of harm or is in immediate danger. Social Care staff will decide next steps. Be ready to escalate if necessary.

Refer to police

All incidents of rape, assault by penetration or sexual assault. (incl. if perpetrator is 10 or under) Discuss next steps with police, for example, disclosing information to other staff, informing alleged perpetrator and their parents.

RISK ASSESSMENT

Case-by-case basis

(For details see paragraphs 69 and 70 Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2021))

RISK ASSESSMENT

Immediately

Do not wait for outcome of referral before protecting victim.
Emphasis on victim being able to continue normal routines.
Alleged perpetrator removed from any classes with victim (also consider shared spaces and journey to/from school) [Not a judgement of guilt]

SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR

(See separate page)

SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR

DISCIPLINARY MEASURES TAKEN

(See school's Behaviour Policy/Anti-bullying Policy)

DISCIPLINARY MEASURES TAKEN

(May be undertaken based on balance of probabilities, unless prejudicial or unreasonable)
Ensure actions do not jeopardise the investigation
School to work closely with police and/or other agencies.

CRIMINAL PROCESS ENDS

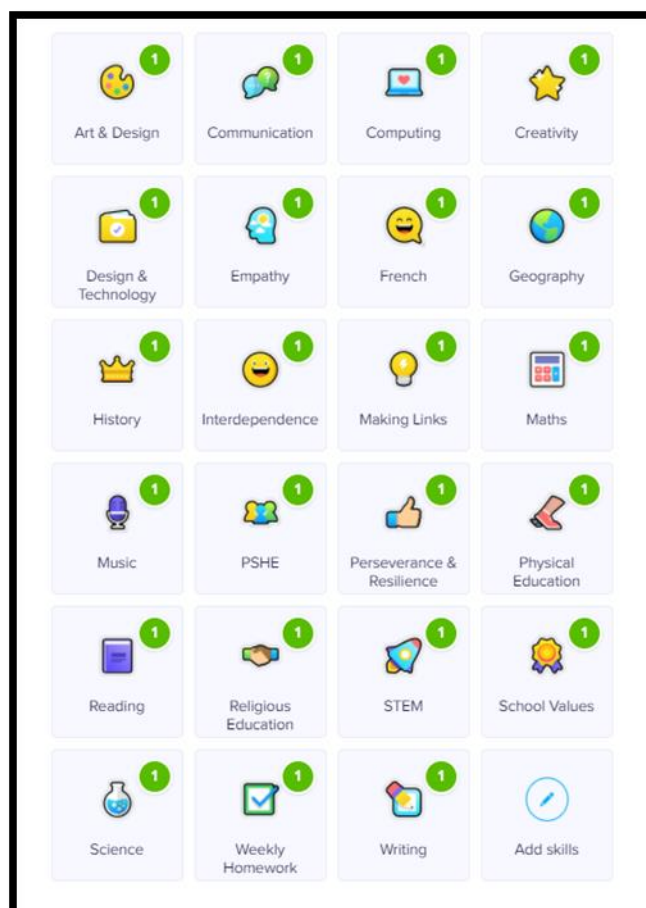
- **Conviction or Caution:** follow behaviour policy, consider Permanent Exclusion. If pupil remains in school, make clear expectations; keep victim and perpetrator apart. Consider victim's wishes.
- **Not Guilty:** Support victim and alleged perpetrator
- **No Further Action:** Support victim and alleged perpetrator



Class Dojo: Rewards



Each class is set-up with the following feedback points (in line with our Behaviour Policy, all classes are set to positive points only):



- The same icons, language and number points are used across the school to aid consistency.
- Our EYFS team have tweaked aspects of the curriculum points, linked to their learning.
- Teachers can reward pupils' efforts in specific subjects, as well as celebrating their development of the skills and attitudes for lifelong learning, whilst recognising their commitment to our school values.
- In our Celebration Assembly each Friday, time is dedicated to reflect on the points classes have accumulated.
- Every two weeks, the 'top 3 classes' are announced, with the winning class (i.e. the class who have managed to collaboratively achieve the most points) being awarded with the coveted Dojo trophy (to display in class with pride) and an additional 30 minute 'Fun with Friends Session', where pupils are able to socialise and play outdoors in addition to their set break and lunchtime as a reward for their efforts.
- The teacher of the 'winning class' shares a photograph on the school's Dojo page of the children with the trophy.
- In school, a display board shows the 'bronze', 'silver' and 'gold' classes, which is reviewed each fortnight in-line with the results.
- Following the announcement of the 'winning class' each fortnight, all points are wiped and the healthy competition begins again.