



# **Neasden Primary School**

## **Behaviour Policy**

**This policy was approved by the Governors in September 2024**

**Adopted on 1<sup>st</sup> October 2024**

**This policy will be reviewed annually on or before September 2025**

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## **1 Introduction**

- 1.1 Neasden Primary School's behaviour strategy is aimed at creating a culture with high expectations of behaviour and establishing calm, safe and supportive environments conducive to learning across the school. Good behaviour and self-discipline leads to effective learning and helps prepare children and young people for life beyond the school gate.
- 1.2 This policy outlines the high behavioural standards the School expects from all our pupils and sets out the sanctions that will follow if this policy is not adhered to. This policy should be read in conjunction with the school's [exclusions and suspensions policy, anti-bullying policy, drugs policy], SEND and safeguarding and child protection policy, all of which can be found on the School's website. It will be reviewed annually by the Board of Trustees.

## **2 Aims and Objectives**

By setting high standards of expected behaviour, the school aims to:

- promote positive relationships that safeguard and promote the welfare of pupils, creating an effective learning environment;
- maximise the quality of the learning experience for all pupils enabling everyone to learn effectively;
- enable pupils to understand the implications of their behaviour, to control their own behaviour and most importantly to take responsibility for their behaviour;
- ensure every member of the School community feels valued, respected and treated fairly;
- provide an ethos and environment within which everyone feels safe;
- foster discipline and mutual respect between pupils and their peers, and between staff and pupils;
- raise awareness amongst pupils to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety;
- raise awareness amongst pupils for the need to recognise and manage their emotions and reactions; and
- support pupils whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult.

## **3 Application of Policy**

- 3.1 This policy applies to all members of the School community. The School sets out systems used to track and monitor pupil behaviour and how parents will be kept updated about pupil behaviour. The school will apply sanctions within this policy for behaviour that takes place outside of school's premises where it is reasonable to do so, for example if allegations of bullying or inappropriate online activity taking place outside of school hours are reported to the school.
- 3.2 When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the school, staff will consider:
- 3.2.1 whether the pupil is taking part in any school-organised or school-related activity, travelling to or from the school, wearing school uniform or is in some other way identifiable as a pupil at the school at the time of the poor behaviour; and/or
- 3.2.2 the severity of the misbehaviour, whether the pupil's behaviour could have repercussions for the orderly running of the school, whether the behaviour poses a

threat to another pupil or member of the public or could adversely affect the reputation of the school and/or School.

## **4 Roles and Responsibilities**

All members of the School community are expected to follow this policy and treat one another with dignity, kindness and respect. Roles, responsibilities and expectations of each section of the School community are set out in detail below.

### **4.1 Trustees**

The Humber Education Trust's Trust Board will work with the CEO to set the ethos and a set of core values that promote high standards of expected behaviour from pupils attending its schools.

The Scheme of Delegation, approved by the Trust Board, delegates the following responsibility to each school's Local Governing Body – 'to establish and keep under review school Behaviour Policy for pupils, monitoring the impact.

### **4.2 The Chief Executive Officer**

The CEO will ensure that all schools use the Trust's model policy to establish and keep under review school a Behaviour Policy for pupils (adapted as appropriate), monitoring the impact. The CEO will report back to the Trustees on educational outcomes, behaviour management and support strategies and early intervention for pupils requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

### **4.3 Local Governing Body**

Local governors in the school will review and monitor the application and implementation of this policy by receiving regular reports from the school Head Teacher on behavioural sanctions and support put in place for pupils at the school. Local governors will scrutinise relevant data, review relevant suspension and exclusion decisions and act as a point of challenge for decisions taken by the Head Teacher. Local governors will analyse the recorded data on searches/removal from classrooms and in cases where searching/removal from classrooms is falling disproportionately on any group or groups, they should consider whether any actions should be taken to prevent this.

### **4.4 Head Teacher**

The Head Teacher, with support from their Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The Head Teacher will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully and the use of removal from the classroom is used appropriately and not having a disproportionate effect on pupils sharing particular protected characteristics. The Head Teacher will act as a source of support and guidance for staff on behaviour management strategies and discipline.

## 4.5 Staff

All staff will:

- communicate the contents of this policy to all pupils and parents to ensure that the School's expectations are transparent to all pupils and parents, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. Staff will do this by routinely reminding pupils of expectations in class, as part of assemblies and during PSHE sessions
  - apply this policy fairly, consistently, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable pupils may face;
  - make reasonable adjustments for disabled pupils as required;
  - promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons whatever their level of ability or need;
  - model positive behaviour;
  - not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards of behaviour;
  - challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct;
  - record incidents of poor behaviour and any given sanctions in the pupil's behavioural log;
  - provide praise, rewards and reinforce positive behaviour;
  - deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively;
  - focus on de-escalation and preventative strategies rather than being solely reactive;
  - consider the welfare of the whole School community and ensure that the majority of pupils' education is not jeopardised by the disruptive behaviour of a minority of pupils;
  - contribute to the development of systems which support and reinforce positive behaviour;
  - recognise that there may be contributory factors which affect pupil's behaviour and respond according to individual need;
  - identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve pupil behaviour and provide support. This could include:
    - more frequent engagement with parents;
    - home visits;
    - behaviour chart;
    - time in a pupil support unit;
    - engaging with local partners and agencies to address specific challenges;
    - consideration of whether a multi-agency assessment such [as early help of Education Health and Care Plan<sup>1</sup>] is required; and/or]
    - designing an Individual Behaviour Plan with set targets and support strategies embedded within;
  - contact parents if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour;
  - set, mark and monitor homework and provide facilities for children to do homework in the school if required;
  - send parents an annual written report on their child's progress and arrange Parents' Evenings during which progress will be discussed; and
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- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.

#### **4.6 Parents**

Parents play an important role in ensuring good behaviour from their children. Parents are expected to:

- support the school in the application and enforcement of this policy;
- inform the school of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour;
- ensure their child attends the school on time, appropriately dressed, fed, rested, and equipped;
- work with the school in support of their child's learning;
- attend virtual or in person meetings at the school with staff to discuss their child's behaviour;
- inform the school in writing of any medication their child needs to take (see the "Supporting children with medical needs" policy);
- support their child in homework and other opportunities for home learning;
- attend Parents' Evenings and discussions about their child's progress, if reasonably possible; and
- in the case of suspension, provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during school hours without reasonable justification and, if invited, attend a reintegration interview at the school with their child.

#### **4.7 Pupils**

The rights and responsibilities of pupils are set out at the Annex to this policy along with a list of the school rules to which all pupils must adhere. Reminders of the school rules and expected standards of behaviour are up on walls in classrooms and situated around the school. Pupils are expected to have a positive attitude and maintain high expectations for themselves.

### **5 Rewards**

The school believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour.

### **6 Sanctions**

6.1 Where a pupil's conduct falls below the standard which could reasonably be expected of them the first priority will be to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques may be used to help prevent further behaviour issues arising. The school will impose sanctions in response to pupil misconduct. All sanctions will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the pupil's age, any special educational needs or disability and any religious requirements.

6.2 The particular level of sanction will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances. A response to behaviour may have various purposes including deterrence, protection and/or improvement. The school uses a range of sanctions in response to incidents of poor behaviour. These sanctions include:

- verbal reprimand;
- requiring a written apology;
- confiscation of a pupil's property;
- missing break or lunch time;
- extra work or repeating unsatisfactory work until it meets the required standard;
- school-based community service to correct an action – such as picking up litter,; tidying a classroom; or removing graffiti;
- loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or other extra-curricular school events such as sports day;
- removal from a class or groups;
- internal exclusion;
- staying after normal school hours to complete a task;
- education off-site for a designated period;
- suspension or permanent exclusion.

6.3 School staff aim to work in cooperation with parents to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. This might include the designated safeguarding lead making enquiries into circumstances outside of the school and/or having a 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. The School recognises the importance of effective home-school communication and will endeavour to communicate with parents, and the Virtual School Head for looked after children, regarding students' behaviour when necessary. When a sanction is imposed, parents will be informed in writing.

6.4 The school encourages restorative justice and pupils are encouraged to apologise to their peer group and/or to staff for rudeness or a lack of respect.

6.5 The school will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the school's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case they will consider whether a multi-agency assessment is necessary.

6.6 Under no circumstances will illegal or inappropriate items be tolerated in the school, and all pupils will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in suspension or exclusion, depending on the circumstances:

- verbal abuse to staff and others;
- verbal abuse to pupils;
- physical abuse to/attack on staff;
- physical abuse to/attack on pupils;
- any form of bullying (to the extent not covered above);
- indecent behaviour;
- damage to property;
- gambling on **school** property;
- recording or taking images of pupils or staff without their express consent;
- consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances including "legal highs";

- carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason;
- theft;
- serious actual or threatened violence against another pupil or a member of staff;
- sexual abuse or assault;
- carrying an offensive weapon;
- arson;
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour;
- malicious allegations against staff;
- racist, sexist, homophobic or other forms of discriminatory behaviour;
- persistent truancy/lateness;
- possession of items prohibited under the school rules (see Annex).

6.7 Removal from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary, and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Reasons for removal are:

- 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.

During the period of removal the pupil will receive continual, supervised education in a suitable environment until a suitable plan is put in place for successful reintegration. Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed. Parents should be informed on the same day if their child has been removed from the classroom and a reintegration strategy will be discussed with the pupil and parents which facilitates reflection by the pupil, sets out any support to be put in place for the pupil to avoid such behaviour in the future, sets out clear behavioural expectations and the consequences of failing to comply.

6.8 Seclusion

In emergency and or exceptional circumstances, it may be necessary to allow a child a space without an adult being physically present in the room with them, in order to keep themselves or others safe. This might be used for a child who has reached crisis and or who may place themselves or others in significant danger, if adults don't take control. In this situation, children must be externally monitored by an adult who can see and hear them at all times. Any use of seclusion, that prevents a child from leaving a room of their own free will, will only be considered in emergency and or exceptional circumstances. In such circumstances where pupils access any form of seclusion, in emergency or exceptional circumstances to maintain safety, parents and carers will be provided with explicit awareness regarding its use. At X school we seek to ensure that we create an open, transparent and collaborative approach between the school, parents and carers and partner agencies in which to support the child in their best interests.

*Seclusion: supervised confinement and isolation of a child or young person, away from others, in an area from which they are prevented from leaving, where it is of immediate necessity for the purpose of the containment of severely disturbed behaviour which poses a risk of harm to others.*



- 6.9 Staying in school after the end of the day to complete work will only be sanctioned by a member of the Senior Leadership Team. Staff will only impose this sanction when it is reasonable after having considered whether:
- the sanction may put the pupil at increased risk or compromise their safety;
  - the pupil has known caring responsibilities or religious requirements;
  - the sanction timing conflicts with a medical appointment;
  - parents have been informed of the sanction; and
  - whether suitable travel arrangements can reasonably be made by the parent for the pupil, disregarding any inconvenience for the parent.
- 6.10 Permanent exclusion will only be used as a sanction of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school. The school will follow the School's Exclusions Policy and the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude.

## **7 Pupils with Special Educational Needs and/or Disabilities**

- 7.1 In the context of this policy, a child is considered to have SEND if he or she:
- has difficulties in learning which are significantly greater than the majority of other pupils of the same age; or
  - has a disability which prevents or limits them from accessing the curriculum; or
  - has behavioural, emotional or social difficulties which impact adversely on their learning and progress.
- 7.2 The School is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the school will do all it can to ensure that the pupil receives appropriate support. The School is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient sanction for a pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability. The School will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.
- 7.3 An Individual Behaviour Plan will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the School's special educational needs policy for more information.
- 7.4 The school will as far as possible, anticipate likely triggers of misbehaviour for pupils identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):
- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;

- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

7.5 Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

## **8 Investigating Incidents**

8.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. In secondary academies pupils who have witnessed the behaviour will be asked to provide written, signed and dated statements. In primary academies pupils who have witnessed the behaviour may be asked provide a written account or may be asked to describe to staff what they saw and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, the school will ensure that a responsible adult is present at all times and will inform the pupil's parents of what has happened as soon as possible.

8.2 The School uses Close Circuit Television ("CCTV") within its premises. One reason why the School uses CCTV is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a sanction.

8.3 When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.

8.4 In exceptional circumstances, pupils may receive a suspension pending an investigation if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the school.

## **9 Search, seizure and confiscation**

9.1 If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes, bags and lockers is deemed appropriate, a search may be carried out by the Head Teacher or staff authorised by them. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search. Staff will take into consideration the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

9.2 The Head Teacher will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy). The Head Teacher 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 these trained staff can support and advise other members of staff if this situation arises.

- 9.3 Staff may confiscate or seize items in the possession of pupils that pose a risk to staff or pupils, are illegal or banned by the school rules or is evidence in relation to an offence and may confiscate, retain or dispose of a pupil's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a pupil's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other pupils to be educated. Where appropriate a member of staff may retain or dispose of a pupil's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.
- 9.4 A teacher or someone who has lawful control of the child can search a pupil **with their consent** to look for any item banned by the school rules. Pupils must be first asked to empty pockets and bags themselves. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. If the pupil refuses to give permission the school may impose a sanction for failing to follow a reasonable instruction.
- 9.5 The Head Teacher and other members of staff authorised by them have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay. Prohibited items that can be searched for without consent include:
- knives or weapons;
  - alcohol;
  - illegal drugs;
  - stolen items;
  - e-cigarettes, tobacco and cigarette papers;
  - fireworks;
  - pornographic images; or
  - articles that the member of staff reasonably suspects have been or could be used to commit an offence or cause personal injury to, or damage to property of, any person (including the pupil).
- A member of staff can use reasonable force to search for any prohibited items but not to search for items which are identified only in the school rules. Before using reasonable force the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.
- 9.6 Any search without consent must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.
- 9.7 When conducting a search pupils must not be required to remove any clothing other than outer clothing. 'Outer clothing' [is defined as] any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves).

- 9.8 Strip searches (a search involving the removal of more than outer clothing) on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Codes A and B. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times. Before calling police into the school, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary by consulting with the designated safeguarding lead and school Head Teacher, and should always ensure that other appropriate, less invasive approaches have been exhausted. Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.
- 9.9 Staff should keep a record of any searches conducted on pupils and inform parents that a search has been carried out as soon as reasonably practicable. Records should include:
- the date, time and location of the search;
  - which pupil was searched;
  - who conducted the search and any other adults or pupils present;
  - what was being searched for;
  - the reason for searching;
  - what items, if any, were found; and
  - what follow-up action was taken as a consequence of the search.
- 9.10 Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. If the member of staff conducting the search suspects they may find an indecent image of a child, 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 should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these

## **10 Mobile Phones and Electronic Devices**

The use of pupil mobile phones is strictly prohibited on the school site. The school recognises that some pupils may travel to/from school alone and carry a mobile phone during these times. Pupil mobile phones should be turned off on entry to the school site and handed to the class teacher. Mobile phones are stored in the teacher's desk and returned to pupil as they leave the school building at the end of the day. If a child is attending an after school club, the phone will be passed to the adult running the club. The school accepts no responsibility for loss or damage to mobile phones at school.

Pupil mobile phones that are not handed into a teacher and/or are being used on the school site, will be confiscated by a member of staff and stored in the school office. Parents will be notified and the mobile phone will need to be collected by a parent.

## **11 Use of reasonable force**

- 11.1 The School strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Head Teacher has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an

offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.

- 11.2 This power extends to times when staff are lawfully in charge of pupils but are off the school premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.
- 11.3 Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.
- 11.4 All incidents where pupils need to be held to help them to calm down will be recorded on a care and control form, reviewed by SLT and parents will be informed as a matter of course.

## **12 Bullying**

- 12.1 The School will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. The School has a separate Anti-Bullying Policy which should be read in conjunction with this policy. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.
- 12.2 The School wants to make sure that all pupils feel safe in the school and are accepted into the School community. The School's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.
- 12.3 Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The School practices a preventative strategy to reduce the chances of bullying, and the School's anti-bullying strategy is instilled in the School's curriculum, through the active development of pupils' social, emotional and behavioural skills, assemblies and is embedded in daily school life. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.
- 12.4 If an allegation of bullying does come up, the school will:
- take it seriously;
  - investigate as quickly as possible to establish the facts;
  - record and report the incident; depending on how serious the case is, it may be reported to the Head Teacher;
  - provide support and reassurance to the victim;
  - make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions;
  - discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions;

- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used;
- consider whether suspension or exclusion is appropriate in light of the circumstances.

12.5 The School believes pupils should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of pupils and staff at its academies. Where a member of staff has reasonable grounds to suspect that a pupil is using social media in an inappropriate way, which could cause harm to another person in the School community, the member of staff should report this to a member of the school's Senior Leadership Team. Following any such report an investigation will follow during which an authorised member of staff may ask that the pupil gives them access to their social media account. In the event that the pupil refuses to cooperate and will not give access to an authorised member of staff during an investigation this could lead to an adverse decision taken against the pupil.

### **13 Child-on-Child Abuse**

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The School will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

### **14 Complaints**

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Head Teacher in accordance with the School's complaints policy. If the concern relates to a suspension or exclusion, the statutory procedure set out in the exclusions guidance will be followed.

## Annex

### **1. Rights and Responsibilities of Pupils and School Rules**

<b>Rights</b>	<b>Responsibilities</b>
To feel safe both in and out of the classroom	Have regard for your own safety and that of others and care for school equipment/ resources/ environment
To learn, free from the disruption of others	Be prepared to engage in class and be involved with learning
Be valued and have good work recognised and rewarded	Accept and learn from any sanctions that you receive
To receive help and support where requested	Follow staff instructions and seek help when needed
To be listened to and respected	Respect yourself, other people and their belongings
To be treated fairly	Be self-disciplined and follow the school rules set out below
To be treated as an individual	Inform a member of staff when this policy has been breached by yourself or another pupil

### **2. School Expectations**

- 1 Attend the school and classes on time (including attending at the times set by teachers in the event an altered or staggered routine is implemented).
- 2 Bring appropriate equipment such as: reading book, book bag and PE kit.
- 3 Keep your appearance smart and tidy, and wear specified uniform as set out in the School's uniform policy at all times to and from the school.
- 4 Follow the school's instructions on hygiene, such as handwashing, sanitising and behaviour in toilets.
- 5 Do not use rude, derogatory, racist or defamatory language.
- 6 Do not bully, belittle, or intentionally harm other pupils or staff.
- 7 Be polite, respectful and considerate of your peers and the extended community and always try to understand other people's point of view.
- 8 Do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways, or when in public places.
- 9 Complete school work and homework on time and to the very best of your ability.
- 10 Take care of your environment, both on the school site and outside. Do not litter or vandalise property in any way.
- 11 Take care of school equipment.

- 12 Follow staff instructions (including, when imposed details of groups students can socialise within, moving around the school site in accordance to specific instructions).
- 13 Meeting expectations around sneezing and coughing including adhering to the “catch it, bin it, kill it” policy
- 14 Do not spit or cough in the vicinity of, or deliberately at another pupil, staff member or any other person within the school.
- 15 Do not share equipment with any other pupils or staff, including drinking bottles unless expressly directed otherwise. Do not eat during lesson times.
- 16 Report to the school office if you arrive late, feel unwell or need to leave for an appointment. Particularly by notifying your teacher or the school office if you begin to experience symptoms of Covid-19 namely: a high temperature, a new continuous cough or loss or change to your sense of smell or taste.
- 17 Stay on the school premises at break and lunch time, including adhering to instructions relating to the areas you can be in during break and lunch time.
- 18 Do not bring into the school under any circumstances:
  - alcohol and drugs including “legal highs”
  - e-cigarettes, cigarettes, matches, and lighters
  - chewing gum
  - weapons of any kind or instruments/substances intended to be used as weapons
  - material that is inappropriate or illegal for children to have such as racist or pornographic material
  - mobile phones/other non-authorized electric devices
  - any article which a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)



### 3. Hierarchy of Intervention

#### **STEP 1**

*RESPONDING TO ONE-OFF INCIDENTS OF OFFENSIVE OR DISRUPTIVE BEHAVIOUR AND LOW LEVEL BEHAVIOURS*

- All incidents should be recorded on CPOMS;
- The class teacher should inform the child's parents by phone, in person or by letter. The emphasis should be on home and school working together - *evidence shows that behaviour management strategies are most effective when school and parents work together*. Parents should be encouraged to discuss with their child how their poor behaviour can affect others and the consequences that may result if they continue or repeat behaviours.
- A brief period in another classroom may be utilised.
- All contact/conversations with parents should be recorded on CPOMS .
- Phase Leader should be informed – tagged in to CPOMS report.

NOTE: A maximum of 3 such incidents within 4 weeks should trigger *Step 2*

#### **STEP 2**

*RESPONDING TO PERSISTENT LOW LEVEL AND CONTINUED OFFENSIVE AND DISRUPTIVE BEHAVIOURS*

- Phase Leaders (KS2 – K Goucher, EYFS & KS1 – A Jackson) should be made aware of emerging pattern of behaviours. [See flowchart, Annex 4]
- Behaviour Cause For Concern form [Annex 5] completed by class teacher and given to Phase Leader. Phase Leader will observe the child and make recommendations to the class teacher. These will be reviewed within 2 weeks.
- Meeting with parents: class teacher to initiate in liaison with Phase Leader. Class teacher and Phase Leader may be present. Discuss what has been happening and consider ways to both challenge and support the child in changing their behaviour
- Meeting should be recorded on CPOMS - including any specific agreed supportive intervention.

#### **STEP 3**

*WHERE NO CHANGE IN BEHAVIOUR OCCURS OR INAPPROPRIATE BEHAVIOUR ESCALATES*

- Referral to the Headteacher - *who will impose a hierarchy of sanctions in liaison with parents, class teacher and Phase Leader*.
- Phase Leaders will recommend that a child be entered onto the 'Cause for Concern' register and where appropriate a Positive Handling Plan be written. Children with a Cause for Concern will be reviewed half termly and reviews will consider: specific concerns about the child's social, emotional or mental health needs, individual targets/goals to address the identified needs, strategies to support the child in achieving the targets and any additional rewards or sanctions specific to the child
- Consider entry onto the school's SEN register under the Social, Emotional and Mental Health difficulties (SEMH) category. Referral to external agencies –

CAMHS, Whitehouse PRU, Tweendykes, Headstart for support may be included in this process. Where appropriate this may also include the implementation of a Parenting Contract, which in turn may lead to a referral to Early Help for parenting support.

#### **STEP 4**

##### *BEHAVIOURAL ADDITIONAL NEEDS PLAN IS PUT IN PLACE*

A Behavioural additional needs plan [Annex 6] should be implemented to support a pupil:

- whose behaviour or attendance is rapidly deteriorating;
- who has had two or more fixed term exclusions within the school year;
- who is at risk of failure at school through disaffection;
- who requires a range of support from a number of services;
- who is at risk of permanent exclusion.

*(Guidance on Implementing Pastoral Support Programmes, Parenting Contracts and Parenting Orders for behaviour and attendance. 2008)*

Where appropriate this may also include the implementation of a Parenting Contract, which in turn may lead to a referral to Early Help for parenting support.



## Annex 4

### Behaviour Flowchart

If a child is not responding to the usual behaviour management strategies in the classroom the teacher will complete a Cause for Concern Referral and pass it to their Phase Leader.

Upon receiving a completed Cause for Concern referral, the Phase Leader will arrange to observe the child in the classroom and meet with the class teacher. Following these activities the Phase Leader will write recommendations for the teacher.

Within 2 weeks of making the recommendations, the Phase Leader will meet with the class teacher to review the progress. At this point the Phase leader will make a recommendation to remove the child from the Cause for Concern, maintain at a Cause for Concern level or refer to a Behaviour Additional Needs Plan.

A child referred to a Behaviour Additional Needs Plan will have the plan completed by the phase leader and shared with the child's parents and the Headteacher. This plan is then shared with all staff working with that child.

All children that are either a Cause for Concern or with a Behaviour Additional Needs Plan will have a review every half term by the Headteacher. Referrals can be made at any time and additional reviews will take place when needed. Phase Leaders will report to the Headteacher at weekly SLT meetings and paper records of Behaviour documents will be maintained by the Headteacher.



## Annex 5

### Behaviour Cause for Concern Referral

Name of Pupil		D.O.B	
Year		Class Teacher	
Date of referral		Signature	

Highlight areas of concern

**Refusal to follow class routines:**

Not starting work  
Not completing work  
Calling out during lessons  
Not joining in with activities  
Refusal to follow teacher instructions

**Violence:**

Hitting  
Spitting  
Kicking  
Biting  
Throwing missiles

**Flight tendencies:**

Leaving their seat  
Leaving the classroom  
Leaving the building

**Bad language**

Swearing  
Name calling

Presentation of the child's difficulties.	Known triggers
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Strategies used within classroom provision
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How successful were the strategies you have implemented?	
Discussion with pupil. Does the pupil enjoy school/ particular subjects/rewards?	
Discussions / conversations you have had with the pupils' parents	
Involvement of outside agencies e.g. The White House, Early Help, Social Services, Northcott	
Is a positive Handing Plan in place?	Yes / No

Feedback and advice from Phase Leader following observation of child and discussion with teacher:	
Review Date:	
Date:	Signature:

Review Notes:
Outcome: Remove from Cause for Concern/Remain a Cause for Concern/Refer to Behaviour Additional Needs Plan



**Annex 6**

**Behavioural Additional Needs Plan**

**Name:**  
**D.O.B:**  
**Class:**

**Date:**  
**Teacher:**  
**Year:**

<b>Behaviour Concerns:</b> <ul style="list-style-type: none"> <li>•</li> </ul>
<b>Targets:</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<b>Strategies in school to support targets:</b> <ul style="list-style-type: none"> <li>•</li> <li><b>Implement identified de-escalation strategies</b></li> <li>•</li> <li><b>When <i>Name</i> is refusing* - Script</b></li> <li>•</li> <li><b>When behaviour is unsafe and physical intervention is needed to move to a safe area* – Script</b></li> <li>•</li> <li><b>Other:</b></li> <li>•</li> </ul>
<b>Challenge inappropriate behaviour/consequences:</b> <ul style="list-style-type: none"> <li>•</li> </ul>

**Additional Scripts \***

A script for unpicking when something has happened TELL:

T – Time – given for the child to calm down

E – Explain – What happened? For younger children the adults have to structure the conversation e.g. So you were playing with \*\*\* and he grabbed the ball so you hit him.

L – Link to a feeling – So when he took the ball this made you cross. Show empathy - I can understand why you felt cross, but ...

L – Learn – Explain how they can learn from it and state what they could do next time.

**Alternative Crisis Script**

Name...

I can see that you are...

You talk I will listen

**Understanding \*\*\*'s Behaviour**

Behaviour	What positive gains does he get from it? Why does he do it?	What do you want him to do instead?	Agreed Actions

**Date of next Review:**

**Signed:**