

ASHFIELD JUNIOR SCHOOL



BEHAVIOUR & RELATIONAL POLICY

2025-2026

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Signed (Headteacher): 

Signed (Chair of Governors): 

Ashfield Junior School

Behaviour and Relational Policy

Introduction

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

Every school must have a Behaviour Policy to meet the requirements of Section 89 of the Education and Inspections Act 2006.

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 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, mental and physical development of pupils at the school and of society which, in turn, prepares pupils at the school for the opportunities, responsibilities and experiences of later life. Guidance for schools on the promotion of fundamental British values of democracy, the rule of law, individual liberty and mutual respect of those with different faiths and beliefs is available from the DfE.

The Governing Body is responsible for setting general principles that inform the Behaviour Policy and procedures. Governors of maintained schools are required to have a 'Statement of Behaviour Principles' which is a statutory document. Detailed guidance for Governors is available in [Behaviour and discipline in schools: guidance for governing bodies](#). In turn, the Head teacher must act in accordance with the Governors' Statement of Behaviour Principles' and have regard to any guidance provided by the Governors on promoting good behaviour in school. Head teachers are responsible for developing the Behaviour Policy and supporting procedures, based around the 'Principles' required by the Governing Body, and deciding the

standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary penalties for breaking the rules.

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 on the school Code of Conduct for staff, governors and volunteers. In addition to this Code of Conduct, all employees engaged to work under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the 'Teachers Standards 2011 (updated 2013 and 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 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 & Relational 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 Whole School Behaviour & Relational Policy must include measures to prevent all forms of bullying, harassment and intimidation among pupils.

Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for our community and for life;
- To ensure that all learners are treated fairly, shown respect and to promote good relationships;
- To help learners take control over their behaviour and be responsible for the consequences of it;
- To build a community which values kindness, care, good humour, good temper and empathy for others;
- To ensure that excellent behaviour is a minimum for all.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

This policy is based around these 5 Pillars of Pivotal Practice (Paul Dix)



Consistent adult behaviour will lead to pupils consistently meeting the expectations.

We expect every adult to:

- Meet and greet.
- Refer to our 'Golden Rules'.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of learners.
- Use our dojo and golden token systems throughout every lesson as visible recognition.
- Be calm and give 'take up time' when going through the steps. Respond calmly to help pupils become calm. Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly.
- Help our pupils to find ways to recognise and manage difficult emotions in an appropriate way supported by adult emotional co-regulation.
- Support them during time in sessions to help them calm and regulate both within and outside the classroom depending on the available space.
- Use calm, well-regulated tone and respectful language appropriate to the needs of the child.
- Won't use sarcasm to embarrass pupils who are struggling to regulate.
- Will manage the transitions between sessions so corridors feel like safe places.
- Will provide routine in every lesson, in every classroom so pupils know what happens next.
- Will provide activities at breaktime to help manage social time.
- Use an attachment/trauma informed approach to understand behaviours.
- Will remain curious and demonstrate the desire to understand a behaviour and what it communicates.
- Empathise.

We expect Senior Leaders to:

- Be a visible presence around the school especially at play times/lunch times.
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls/messages and certificates etc.
- Go into lessons to catch pupils being positive.
- Stand by staff to support restorative conversations.
- Support staff in managing pupils with more complex or challenging behaviours.

How do pupils know what to do?

So how do we help pupils do the 'right things'? it is important that we strive to make it clear to everyone what our routine and expectations involve. We should support pupils to do these things through **direct instruction, modelling and supervision**. Don't expect that everyone will just do these things!

Arriving at school: say good morning to each other, be welcoming, chat

Coming into the classroom (start of day, after playtime, after lunch): come in calmly (no pushing or shoving), sit at your place, use a quiet voice, get your resources ready for learning.

Assembly: walk quietly through the corridor, come into the hall in silence, take part in discussion, be welcoming to visitors, stand and leave in silence when dismissed.

Breaktime: leave the classroom in an orderly, calm way, do not push and shove in the cloakrooms, keep loud voices for outside, line up straight away when asked to, walk in calmly, go to the toilet either before you go out or when you come in.

Getting lunch: leave the classroom in an orderly, calm way, line up outside when asked to, use indoor, quiet voices when waiting to be served, chat to either other when eating, don't shout in the hall or move around the tables, clear your lunch away, walk outside. If you have an accident in the hall when eating let a lunchtime supervisor know- they will help you.

Playing at lunchtime: include each other in games, if you see someone unhappy see if you can help, don't get involved in other people's problems- tell a member of staff, play games that are gentle and kind (no rough play- pulling, grabbing, holding etc), don't take football too seriously (it's not the Champions League final).

Moving around school: leave the classroom calmly and orderly (no pushing or shoving), walk calmly through the corridors (don't run or shout), be especially careful when going around corners, hold doors open for others, greet visitors, offer help if you think it's needed (e.g. showing someone the way to go).

Talking to each other: be kind in your words, ask how people are, be interested in what someone else has to say, listen when someone else is talking, share your interests and knowledge.

Showing good manners/ being polite: listen when others are speaking, offer help if you think it's needed, hold doors open for others and let them go first (especially visitors), say 'please' and 'thank you',

In lessons: be ready to learn, get your equipment and books ready, listen to each other, don't talk over each other, do your best, work hard.

When something goes wrong: try to stay calm- use a breathing or counting technique to help you, don't shout at others, remember that we're there to help each other, be honest about what happened, accept a sanction/consequence if it's needed.

Our school, our values and the 'Golden Rules'

It is a primary aim of our school 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- Kindness, Honesty, Teamwork and Hope.

This policy 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 an environment where everyone feels happy, safe and secure. Children are taught strategies for working and playing together through every aspect of the curriculum, that we provide models and support for good behaviour and that our whole ethos is one of noticing and rewarding positive behaviour.

The school follows the 'Golden Rules' system and these are displayed around the school and in all classrooms. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Our positive behaviour management system is built around the principles of the 'Golden Rules' and the **values of our school (teamwork, kindness, honesty & hope).**

The school expects every member of the school community to behave in a considerate way towards each other. We treat all members of the school community fairly and apply this policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and become positive, responsible and increasingly independent members of the school and wider community. This means all adults must be positive role models for our pupils, displaying the behaviours that we expect to see the pupils also display.

We reward good behaviour through a system of dojos, certificates, stickers, awards and house tokens. We believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

The children are expected to follow the 'Golden Rules'. These rules ensure that we are RESPECTFUL, READY & SAFE.

We are gentle- We don't hurt others

We are kind and helpful-We don't hurt anybody's feelings

We listen- We don't interrupt

We are honest- We don't cover up the truth

We work hard- We don't waste our own or others' time

We look after property- We don't waste or damage things

These rules reflect the wider approach we have to life at Ashfield- this is how we do things here:

We see everyone as an individual and celebrate that;

We recognise that we all have different strengths and they are all important;

We help and support each other when it is needed;

We are kind and don't judge each other;

When things go wrong we don't look to blame, we find ways to put things right;

We work hard and also have fun;

We try really hard to always be fair;

We make time for each other and talk.

Celebrating Success

Rewards: Dojos, House tokens, certificates, postcards and awards.

The Golden Rules run through everything we do at school. The children have the opportunity to earn 5 dojos on a daily basis, 25 over a week. These points are tracked using Class Dojo in every classroom. The children earn points by sticking to the Golden Rules. If a child breaks one of the Golden Rules they may not earn their dojo for that session. Staff also give out additional 'bonus' dojos for anything else that they would like to reward immediately, usually in the classroom.

Teachers will record whether children have earned 'Golden Points' at these times every day:

End of session 1

Breaktime

End of Session 2

Lunchtime

End of afternoon session

Golden tokens:

Golden tokens are also awarded to pupils for 'going the extra mile' with something. If a member of staff feels a child has earned this award they present the child with a golden house point token which is taken to the Headteacher or recorded on Fridays. The token is then placed in the relevant house box. A postcard may also be written by the Headteacher and sent home to inform the family of the child's award if the teacher states this. All golden tokens are recorded in the 'Extra Mile Award Book' and names are read out in every Friday celebration assembly.

House token totals are presented in Friday's celebration assembly. At the end of the half term the house with the most tokens receives a special award/prize as acknowledgment of their effort and teamwork.

Our houses are linked to 4 endangered animals that each team then fundraises for through our link with the Lake District Wildlife Park- The Vultures, The Lemurs, The Gibbons and The Red Pandas.

We also praise and reward children for good behaviour in a variety of other ways:

Messages home;

Classroom treats and choosing from a 'Golden or Reward Box';

Achievement Award certificates in the weekly Celebration assembly;

Stickers for excellent work, effort and progress;
Privileges in the classroom e.g. the comfy chair;
Praise postcards sent home by the classteacher;
Class of the Week award- led by pupil committee;

Behaviour Pathway: De-escalation

De-escalation of inappropriate pupil behaviour by staff avoids low-level behaviours escalating and becoming more serious. When pupils are behaving in a way that is not appropriate staff should use a range of strategies to support that pupil to get back on track without giving attention to the negative behaviour.

- 1. Reminder**
- 2. Warning**
- 3. Thinking/Calm Time**
- 4. Follow up/Restorative Conversation**

1. REMINDER

Gentle approach, use child's name, child level, eye contact, deliver message

I noticed you chose to(noticed behaviour)

This is a REMINDER that we need to be.....

You now have the chance to make a better choice, just like you did (reminder of a time when they did what you need them to do now)

Thank you.

Example- 'I notice that you're running. You are breaking our rule of being safe. Please walk like you did this morning. Thank you.'

2. WARNING

I noticed you chose to.... (noticed behaviour)

This is the second time I have spoken to you.

If you choose to break the rule again you leave me no choice but to ask you to leave the room/go to the quiet area/ thinking space.... (pupil's name). Do you remember when... (reminder of previous positive behaviour).

That is the behaviour that I expect from you. Think carefully. I know that you can make good choices.
Thank you.

Example- 'I have noticed you have chosen to not be ready to do your work and this is the second time I've spoken to you. You are breaking the school rule of being ready.

If you choose to break the rule again then you will have to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? This is what I need to see today. Thank you.

3. THINKING TIME

I noticed you.... (noticed behaviour)

You have chosen to/need to:

Classroom- 1. Wait outside the classroom/go to the quiet area. 2. Go to sit with other class. 3. Go to sit in a SLT classroom. 4. Go to SLT office. Go to HT office.

Playground- 1. Stand by other member of staff. 2 Sit on the bench. 3. Go to SLT/HT office.

I will come and speak to you in two minutes.

Example- 'I have noticed you using rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit on the bench. I will come and speak to you in two minutes. Thank you.

DO NOT describe the child's behaviour to another adult in front of the child

4. REPAIR

FOLLOW UP, REPAIR AND RESTORE- restorative conversation

1. What happened? (Neutral, dispassionate language)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. Who has been affected? What should we do to put things right? How can we do things differently?
6. Ask the pupil if they have anything they want to say. An apology is only of value if it is meant. Forcing a pupil to apologise is not going to change the situation.

It's not the severity of the sanction, it's the certainty that this follow up will take place that is important

Incidents are logged on CPOMS at the staff member's discretion.

Consequences

Searching, screening 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](#).

Head teachers 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 Head teacher.

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
- Controlled drugs
- Alcohol
- Fireworks
- Tobacco and cigarette papers
- Pornographic 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 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 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 into account 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.

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. Where a pupil repeatedly flouts the rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. For repeated offences of this nature, parents will be asked to collect confiscated items. Where items are not collected, the school will dispose of them at the end of each term.

Staff have the power to search pupils **with their consent** for prohibited or illegal items **and** any item banned under the school rules. This includes searching bags.

- 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 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:

Y5 and Y6 pupils may bring a mobile phone to school if necessary but this must be handed in to a staff member for storage during the day. The phone will then be collected by the pupil at home time. The school does not accept any responsibility for these devices while in storage. 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 or semi-nude images), 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 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: [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](#).

Our expectations

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, 'time out' will be used in a buddy class until they are calm again and in a position to work sensibly with others.

The safety of the children is paramount at all times. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of the session.

If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child receives a consequence. If a child repeatedly acts in way that disrupts or upsets others, the school will contact the child's parents and seek an appointment to discuss the situation.

The school does not tolerate bullying of any kind (including cyberbullying, prejudice-based and discriminatory bullying), harassment or intimidation of any description. If we discover that an act of bullying or intimidation is taking place, we act immediately to stop any further occurrence. All incidents of alleged bullying are investigated and recorded on the school's CPOMS system and the Bullying Log (yellow folder Headteacher's office). The school actively promotes an anti-bullying ethos, taking part in Anti-Bullying week, addressing bullying in assemblies and through class PSHE Jigsaw and Kidsafe sessions.

Communication

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.

We will publish the school Behaviour Policy and procedures in writing to parents, staff and pupils at least once a year. We will also publish the Behaviour Policy on the school website.

Our responsibilities

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 Head teacher, in particular, is 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 school 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 Head teacher or other Senior Leader whilst continuing to work in partnership with us. Where appropriate, we will involve and include parents in any pastoral work following misbehaviour.

All staff and other adults in the school will create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated. All 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 will be taken seriously.

Class teachers and Teaching Assistants will ensure that the Golden Rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. They will strive to ensure that all children work to the best of their ability. The class teacher and Teaching Assistant will treat each child fairly with dignity, kindness and respect and enforce the Golden Rules consistently.

If a child repeatedly breaks the Golden Rules, the class teacher seeks help and advice from the Deputy Head, SENDCO or Learning Support Manager and if necessary the Headteacher. The child may begin a programme of support and intervention with the Learning Support Manager or The SENDCO/Learning Support Manager may liaise with external agencies, as necessary, to support and guide the progress of each child. The SENDCO may arrange for the class teacher to discuss the needs of a child with other professionals. **It is important to think about the behaviours a child may be displaying and if this is a way of communicating something to us.**

The classteacher will contact parents or carers if there are concerns about the behaviour or welfare of a child.

The Headteacher will implement the behaviour policy consistently throughout the school, and report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school. The headteacher supports the staff by reinforcing the Golden Rules, implementing the policy, setting the standards of behaviour, and by supporting staff in the implementation of the policy. The headteacher will ensure that records are kept of all reported serious incidents of misbehaviour. The headteacher will ensure that all staff are regularly trained in positive behaviour management and specific strategies e.g. Team Teach. All staff can access support and advice to deal with behaviour issues in school from senior leaders and members of the safeguarding team. The headteacher will also ensure that relevant external agencies are accessed to support children and families if appropriate. This may include the LA Behaviour Support Team, Barnardos, Youth Offending Teams.

The Headteacher has the responsibility for giving fixed term exclusions to individual children for serious acts of unacceptable behaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

Class based staff and senior leaders are all involved in ensuring transition arrangements support all pupils and additional support is put in place to help those pupils who may be experiencing difficulties. Additional visits to the school are in place for those pupils identified as vulnerable during the Summer Term of Y2. Staff meetings take place to share information between Y2 and Y3 staff and the safeguarding teams from feeder Infant schools. The same arrangements are put in place for pupils leaving Y6 to go on to secondary school. Information sharing is key to ensure that this transition is smooth and any particularly successful strategies to manage behaviour are communicated between schools. Within school, information is shared in a similar way between year group staff to ensure that transition to the next year group teachers. The school SENDCO is also involved in all these transition procedures where appropriate.

Pupils can access support from Mrs Stainton and through their own year group staff. This could take the form of playtime and lunchtime support either inside school or on the playground. Nurture sessions are also available for pupils to give time to support their social and emotional developments and emotional literacy. Incidents of poor behaviour can often be a result of a child's frustration or inability to express how they are feeling. Golden Rules target sheets can be used to help a child focus on particular behaviours. Class based staff and senior leaders can be involved in the setting and monitoring of these targets and give support to the child to help them achieve.

All adults in school are responsible for managing behaviour around school.

Parents will support their child's learning, and co-operate with the school. We try to build a supportive dialogue between home and school and will inform parents immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concerns remain, they should contact the Headteacher. If these discussions cannot resolve the problem, they should contact the school governors. See separate Complaints Policy.

Communication with parents will be through daily in person contact at the start or end of the school day. Phone calls or emails will also be used to keep in regular contact with a parent about an ongoing issue. The school's Dojo system also allows parents to be alerted to concerns via email notifications. Certificates for good conduct and achievement of Dojos will also be awarded and sent home.

Governors have the responsibility of setting down these guidelines on standards of behaviour and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines. The headteacher has the day-to-day authority to implement the school behaviour policy. The governors support the headteacher and will fulfil their role in carrying out these guidelines.

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](#).

Playground and Lunchtime Behaviour

- Staff are encouraged to move around the grounds, talking and playing briefly with pupils and anticipating potential difficulties. A suspected problem should be quietly and promptly investigated.
- Efficient communication between supervisors and teachers is assured through the use of the Dojo co-ordinators (Mrs Morgan & Mrs Caine).
- Roles and responsibilities of supervisors and teachers when on duty are clearly defined in writing.
- Supervisors' authority is acknowledged, by them operating rewards and sanctions, with the full support of teaching staff.
- Mrs Frost oversees the work of the lunchtime supervisors, ensuring effective communication, acting as the main contact point with Mrs Frost and ensuring the reporting of incidents to class teachers. She monitors the recording of incidents and informs teachers of anyone requiring attention.

Pupil Conduct Outside the School Premises

Teachers have a statutory power to discipline 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:

- Any misbehaviour when the child is:
 - Taking part in any school-organised or school-related activity; or
 - Travelling to or from school; or
 - Wearing the school uniform; or
 - In some other way identifiable as a pupil at the school.
- Or misbehaviour at any time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the school; or
 - Poses a threat to another pupil or member of the public; or
 - Could adversely affect the reputation of the school.

This school is committed to ensuring our pupils act as positive ambassadors for us. We expect the following:

- Good order on all transport to and from school and 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 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 it is an activity supervised directly by school staff.

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 [Promoting children and young people's mental health and wellbeing - a whole school or college approach issued by the Children and Young People's Mental Health Coalition](#), leads to improved pupil emotional health and wellbeing which can help readiness to learn.

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

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

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key

that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

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

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 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 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.

Guidance on dealing with cases of child on child abuse is included in our Child Protection Policy and procedures.

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 nudes and semi-nudes being shared.

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

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

Sexual violence and sexual harassment (SVSH)

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

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

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

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.

Types of 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 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.

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 Cumbria Safeguarding Hub (see details above) to discuss the case. It is possible that 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.

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.

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 Head teacher, 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.

Bullying

We have a separate bullying policy, a copy of which is available on request from the school office and it is also on the school website.

Dealing with more serious incidents

Where pupils display serious aggressive and/or threatening behaviour, or illegal activity is discovered, the school will not hesitate to take appropriate action.

If a member of staff feels that an incident is more serious and sits outside the dojo system this will be then classed as 'serious unacceptable behaviour'. This is any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour.

These are the agreed sanctions for serious and continuous unacceptable behaviour:

1. Removal to another classroom and playtime/lunchtime detention. May be sanctioned by the class teacher.
2. Meeting with parents/carers to discuss the pupil's behaviour. May be sanctioned by the class teacher and headteacher.
3. Placed on an Individual Behaviour Plan to monitor the pupil's behaviour. May be sanctioned by the class teacher and headteacher.
4. Internal exclusion- the pupil is excluded from lessons for a fixed number of lessons/days with a member of SLT. Parents/carers will be informed at the start of the internal exclusion. May be sanctioned by the headteacher. This takes place in The Sanctuary, SLT's office or Mrs Frost's office. Staff are present to supervise at all times.
5. Fixed term external exclusion- the headteacher may sanction a fixed term exclusion. Parents/carers are informed in writing of the reasons for the exclusion and their right to appeal.
6. Permanent exclusion- the headteacher is the only member of staff who can sanction a permanent exclusion. A permanent exclusion is a last resort and a decision not to be taken lightly. In all cases, parents/carers will be informed in writing of the reasons for the exclusion and their right to appeal.

The serious/continuous unacceptable behaviour ladder of steps is attached at the end of this policy (Appendix 1). This is designed to show pupils and parents/carers where they are on the hierarchy of sanctions within this structure.

Fixed term and permanent exclusion

Only the headteacher (or Deputy Headteacher in the Head's absence) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 15 days in any one school term. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a pupil, the parents are informed immediately verbally and in writing after, giving reasons for the exclusion. At the same time, the headteacher makes it clear that they can, if they wish, appeal against the decision to the governing body. The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed term exclusions beyond five days or cumulative in excess of 15 days in any one term.

The governing body has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors. If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

The Government supports Head Teachers in using exclusion from school as a sanction where it is warranted but we understand this is a last resort. We recognise it is our responsibility as a school to communicate to pupils, staff and parents our behaviour expectations and the responsibility of all individuals working with pupils to ensure that no exclusion will be initiated without first exhausting other strategies or

in the case of a serious incident, a thorough investigation. We have a range of procedures in place to promote good behaviour and 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 the 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 from the school office.

The Use of Reasonable Force

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

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

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

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

- Committing a criminal offence;
- Injuring themselves or others;
- Causing damage to property, including their own;
- Engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Force will never be used as a punishment.

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

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

Circumstances in which reasonable force might be used:

- 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 may be physically removed from the situation.
- Restraint may be used to prevent a pupil leaving a room where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may 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.

The head teacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for 'prohibited items'. See section above.

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.

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. 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. This school uses Team Teach.

Post incident support:

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

- Ensure the incident has been recorded on CPOMS;
- Decide whether multi-agency partners need to be engaged;

- 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. It may also mean the child is excluded;
- Help the pupil develop strategies to avoid such crisis points in the future and inform relevant staff about these strategies and their roles;
- Ensure that staff and pupils affected by the incident have continuing support, if necessary.

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. This includes:

- Holding the hand of a child at the front/back of the line when going to assembly or when walking together around the school.
- When comforting a distressed child.
- When a child is being congratulated or praised.
- To demonstrate how to use a musical instrument.
- To demonstrate exercises or techniques during PE lessons or coaching'
- To administer first aid.
- To apply sunscreen to the arms, face or lower legs of young pupils or pupils with Special Educational needs who may struggle to apply it themselves appropriately.

Suspected criminal behaviour including the possession/ use of drugs

In cases when a member of staff or the Head teacher suspects criminal behaviour including the use of or possession of volatile substances or illegal drugs, the school will make an initial assessment of whether an incident should be reported to the Police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and every effort will be made to preserve any relevant evidence.

Once a decision is made to report the incident to Police, we will ensure any further action they take does not interfere with any Police action taken. However, we retain the discretion to continue investigations and enforce our own sanctions so long as it does not conflict with Police action.

When making a report to the Police, it will often be appropriate to make in tandem a report to LA Children's Social Care. As set out in [Keeping Children Safe in Education](#), it would be expected in most cases that the DSL (or deputy) would take the lead.

Reports of child on child sexual violence and abuse can be especially difficult to manage and Part 5 of [Keeping Children Safe in Education](#) provides additional guidance.

When to contact the police/sanctions

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 Head teacher.

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.

Dealing with drug-related incidents involving adults

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

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

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

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

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

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

Allegations of Abuse 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 forms part of the Child Protection Policy and procedures).

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, volunteers, contractors 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 procedures and procedures for reporting low-level concerns about another adult who works with children in the school. Further information on how to report low-level concerns is outlined in the school's Code of Conduct for staff and other adults.

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 DfE statutory guidance [Keeping Children Safe in Education](#) and the Cumbria Safeguarding Children Partnership (CSCP) [Core procedures](#).

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. Most parents and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the school community.

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. When formulating our procedures, reference was made to the DfES document [A Legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community](#) and DfE non-statutory guidance [Controlling access to school premises](#). 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.

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.

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

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

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

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

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

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

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

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

Acceptable Use Agreements exist for pupils, staff and governors of the school and form part of our Online Safety Policy and procedures.

Policy monitoring and review

The headteacher monitors the effectiveness of the policy on a regular basis and reports to the governing body, making recommendations for further improvements. Incidents of the Golden Rules being broken are recorded. A record is also kept of any pupil who receives a fixed term or permanent exclusion. The governing body have the responsibility to ensure that the policy is administered fairly and consistently.

The policy is reviewed every two years, or earlier if the governing body receives recommendations on how the policy might be improved.

