



# WHOLE SCHOOL BEHAVIOUR POLICY AND PROCEDURES

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## **POLICY STATEMENT**

### **1. DEFINITIONS**

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

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

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

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

### **2. INTRODUCTION**

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

Every school must have a Behaviour Policy to meet the requirements of Section 89 of the Education and Inspections Act 2006 (maintained schools)/Part 3 of the Schedule to the Education (Independent School Standards) (England) Regulations 2014 (Academies).

Section 78 of the Education Act 2002 requires that the curriculum for a maintained school must promote the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society which, in turn, prepares pupils at the school for the opportunities, responsibilities and experiences of later life. The school pays regard to the DfE [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](#).

The Governing Board is responsible for setting general principles that inform the Behaviour Policy and procedures. Governors of maintained schools are required to have a 'Statement of Behaviour Principles' which is a statutory document. (DfE – [Statutory policies for schools and academy trusts](#)). Head teachers are responsible for developing the Behaviour Policy and supporting procedures, based around the 'Principles' required by the Governing Board, 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. Whilst the statutory duty to produce a statement of principles and publish it on a school's website does not apply to academies, the DfE would encourage them to do so.

In terms of staff and other adults, any person whose work brings them into contact with children including volunteers must follow the principles and guidance outlined in the school Code of Conduct for Staff and other Adults. In addition to this Code of Conduct, all employees engaged to work under Teachers' Terms and Conditions of Employment

have a statutory obligation to adhere to the 'Teachers' Standards 2011 (updated 2013)' (Part 2 of the Teachers' Standards - Personal and Professional Conduct refers).

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

This policy and procedures should be read in conjunction with the following school policies and procedures, and, where relevant, any Covid-19 addendums to these policies and procedures:

- Overarching Safeguarding Statement
- Health and Safety Policy and procedures
- Online Safety Policy and procedures
- Child Protection Policy and procedures
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy and procedures
- Whistleblowing procedures
- Child on child abuse Policy and procedures
- Supporting Pupils with Medical Conditions Policy and Procedures
- Single Equality Scheme/Objectives
- Special Educational Needs Policy/Information Report
- Admissions Arrangements
- Attendance procedures
- Missing Child procedures
- Complaints procedure
- Positive Handling, Support, and Intervention procedures
- Code of Conduct for Staff and other Adults
- Educational Visits procedures (including procedures for assessing risk)
- Risk Assessments (including Behaviour Management Plans)
- Home to School Agreement

### 3. **ETHOS**

Here at Thornhill and Arlecdon Primary Schools we use a SMART approach to encourage positive behaviour while in school and we use a series of questions to address and learn from negative behaviour if it occurs. This is part of our positive behaviour culture which complements our current behaviour policy and three school rules: Safety, Learning and Respect.

**SMART** (Safe, Mindful, Attentive, Respectful and Try your best)

All staff will use the term SMART when referring to how children act in school, for example SMART walking, SMART sitting, SMART thinking etc... this is to positively encourage children to be safe, mindful, attentive, respectful and to try their best throughout the school day. Furthermore, children will be taught the importance of being SMART and how this will help them follow our three school rules.

#### **Our four questions**

If poor behaviour presents itself children will be asked the following questions to allow them to understand actions and consequences and learn from what they have done. Children may also be given thinking time to reflect on their behaviour and give them time to make themselves ready to engage in the questions positively.

1. Are you ready to talk?
2. Why were you given SMART thinking time?

3. How can you fix that now?
4. What will you do next time?

The questions will be used by all staff for all types of behaviour to provide consistency to pupils. However, the amount of thinking time, the amount of scaffolding given with the questions, the space the conversation takes place in etc... is all child dependent and is down to the teacher to consider the child's age, abilities, understanding and needs.

The inspiration to change our behaviour culture comes from Paul Dix's - 'When the Adults Change Everything Changes'. This book has a modern outlook on behaviour in schools and how to positively address challenging behaviours for children in our schools today. All staff have read the book or key parts of the book to help them get a better understanding for the positive changes that have been made.

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

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

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

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

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

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

#### 4. AIMS

Our school and staff aim to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. Again, we use the acronym SMART as our aim is for everyone to feel safe, mindful and respected. We are a caring community, whose values are built on mutual trust and respect for all. Our school's Whole School Behaviour Policy and procedures is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote the overall well-being of pupils and staff and an environment in which everyone feels happy, safe and secure.

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

- ensure that each child can develop and achieve his/her full potential, educationally, morally {and spiritually};
- provide a safe and attractive environment where everyone feels welcome, happy, and secure; free from disruption, violence, bullying (including cyber-bullying, prejudice-based and discriminatory bullying) and any form of harassment;
- provide each young person with the motivation and confidence to learn effectively;
- promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- promote a culture of praise and encouragement in which all pupils can achieve;
- provide every pupil with appropriate high-quality teaching through a broad and balanced curriculum which is appropriately differentiated to meet each pupil's individual needs;
- teach children to respect themselves and others and to take responsibility for their own action and behaviour;
- help teachers and other staff manage behaviour problems that can inhibit effective learning for all children, and to realise that we cannot always deal with problems by ourselves and that we have colleagues and other agencies who are willing to assist;
- help all adults who work with pupils in the school to recognise and understand that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments;
- help young people to understand how behaviour affects others and the world around them;
- create a partnership of support and effective communication between home, school, and the wider community;
- provide young people with an informed view of life and develop a strong sense of right and wrong enabling them to become thoughtful, caring members of society;
- value every child regardless of ability, race, gender, or religion;
- maintain, develop, and consistently apply high standards within the school and enable teachers and other school staff to develop and use their own professional expertise.

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

To achieve this, the school will:

- make clear its expectations of good behaviour, through assemblies, class/school council meetings and in published documents;

- reward achievements, awarding house/class points, Certificates of Merit, merit points leading to certificates and prizes etc.;
- treat every member of the community as individuals and respect their rights, values and beliefs;
- create a zero-tolerance environment against all instances of bullying or discrimination based on race, gender, ability, or cultural differences;
- provide positive examples for modelling behaviour;
- promote good relationships and a sense of belonging to the community;
- intervene early to challenge undesirable behaviour;
- follow and apply consistently clear guidelines when responding to instances of unacceptable behaviour.

## 5. **COMMUNICATION**

The school governors are required to ensure that this Policy and procedures is published on the school website. A copy of this Policy and procedures is also available on request.

As well as this staff, pupils and the whole school community will continually re-evaluate behaviour culture of school and make changes to ensure an even more successful approach to managing pupil wellbeing and challenging behaviour. This will be conducted through staff meetings, letters home to parents, staff training, governors meetings etc. throughout the school year.

## PROCEDURES

### 1. **RESPONSIBILITIES**

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

#### 1.1 **What pupils can expect from staff**

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

- use a SMART approach when dealing with behaviour;
- arrive at lessons on time;
- plan and deliver good to outstanding lessons which engage and motivate you to achieve;
- allocate sufficient time for each task;
- be enthusiastic and develop positive working relationships with you and your peers in their classes;
- celebrate the success of pupils in lessons, after school activities and assemblies;
- encourage all pupils to contribute to the work in hand;
- communicate both successes and concerns with parents;
- have a well organised room;
- mark or give feedback on work as soon as possible;
- set homework appropriate for the age and abilities of each pupil;
- treat you fairly;
- eliminate or control hazards which may cause you harm;
- use a range of non-verbal and verbal cues to encourage good behaviour and limit inappropriate behaviour, e.g. recognition board;
- be approachable and listen to you at appropriate times;
- always take seriously any complaints of bullying or inappropriate behaviour reported to them;
- display your work;
- set high expectations, clear boundaries and regularly agree classroom and behaviour expectations;
- use rewards and, where necessary, sanctions consistently, all teachers use 'thinking time' and follow up with four questions;
- model the behaviours you wish to see.

#### 1.2 **What staff can expect from pupils**

Staff may expect pupils to:

- aim to be SMART throughout the school day;
- arrive at lessons on time;
- enter the classrooms quietly;
- wear full school uniform correctly;
- sit where you are told to sit by the teacher or any other member of the school staff;
- have equipment and books for lessons, including reading logs, PE kits etc.;
- follow classroom rules and procedures and not disrupt the learning of other pupils;
- follow instructions given by staff and other adults without arguing;
- listen attentively to the teacher who will explain the lesson, what you are going to do, why and how;
- put up your hand to indicate you wish to speak;

- use appropriate language;
- listen to others' ideas and work co-operatively;
- tell the truth and learn from your mistakes;
- care for the classroom and resources, respecting others' property;
- value other individuals and their contributions to lessons;
- lead by example creating a good role model for younger pupils in the school;
- accept responsibility for your behaviour;
- consider the needs of all the other people in the classroom;
- use ICT in accordance with school Online Safety Policy and procedures;
- be responsible when using online technologies and not compromise the professional integrity of staff or other adults in the school community;
- report to a teacher or other adult any bullying behaviour by others including bullying with the use of technology (cyber bullying);
- behave appropriately when outside school;
- be an ambassador for the school;
- use any thinking time given to reflect on behaviours and use this as a learning opportunity to understand how they can improve their behaviours for themselves.

### **1.3 What staff can expect from their colleagues**

Staff may expect colleagues and other adults in the school to:

- treat each other with respect;
- work and co-operate together for the overall good of the school community;
- respect each other's values and individual beliefs;
- treat all pupil and staff issues with the highest standards of confidentiality;
- offer support when appropriate;
- be aware of each other's job remit and respect its boundaries;
- use ICT appropriately and in accordance with the school's Online Safety Policy and procedures and staff Acceptable Use Agreement;
- be aware of and consider the possible implications for the school, colleagues and themselves when posting on Social Network sites;
- use online technology appropriately and not compromise the professional integrity of colleagues or other adults in the school community.

### **1.4 What staff can expect from parents**

Staff and other adults in the school may expect parents to:

- treat all staff and other adults with respect;
- treat other parents, pupils, and visitors to the school with respect;
- behave responsibly whilst on school premises;
- report any incidents of bullying including cyber bullying as soon as they are discovered so that the issue can be dealt with promptly by school staff;
- ensure that their child arrives at school on time;
- ensure that their child is dressed appropriately, in school uniform with any necessary equipment e.g., PE kit;
- ensure that their child attends school regularly and contact the school in the event of an absence or lateness;
- encourage their child to achieve their very best in school;
- reinforce the value of good behaviour at home;
- encourage their child to have high standards of behaviour in and out of school;
- support the school's Policies, strategies, and guidelines for behaviour;

- work with school staff to help their child accept responsibility for their behaviour and actions;
- inform the school of any concerns or problems that may affect the child's work or behaviour;
- support their child's homework and other home-based learning activities;
- support the school in its use of rewards and sanctions;
- take some responsibility for the behaviour of their child;
- discuss any issues of concern with the class teacher or Head teacher in a calm and non-aggressive or threatening manner;
- refrain from smoking on the school premises or around entrances/exits, especially at busy times before and after school. This includes the use of e-cigarettes;
- refrain from using foul language in earshot of any young person at any time in or around the school premises;
- refrain from bringing dogs onto the school premises (regardless of their size or temperament) or stand with them close to the entrance gate at busy times before and after school;
- consider the implications of posting inappropriate or defamatory details on Social Network sites and the detrimental effect inappropriate comments can have on individuals and the school;
- support the school's approach to online safety which includes not uploading or posting to the internet any pictures, video or text that could upset, offend, or threaten the safety of any member of the school community or bring the school into disrepute;
- recognise the need for security and not create online media "on behalf" of the school without the Head teacher's express permission;
- understand the schools' SMART ethos and be on board with this new behaviour culture.

### **1.5 What parents can expect from staff and other adults in the school**

Parents may expect staff and other adults working in the school to:

- treat all adults with respect;
- set high standards of work and behaviour for all children in their care;
- encourage your child to always do their best;
- deal promptly with any incidents of bullying regardless of whether your child is seen as either the bully or the victim;
- impose sanctions consistently in accordance with this Policy and procedures;
- promote positive behaviour and reward such behaviour in accordance with this Policy and procedures;
- promote positive behaviour beyond the school gates and impose sanctions for inappropriate behaviour which reflects negatively on the school and its values;
- discuss your child's actions with them, give a warning and ensure that your child knows what the penalty will be should they continue to misbehave. All penalties will be carried out;
- provide a balanced curriculum to meet the needs of each child;
- keep you informed about general school matters, and your child's individual progress;
- let you know if there are any concerns about a child's work, attendance, or behaviour;
- support the child's homework and other home-based learning activities;
- support in understanding SMART ethos and new positive behaviour culture.

## **6. CELEBRATING SUCCESS**

At our school, we regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school. We recognise that being SMART is about positively working and learning together. We celebrate pupils who go beyond being SMART and have outstanding behaviour in school. This may be in one or more areas of the SMART acronym. Therefore, we have a Head teacher's Award to show our appreciation to hard working children who are going above and beyond. This award will be only be given to outstanding pupils so it may not be handed out each week. The Golden Jumper award is more of an academic achievement and this is usually award each week during our Good Work Assembly Celebrations.

### **6.1 Rewards**

- Written praise in marked work.
- Verbal praise in class.
- Discussions with parents.
- Personal praise which motivates individuals e.g. sticker instead of verbal.
- Sharing and celebrating success during lesson time – use of circle time for pupils to discuss their own behaviour related concerns, recognition boards in each class.
- Sharing and celebrating success in Good Work Assemblies.
- Merits/stickers awarded in lessons for homework, good classwork, being on time regularly, caring for others, helping others, being thoughtful or considerate etc.
- Certificates in assemblies which are awarded; golden jumper, Strive 4 Five, Head teacher's award etc.
- Honorary trophies (end of year) for outstanding pupils in specific.

## **7. SANCTIONS AND CONSEQUENCES**

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

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

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

## **Our four questions**

If poor behaviour presents itself children will be asked the following questions to allow them to understand actions and consequences and learn from what they have done. Children may also be given thinking time to reflect on their behaviour and give them time to make themselves ready to engage in the questions positively.

1. Are you ready to talk?
2. Why were you given SMART thinking time?
3. How can you fix that now?
4. What will you do next time?

The questions will be used by all staff for all types of behaviour (regardless of level) to provide consistency to pupils. However, the amount of thinking time, the amount of scaffolding given with the questions, the space the conversation takes place in, the severity of the behaviour etc... is all child dependent/situation dependent and is down to the teacher to consider the child's age, abilities, understanding and needs.

***Level One: leading to Warning or non-verbal prompts to encourage the child to 'think' while still in the situation e.g. SMART prompt cards in the dinner hall to remind children of how to behave.***

- Low level disruption in class
- Wearing jewellery in contravention of school rules – item may be confiscated
- Calling out
- Chewing/eating in class
- Passing notes
- Misuse of practical equipment
- Consistently off-task
- Late to lessons
- Graffiti on own books or equipment
- Out of school uniform
- No equipment
- Littering

***Level Two: leading to thinking time and removal from situation, this may lead into playtimes as a prompt to let children think before they act again. Level***

- Repeated refusal to follow instructions
- Repeated disruption to learning
- Use of inappropriate language
- Walking out of lesson without permission
- Undermining/personal/discriminatory comments directed at staff
- Music devices – item may be confiscated
- Graffiti on school books, equipment or furniture Repeated personal or discriminatory comments directed at other pupils
- Selling food or drinks to others for personal gain
- Inappropriate behaviour outside of school which brings the school into disrepute or reflects badly on the school image and values
- Use of mobile phone in class – item may be confiscated
- Using electronic

***Level Three: leading to internal exclusion, fixed term exclusion or thinking time in office and questions asked by the head/senior teacher***

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

**Restorative justice/Reflection on actions**

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

Are you ready to talk?

Why were you given SMART thinking time?

How can you fix that now?

What will you do next time?

Extra questions may need to be asked (e.g. How do you think that made \_\_\_ feel?) to ensure full reflection of behaviour can be observed.

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

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

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

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

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

## 7.1 Sanctions and disciplinary action

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

### ***Pupil Behaviour Logs***

Where the pupil does not respond to warnings, they may be issued with a type of Behaviour Log which is held centrally. Both negative and positive behaviour are recorded in this diary style book. This is to allow for discussion and reflect on negative behaviour and celebration of positive behaviour. Parents and all staff involved (including mid-day supervisors) need to communicate regularly to ensure the child starts to receive more positive comments than negatives, if after a term this is not the case another form of tackling the behaviour needs to be put in place.

### ***Screening, Searching and Confiscation***

The school follows Government advice when confiscating items from pupils which is outlined in their document "[Screening, Searching and Confiscation – Advice for Head teachers, Staff and Governing Bodies](#)", a copy of which is available from the school on request.

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

- Knives
- Firearms/weapons
- Illegal drugs
- Alcohol
- Fireworks
- Tobacco and cigarette papers
- Pornographic or unsuitable images
- Stolen items
- Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:
  - i) to commit an offence,
  - ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

Head teachers and authorised staff can also search (with the permission of the pupil) for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

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

- Digital media devices or similar used in class
- Mobile phones used in class
- Jewellery not in accordance with the School Uniform Policy
- Lighters or matches
- Any item that would hinder the child from being SMART and is not in line with our 3 school rules.

The school will confiscate any electronic items being used inappropriately on the premises such as mobile phones, digital media devices etc. Pupils can bring these to school on the understanding that they remain switched off and in bags during lessons and other directed time.

Staff in this school have the right to confiscate, search and ultimately delete any media which they “reasonably suspect” is being used to bully or otherwise cause an individual harm. Depending on the seriousness of the media, information may also be reported to the Police.

Pupils wearing any accessories or jewellery which do not follow the School Uniform Policy can expect to have these items confiscated. Any confiscated items will be logged and made available for collection at the end of the school day. Where a pupil repeatedly flouts the rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. For repeated offences of this nature, parents will be asked to collect confiscated items. Where items are not collected, the school will dispose of them at the end of each term.

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

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

Where items are ‘prohibited’ as outlined above, these will not be returned to pupils and will be disposed of by the school according to the DfE advice and statutory guidance ‘Screening, Searching and Confiscation – Advice for Head teachers, staff and Governing Bodies’. Pupils must not bring any of the items listed above on to school premises. The school will automatically confiscate any of the ‘prohibited’ items and staff have the power to search pupils **without** their consent for such items. There will be severe penalties for pupils found to have ‘prohibited’ items in school. In certain circumstances, this may lead to permanent exclusion.

### ***Removal from class***

Where a pupil fails to respond to repeated warnings and reminders to improve an aspect of behaviour which disrupts the learning of others, they can be removed from class and sent to Senior Manager/Head teacher. In such circumstances, the pupil will automatically receive further thinking time to reflect on their behaviour which may be given during playtimes so this does not impact on their learning. Pupils may also be removed from class for more serious misconduct without the use of warnings.

### **Thinking Time**

This is given to children who need to reflect on their behaviours. The thinking time place and time spent will depend on the child’s age, ability, severity of the behaviour etc... Teachers are given guidance on how to deliver thinking time depending on all factors e.g. an EYFS child who is struggling to share may benefit from a two minutes of thinking time while they watch their peers play so they can see what is expected from them by observing the other children, whereas a Year 6 pupils who have come into conflict may benefit from 10 minutes of thinking time in separate classrooms with no distractions to give them space and a calm environment. The purpose of thinking time is for children to see their behaviour as a ‘mistake’ and something which they can learn from and help

them become a happier pupil. Once the child has thought about their behaviour they can then act upon this instantly e.g. say sorry, clean up area, complete work.

### **Other examples of sanctions**

- Verbal warning
- Moved seat or place – to sit by an adult / or to work on your own.
- Further thinking time during playtime
- Time out in another class – completing work in another class – this will be in parallel class or class above or below or to Key Stage Leader’s classroom.
- Working with senior staff - In KS1 this will be with Assistant Head or Deputy. In KS2 this will be with Head teacher, Deputy or Assistant Head teacher. This will usually be for the remainder of the morning, lunchtime or afternoon session.

## **7.2 Exclusion**

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

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

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

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

## **7.3 Home School agreements**

There is no statutory requirement to have, or to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

On balance, and in order to continue to foster parental relationships, we have decided to continue with the home-school agreement which should be signed and returned to the school. A copy of this can be found on each child’s files and on the schools’ websites.

## **8. PUPIL SUPPORT**

We aim to support all our pupils to ensure that every child succeeds during their time at the school. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils.

- Recognition boards
- Personal questions
- Behaviour books
- Achievable awards
- Increased communication between home and school

- Individual support plans
- Positive behaviour support included on IEPs
- Referral to the school counsellor or mentor
- Support from the Inclusion Support Team which consists of the SENCo (Special Educational Needs Co-ordinator and teaching assistants)
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the child's behaviour
- Alternative curriculum provision
- Reduced timetable
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, Behaviour Specialists etc.

## **9. ATTENDANCE AND PUNCTUALITY**

The schools are required by law to keep a record of pupil attendance. In an emergency, such as a fire, it is essential that we have an accurate record of who is in school. Good attendance and punctuality are essential for good learning. They are also essential skills for later life.

If pupils are late or do not attend:

- parent should telephone the school in the morning on the first day of their child's absence;
- any absence needs to be explained, on return to school, by a letter or phone call from the parent;
- parent should contact the school again if an absence is more than three days. If they do not, the school will make attempts to contact them. In some circumstances, this may also involve a home visit.

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

We strongly discourage parents from taking their children out of school for holidays or family outings during the school term. The Head teacher is no longer able to grant any leave of absence during term time unless there are 'exceptional' circumstances. Absences taken without the authorisation of the Head teacher will be recorded as 'unauthorised'.

## **10. HOMEWORK**

Parents are encouraged to sign a planner/reading record each week to show that they have seen it. Parents are encouraged to contact the school if it appears that homework is not being set. All homework must be completed by the due deadline. Homework and reading tasks are set weekly and are often repetitive. This is to provide consistency and enable parents to support their children by having a full week to complete homework/reading. Homework should be dated and well presented. If it is finished within the recommended time, reading and extra revision can be completed.

If homework is not completed:

- parents may use the Pupil/Student Planner to write an explanation if there is a good reason why a child was unable to complete their homework;
- the teacher should be told before or at the beginning of the lesson;
- the teacher may record non-completion of work in the Pupil/Student Planner so that parents may see it;

- the teacher may keep the pupil in an informal detention at break or lunchtime to complete the work.

## **11. PUPIL CONDUCT AND MISBEHAVIOUR OUTSIDE THE SCHOOL PREMISES**

### **11.1 What the law allows**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 90 of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Subject to the school's Behaviour Policy and procedures, the teacher may discipline a pupil for:

- any misbehaviour when the child is:
  - taking part in any school-organised or school-related activity; or
  - travelling to or from school; or
  - wearing the school uniform; or
  - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school; or
  - poses a threat to another pupil or member of the public; or
  - could adversely affect the reputation of the school.

### **11.2 Out of school behaviour**

This school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- SMART behaviour both in and out of school;
- good order on all transport (including public transport) to and from school, educational visits, or other placements such as work experience or college courses;
- good behaviour on the way to and from school;
- positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers, or members of the public;
- reassurance to members of the public about school care and control over pupils to protect the reputation of the school;
- protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

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

### **11.3 Sanctions and disciplinary action – off-site behaviour**

Sanctions/thinking time with subsequent actions e.g. cleaning up the part after vandalising it, may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether it is an activity supervised directly by school staff. Sanctions may be in the form of thinking time, fixed-term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be considered:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- Whether pupils were directly identifiable as being members of the school.

- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g., bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was on work experience, taking part in a course as part of a school programme, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

## **12. THE USE OF REASONABLE FORCE**

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

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

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

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

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

Force will **never** be used as a punishment.

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

### **12.1 Action as a result of self-defence or in an emergency**

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

expected to work with a child who is known to need physical restraint as indicated in their Behaviour Management Plan.

## **12.2 Circumstances in which reasonable force might be used**

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

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

## **12.3 Power to use reasonable force when searching without consent**

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

## **12.4 Unreasonable force**

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

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

## **12.5 Staff training**

All members of staff will receive training about the use of reasonable force appropriate to their role to enable them to carry out their responsibilities. This will include training on any restraint techniques which must not be used because they are known to present an unacceptable risk when used on children and young people. Some staff will receive additional training on the appropriate techniques which may be used to physically restrain pupils. The training will be to an approved nationally acceptable level and will be regularly refreshed.

## **12.6 Behaviour Management Plans (BMPs)**

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

By planning positive and proactive behaviour support, through the drawing up of an individual behaviour plan for more vulnerable children, and agreeing it with

parents/carers, we may be able to reduce the occurrence of challenging behaviour and the need to use reasonable force.

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

Before creating the behaviour Management Plan, teachers may use an IEP to target a child's emotional and behavioural needs as well as academic. This document supports staff/parents in understanding how to address a child's behavioural needs before a management plan is needed.

## **12.7 Informing parents when reasonable force has been used**

In accordance with current good practice, the school will speak to parents about serious incidents involving the use of force and will record such serious incidents.

In making a decision about informing parents, the following will be considered:

- the pupil's behaviour and level of risk presented at the time of the incident;
- the degree of force used;
- the effect on the pupil or member of staff concerned; and
- the child's age.

All incidents when 'physical restraint' as opposed to 'physical control' is used will be recorded as soon as possible and details passed on to the Head teacher (or deputy in the absence of the Head teacher) who will follow up the incident where necessary. The following must be recorded:

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

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

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

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

In all instances of the use of physical restraint, parents will be informed the same day, by phone, and invited into the school to discuss the incident unless to do so would result in significant harm to the pupil, in which case, the incident will be reported to the Cumbria Safeguarding Hub by the Head teacher/DSL.

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

## 12.8 Post incident support

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

- (a) ensure the incident has been recorded;
- (b) decide whether multi-agency partners need to be engaged and, if so, which partners;
- (c) hold the pupil to account so that he or she recognises the harm caused or which might have been caused. This may involve the child having the chance to redress the relationship with staff and pupils affected by the incident. It may also mean the child is excluded. See Section 3.2 above.
- (d) help the pupil develop strategies to avoid such crisis points in the future and inform relevant staff about these strategies and their roles;
- (e) ensure that staff and pupils affected by the incident have continuing support, if necessary, in respect of:
  - physical consequences
  - emotional stress or loss of confidence
  - analysis and reflection of the incident

## 12.9 Follow up

In many cases there will be a follow-up meeting of key personnel to discuss the restraint incident and review the Behaviour Management Plan or other plans for pupils. It might also be appropriate to review the Whole School Behaviour Policy and/or supporting procedures.

## 12.10 Other physical contact with pupils

This school does not operate a 'No touch Policy'. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

*Examples – schools may also include their own examples*

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

## 13. 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.

#### **14. CHILD ON CHILD ABUSE (AKA PEER ON PEER ABUSE)**

We recognise that children can abuse their peers and all staff understand the importance of challenging inappropriate behaviours between peers. This is generally referred to as child on child or peer on peer 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, abuse in intimate personal relationships between peers (delete if not applicable); 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.

We have a separate Child on child (also referred to as peer on peer) abuse Policy and procedures which will be followed in the event of an allegation being made against pupils in our school by other pupils. This Policy and procedures is available on request from the school office. **OR** Guidance on dealing with cases of peer-on-peer 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.

#### **14.1 Minimising the risk of safeguarding concerns towards pupils from other pupils**

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

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

### **15. SEXUAL VIOLENCE AND SEXUAL HARASSMENT (SVSH)**

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

We have a zero-tolerance 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.

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 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, grabbing, massaging, or stroking an individual’s body;
- taking, displaying, or pressuring individuals into taking photos 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;
- engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
  - Accessing, downloading, or uploading pornography
  - Sharing pornography via the internet, email, or mobile phones i.e., consensual and non-consensual sharing of nude and/or semi-nude images/videos
  - Creating or maintaining websites with sexual content

- Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication.

Punishments for incidents of sexual violence or sexual harassment 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 the Police where it is determined that a crime has been committed.

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

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

## **16. ALLEGATIONS OF ABUSE/CONCERNS AGAINST STAFF AND OTHER ADULTS WORKING IN THE SCHOOL (INCLUDING VOLUNTEERS, CONTRACTORS AND SUPPLY STAFF)**

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

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

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

To fulfil its commitment to the welfare of children, this School has a procedure for dealing with allegations of abuse against members of staff, supply staff, volunteers, 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 does not wish to report an allegation directly, or they have a general concern about malpractice within the school, reference can also be made to the school's Whistleblowing procedures 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.

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 the DfE statutory guidance Keeping Children Safe in Education and the Cumbria Safeguarding Children Partnership (SCP) Core procedures.

## **17. BULLYING**

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

**we have a section on Child-on-child abuse in our Child Protection Policy and procedures. Our Child Protection Policy and procedures also contains additional information on reporting and responding to reports of sexual violence and sexual harassment.**

### **17.1 What is bullying?**

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

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

Specific types of bullying (cyber-bullying, prejudice-based and discriminatory bullying) include those relating to:

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

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

Acts of bullying can include:

- name-calling;
- taunting;
- mocking;
- making offensive comments;
- kicking;
- hitting;
- pushing;
- taking belongings;
- inappropriate text messaging, emailing, or 'posting' on social media sites;
- sending offensive or degrading images by phone or via the internet (consensual and non-consensual sharing of nude and/or semi-nude images/videos);
- upskirting;
- producing graffiti;
- excluding people from groups;
- spreading hurtful and/or untruthful rumours.

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

All staff are made aware that technology is a significant component in many safeguarding and wellbeing issues and can also adversely affect the behaviour of all parties involved. Children are at risk of abuse online (cyber-bullying) as well as face to face. In many cases abuse will take place concurrently via online channels and in daily

life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the consensual or non-consensual sharing of nude and/or semi-nude images/videos or other indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

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

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

## **17.2 The law**

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

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

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

## **17.3 Reporting and recording incidents of bullying**

*(School to include own reporting and recording procedures)*

Pupils and parents are encouraged to report bullying to any member of staff. Incidents are, in the first instance, referred to the pupil's Class teacher or Head of Year to be investigated, appropriate action taken, and parents will be informed promptly using usual school procedures. Pupil voice is important at this school and pupils are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of. This is reinforced via assemblies, Anti-Bullying Week, PSHE and during class/circle time. The Whole School Behaviour Policy and procedures also reinforce the school's expectation as to how members of the school community should conduct themselves. A log will be maintained of racist incidents and information on incidents of bullying. All reported incidents of bullying will be recorded regardless of the outcome of the investigation.

#### **17.4 Tackling bullying**

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

#### **17.5 Strategies for dealing with bullying**

- Ensuring that there is a promotion of an open and honest anti-bullying ethos in the school
- Investigate all allegations of bullying
- PSHE programmes that discuss issues such as diversity and anti-bullying messages
- Calendared anti-bullying week
- Poster and leaflet campaigns – designed and written by pupils
- Assemblies - both whole school and class/form that promote a sense of community
- Class discussions and role plays in Drama, English and RE that draw out anti-bullying messages
- Circle time
- Access to bully boxes
- Acceptable Internet Use Agreement is signed by all, and online safety is discussed in Computing lessons.
- On-going staff induction and training programme
- Adequate staff supervision at lunch and break times
- Clear and consistently applied Policies for Behaviour and Uniform
- Home school agreement (voluntary) [delete if not applicable]
- Anti-bullying Ambassadors

#### **17.6 Strategies for dealing with the bully**

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

#### **17.7 Strategies to support a victim**

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

### **18. DRUGS AND DRUG-RELATED INCIDENTS**

School condones neither the misuse of drugs and alcohol by members of the school, nor the illegal supply of these substances. We are a smoke-free site and the school is committed to the health and safety of its staff and pupils, and will take action to safeguard their well-being. The school recognises its shared responsibility with parents, seeks to work closely with them and welcomes their co-operation and support in the stand against

substance misuse. In an emergency the school will follow its already established procedures. Drug and Alcohol Education is provided to upper KS2 every other year. Any children that need this education before this timetabled time however, will be given it if needed.

### **18.1 General**

A drug is a substance which, when taken into the body, changes the way we feel, the way we see things and the way the body works. This section covers a range of drugs including medicines, tobacco, alcohol, solvents, novel psychoactive substances (so called 'legal highs'), volatile substances and illegal drugs and describes the school's approach to dealing with incidents of drug misuse. Apart from medicines prescribed to an individual, all other items listed above are classed as 'prohibited items' with respect to screening, searching and confiscation – Section 3.2 refers.

Drugs Education forms part of the PSHE programme delivered in discrete sessions for all pupils.

- Current research indicates that drug use, both legal and illegal, is rising amongst young people.
- We do not support the misuse of tobacco, alcohol, solvents, illegal drugs, and medicines by members of the school.
- Under no circumstances will the supply or sale of illegal drugs on the school site will be tolerated.
- The school believes it has a duty to inform and educate young people on the consequences of drug use and misuse.
- Fundamental to our school's values and practice is the principle of sharing the responsibility for education of young people with parents and carers by keeping them informed and involved at all times.
- Whilst we acknowledge that some young people will use and misuse substances, it is important to recognise that the remainder of young people are choosing not to use or misuse substances. We will help individual learners according to their differing needs.

### **18.2 Responsibilities**

The Head teacher has responsibility for supporting other members of staff in the implementation of these procedures. The Head teacher is named as the designated senior member of staff with responsibility for the drug related procedures in this school and for disseminating any information on drug-related education.

Drug prevention is a whole school issue. All staff, both teaching and support staff, will be made aware of these procedures and how they relate to them should they be called upon to deal with a drug-related incident.

The site-manager regularly checks the school premises – any substances or drug paraphernalia found will be reported to the Head teacher and Senior Leadership Team and dealt with in accordance with these procedures.

### **18.3 Dealing with drug-related incidents**

The following provides our framework for dealing with incidents surrounding the use, suspicion of use and finding of drugs and substances. We recognise that drug use can be a symptom of other problems and, where appropriate, we will involve or refer pupils to other services. Within our school the following guidelines apply to the possession or use of drugs, alcohol, and tobacco on school premises:

#### ***Medicines***

Where pupils are prescribed medicines, cases will be dealt with on an individual basis and appropriate procedures will be followed (e.g., safe storage and administration of medicines in line with national guidance). Information for parents on this issue is available on request from the school.

### ***Tobacco***

In line with legislation, the school operates a 'No Smoking' policy in the building and on the school site. This also applies to the use of e-cigarettes.

### ***Alcohol***

No alcohol is consumed during the normal school day. Those hiring the school premises are not allowed to consume alcohol on site unless it has been authorised by the Governing Body and forms part of the Lettings Contract.

### ***Solvents***

The school will ensure that potentially harmful substances are stored safely, and pupils will be supervised carefully where such substances are used during their work. The use of aerosol deodorants will be discouraged because of the potential risks to people with asthma or other bronchial problems.

### ***Illegal substances***

Illegal or illicit substances must not be brought to school or used on school premises.

## **18.4 Discovering a drug or suspected illegal substance**

- (1) Take possession of the drug/substance and inform the Head teacher/Senior Leadership Team member who will inform the Head teacher at the first available opportunity.
- (2) In the presence of a witness the article should be packed securely and labelled with the date, time, and place of discovery.
- (3) The package should be signed by the person who discovered it and stored in a secure place.
- (4) The Head teacher will always involve the school's link community liaison Police Officer in the case of suspected drugs or illegal substances in school.
- (5) In the event of discovering a hypodermic needle, the incident should be recorded, and the following procedure should be observed to protect all persons:
  - Do **NOT** attempt to pick up the needle.
  - If possible, cordon off the area to make it safe.
  - Inform the Head teacher/Senior Leadership Team member.
  - The needle should be placed in a sharps box or other secure metal box and disposed of via a local medical surgery.

## **18.5 Discovering or suspecting a pupil is in possession of a drug/drug paraphernalia**

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

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

- The Head teacher and other authorised staff can search lockers etc. without the permission of the pupil when looking for prohibited items.
- Teachers can search a pupil's outer clothing so long as a witness is present, without the consent of the pupil. The personal search must be undertaken by a

teacher of the same sex with the witness being the same sex wherever possible. Reasonable force may be used to complete the search.

- Pupils should be given the opportunity to empty their pockets, bag, etc. in the presence of a witness.

### **18.6 Dealing with a pupil suspected to be under the influence of a drug or substance**

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

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

All drug related incidents will be recorded.

### **18.7 When to contact the Police/disciplinary action**

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

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

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

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

### **18.8 Procedures for dealing with drug-related incidents involving adults**

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

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

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

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

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

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

## **19. 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.

### **19.1 Types of behaviour that are considered serious and unacceptable**

The following list outlines the types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting, either in person or over the telephone
- Speaking in an aggressive/threatening tone
- Physical intimidation e.g., standing very close to her/him
- The use of aggressive hand gestures/exaggerated movements
- Physical threats
- Shaking or holding a fist towards another person
- Swearing
- Pushing
- Hitting, e.g., slapping, punching, or kicking
- Spitting
- Racist, sexist, defamatory or other derogatory comments
- All types of sexual violence and sexual harassment as outlined above

- Sending inappropriate or abusive e-mails to school staff or to the general school e-mail address
- Publishing or posting derogatory or inappropriate comments which relate to the school, its pupils or staff/volunteers on a social networking site
- Breaking the school's security procedures

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

## **19.2 Procedures for dealing with unacceptable behaviour**

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

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

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

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

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

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

## **19.3 Unacceptable use of technology**

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

We expect parents and other adults within the school community to act responsibly when using online technologies. The expectation of parents is set out on page 4. Failure to comply with these expectations could result in parents and/or other adults being banned

either temporarily or permanently from the school site, and the incident may be reported to the Police.

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

**Response to reports of sexual violence and sexual harassment**  
See also KCSIE Part 5

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

**Definitions**  
Sexual Violence  
Rape  
Assault by penetration Sexual assault  
  
Sexual Harassment  
Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour, or online sexual harassment

**Victim reassured**

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

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

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

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

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

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

**Early help**  
Non-violent Harmful Sexual Behaviours (see Harmful Sexual Behaviours Framework (NSPCC))

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

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

**RISK ASSESSMENT**  
Case-by-case basis  
(For details see paragraphs 69 and 70 Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2021))

**SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR**  
(See separate page)

**DISCIPLINARY MEASURES TAKEN**  
(See school's Behaviour Policy/Anti-bullying Policy)

**CRIMINAL PROCESS ENDS**

**Conviction or Caution:** follow behaviour policy, consider Permanent Exclusion. If pupil remains in school, make clear expectations; keep victim and perpetrator apart. Consider victim's wishes.

- **Not Guilty:** Support victim and alleged perpetrator
- **No Further Action:** Support victim and alleged perpetrator

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

**SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR**

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