



# Behaviour Policy

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| <b>Date</b>        | September 2026                                                                                                                                  |
| <b>Prepared by</b> | Headteacher                                                                                                                                     |
| <b>Approved by</b> | LGB Autumn 2025                                                                                                                                 |
| <b>Review Date</b> | September 2027                                                                                                                                  |
| <b>Version</b>     | V3                                                                                                                                              |
| <b>Changes</b>     | <i>March 2026 – Appendix B – use of Reasonable Force – now refer to separate policy – Restrictive Interventions Policy (effective 01.04.26)</i> |

## **Rationale**

Good relationships in school are fundamental to school effectiveness. Students do better, enjoy learning more, are more motivated and have better attendance if they feel they belong, that their teachers understand them and are friendly and helpful. Surveys of what matters to pupils almost invariably show that they perceive the quality of the relationships they experience at school with 'other people' as one of the most significant sources of both their happiness and unhappiness. Research has shown that children need to feel attached to a school and to the staff in it if they are to behave well in school and learn effectively. Each person needs to feel the school is there for them, to feel known, valued, respected and nurtured as an individual, to have a sense of belonging, and to experience recognition and success. Effective approaches to behaviour ensure that concerns are managed with warmth, communication and involvement take place within a context of clear goals, rules and boundaries. Everybody in school needs to be clear about their role and what is expected of them and others. Children who are particularly troublesome need the security of very predictable routines, clear boundaries, clear feedback and skills programmes to improve behaviour.

## **Aims of the policy**

- To have high expectations of behaviour to provide a calm and safe environment where everyone is respected
- To ensure behaviour doesn't have a negative impact on learning
- Children should feel valued as individuals and have a sense of belonging,
- Relationships should be placed at the heart of the school organisation,
- Every member of our school community should feel respected, valued and treated fairly
- All members of the school community should know their roles and responsibilities
- Outline how children are expected to behave and what is unacceptable
- Provide a consistent approach to behaviour management, outlining our system of rewards and consequences
- Provide support for all pupils to behave well
- To provide staff with support to manage behaviour

Behaviour management begins before any inappropriate behaviour is encountered and is built into our ethos and all our school systems.

## **Our basic principles are:**

- To encourage individuals to have a positive attitude, enabling them to be self-motivated and resilient.
- To develop mutual respect throughout school, enabling all children to achieve high levels of self-esteem and confidence.
- To celebrate our own and others' achievements both in and out of school.
- Recognise the factors that can impact behaviour
- Recognise behaviour is a way of communicating
- Children should feel comfortable with the expression of emotion but understand that certain outlets are not appropriate,
- There should be an effort to foster empathy, tolerance, diversity, respect, authenticity and trust,
- Teaching and modelling to children about caring for each other and working together should be explicit,
- Pupils should be taught the skills of coping with pressures and problems,
- Pupils should be involved in setting targets for themselves.
- Teaching and learning should be engaging with a well-designed curriculum that all pupils can access

- There should be pupil consultation, and pupils should take responsibility in school,
- Shouting at children is discouraged, though not prohibited.

## Roles and Responsibilities

We give first attention to detail to ensure consistent response, actions and talk.

We believe that consistency in managing behaviour is key. Staff every day will provide children with consistent language and a consistent response. Consistency will ensure 'certainty' in the classroom with all staff taking responsibility for behaviour. Consistent positive reinforcement with clear routine procedures for supporting, encouraging and celebrating appropriate behaviour.

| Words we will use | Their meaning                                                                                                                                            |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Consequence       | Step                                                                                                                                                     |
| Caution           | Reprimand                                                                                                                                                |
| Reminder          | A thing that causes someone to remember something                                                                                                        |
| Restorative       | Having the ability to the restore health, strength or well-being                                                                                         |
| Consistency       | Carrying out an action in the same way over time, so it is fair or accurate. We recognise this is important for a stable approach to managing behaviour. |

Consistent consequences are defined, agreed and applied at the classroom level and established structures for more serious behaviours.

Consistent with simple expectations clearly communicated to all children.

Consistent respect from the adults even in the face of disrespectful children.

Consistent levels of emotional control and emotional restraint that is modelled and not just taught, adults are

role models for learning whilst learning alongside children.

Consistent reinforced routines for behaviour in the classrooms and around the school site.

Consistent messages will be provided through high quality visual displays.

### What we will do as a team

- Meet and greet at the door every day
- Refer to our School Values
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all children.
- Personally follow up every time and engage in reflective dialogue with children.
- Use the star pupil and Headteachers Award for over and above behaviour.
- Follow agreed procedures when dealing with behaviour incidents.
- Access ongoing training where required through reflective practice sessions.
- Praise children by recognising and sharing good models of behaviour e.g., paid attention, hard work
- Send a child to another class for a short period of time if required.
- Refer to the guidance for Stages 1 – 5 behaviours, where to get support and the next steps
- Make positive phone calls home.
- Refer to the Local Authority Behaviour Outreach Support Service and outside agencies where evidence indicates the next layer of support is required
- Track behaviour patterns using behaviour and consequence charts where required to help inform approaches to behaviours.
- Ensure our inclusion team is available at the start and end of each day to talk to parents.
- Record all Information about incidents and actions on Arbor and where applicable any safeguarding concerns on CPOMS.

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| <b>Headteacher</b>            | <ul style="list-style-type: none"> <li>• the day-to-day authority to implement the school behaviour and discipline policy consistently throughout school</li> <li>• The head teacher has the responsibility for giving suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child.</li> <li>• To ensure the induction process includes the behaviour policy</li> <li>• Ensure continuous professional development needs are identified and met</li> <li>• Ensure records of all reported serious incidents of misbehaviour are kept.</li> <li>• to report to governors, when requested, on the effectiveness of the policy</li> </ul>                                                                                                                                                                                                                                                                                                                                                  |
| <b>Senior Leadership Team</b> | <ul style="list-style-type: none"> <li>• to implement the school behaviour policy consistently throughout the school</li> <li>• To ensure the inclusion, health, safety, and welfare of all children in the school.</li> <li>• Set high expectations through modelling appropriate behaviours</li> <li>• To support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.</li> <li>• Strive to ensure all pupils work and behave to the best of their ability</li> <li>• Be a visible presence around the school</li> <li>• Celebrate staff and pupils efforts that go above expectations</li> <li>• To makes it clear that there is a zero-tolerance approach to sexual violence and sexual harassment in school, that allegations will always be taken seriously and that incidents will never be passed off as 'banter' and all incidents of physically behaviour will be dealt with by a member of SLT.</li> <li>• Ensure that implementation of the behaviour policy does not discriminate on any grounds</li> </ul> |
| <b>All Staff</b>              | <ul style="list-style-type: none"> <li>• Display a relational approach to all pupils</li> <li>• Demonstrate unconditional care and understanding</li> <li>• Catch children doing the right thing and praise them</li> <li>• Know the children they work with well in order to develop positive relationships</li> <li>• Model acceptable behaviour</li> <li>• Create a culture where it is safe to take risk and make mistakes in learning</li> <li>• Build mutual respect</li> <li>• Have high expectations for all</li> <li>• Always remain fair</li> <li>• Log incidents on CPOMS</li> <li>• Follow the behaviour policy consistently every day</li> <li>• Remind pupils of acceptable behaviour</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                |

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|                  | <ul style="list-style-type: none"> <li>• Meet the educational, behavioural and social needs of their pupils through delivering an appropriate curriculum and individual support</li> <li>• To communicate with parents regularly</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Pupils</b>    | <ul style="list-style-type: none"> <li>• Consistently demonstrate respect and tolerance for each other</li> <li>• Follow our school behaviour policy</li> <li>• Take responsibility for their behaviours</li> <li>• Follow academy rules as instructed by all members of staff</li> </ul>                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Parents</b>   | <ul style="list-style-type: none"> <li>• Take responsibility for the behaviour of their children inside and outside the school.</li> <li>• Take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour at home and in school grounds.</li> <li>• Inform school of any changes in circumstances that may affect their child's behaviour</li> <li>• Discuss any behavioural concerns with the class teacher promptly</li> <li>• Encourage independence and self-discipline</li> <li>• Engage with behaviour strategies suggested by and used in school</li> <li>• Mirroring the approach of school at home</li> </ul> |
| <b>Governors</b> | <ul style="list-style-type: none"> <li>• The responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.</li> <li>• To support the head teacher in carrying out these guidelines.</li> <li>• To give the head teacher advice about disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.</li> </ul>                                                                                                                                                                                                                |

Class teachers are responsible for implementing appropriate classroom management strategies to create a calm and positive learning environment. Consistent and regular routines are important so lesson start, and end times should be prompt, as should break times. Children should not be left unaccompanied or be unsure as to what they should be doing or where they should be. Lesson interruptions should be avoided. It is the responsibility of the class teacher to ensure that the school rules are enforced consistently in their class, and that their class behaves in a responsible manner during lesson time, as well as transition to assembly and breaks.

The staff in our school have high expectations of all the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. An agreed code of conduct is established between the teacher and the children in the class, and all involved sign up to it. Codes of conduct for the dining hall and playground have also been agreed. Consistent whole school strategies are in place to enforce the code of conduct and to apply consequences when rules are broken.

As a school we have a clear and strongly enforced code of polite and respectful behaviour, which includes staff to pupils. We praise and reward children for good behaviour and focus on what they can do rather than what they cannot. Praise is specific and balanced and happens in a variety of ways:

|                                                        |
|--------------------------------------------------------|
| <b>School Routines to positively support behaviour</b> |
| Daily Meet and greet                                   |

Organised resources  
 Smooth transitions  
 Consistent language of learning  
 Seating plans  
 Clear instructions  
 Knowing our children and their families  
 Modelling

- Using 'please' and 'thankyou'
- Asking 'how are you?'
- Holding doors open
- Making eye to eye contact
- Give time to listen to their tales and stories
- Smiling
- Using positive body language
- Dressing smartly and appropriately
- Not shouting across corridors and classrooms
- Listen
- Walking in the corridors
- Using good manners

### Class Dojo

We use the Class Dojo online reward/sanction system to support us with preventative behaviour management. Children earn 'green' dojos for a range of good and positive behaviours and 'red' dojos for inappropriate and unwanted behaviour. Amber dojos imply a first warning has been given. These dojos can be accessed by parents at home which gives them the information they need to support school with behaviour and have information about incidents.

| Positive behaviours to be rewarded                       | Suggested rewards                                   |
|----------------------------------------------------------|-----------------------------------------------------|
| An act of kindness                                       | Praise / congratulate children                      |
| Listening to others                                      | Weely postcard                                      |
| Respecting others                                        | Phone calls home                                    |
| Showing tolerance                                        | Sharing excellent learning or behaviour with others |
| Showing politeness and courtesy                          | Headteacher's postcard                              |
| Being on task in learning time                           | Headteacher's Wonderwall                            |
| Following school rules                                   | Stickers                                            |
| Exceptional or sustained effort in behaviour or learning | Whole class reward systems                          |
| Positive learning behaviours                             | Individual rewards                                  |
| Good attendance and punctuality                          | Celebration assemblies                              |
| Teamwork                                                 | Earning privileges                                  |
| Walking in corridors                                     | Positive behaviours we want to see                  |
| Appropriate behaviour in the dining hall                 | praised first                                       |
| Appropriate level of voice                               | Display work                                        |
| Holding doors open                                       | Praise on social media (with consent)               |
| Speaking to adults appropriately around school           | Green Dojos                                         |
|                                                          | MDS stickers                                        |
|                                                          | Good All-Day Dojos                                  |

Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. The power also applies to all

paid staff with responsibility for pupils. Pupils can be disciplined at any time the pupil is in school or elsewhere under the charge of a paid member of staff, including on school visits. Pupils can also be disciplined for misbehaviour outside school and their property can be confiscated. Teachers also have specific legal powers to impose detention outside school hours.

Teachers can discipline pupils whose behaviour falls below the standard which could be expected of them. This means that if a pupil misbehaves, breaks a school rule, or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil. To be lawful the punishment must satisfy three conditions;

- the decision to punish a pupil must be made by a paid member of staff or otherwise authorised by the head teacher
- the decision to punish a pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff
- the punishment must not breach any other legislation in respect of disability, SEN, race or other equalities and it must be reasonable in all circumstances

### Consequences

We use a restorative approach to resolve and repair conflict and teach appropriate behaviours. All consequences should teach children that there are consequences for inappropriate behaviour and to help them to choose appropriate behaviours in the future.

The school employs consequences to enforce the rules and ensure a safe and positive learning environment. We employ each consequence appropriately to each individual situation. We also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm, in which case the Safeguarding Policy is applied as a matter of priority.

If a pupil does not behave in an appropriate way, the following options can be used.

Consequences should always be:

- Linked to the behaviour and immediate wherever possible
- Appropriate for the situation, age and needs of the children involved
- Reasonable and prop

### The role of the adult with behaviour incidents

The team will always make sure there are two people dealing with the heightened behaviours. This is to safeguard

both the adult and the child. Only those trained will perform any restrictive physical intervention / positive

handling. Adults are still able to restrain if a child is at significant risk of harm.

At each point of a behaviour incident, the level of response would be used to address the behaviours

Stage 1 – Class teacher and support staff in the classroom

Stage 2 – Partner Teacher

Stage 3 – Phase Leader (Senior Leadership Team)

Stage 4 – Behaviour Lead / SENCO (Senior Leadership Team)

Stage 5 – Deputy Head teacher / Head teacher

### What is a logical consequence?

When a child is refusing to, or not consistently following the rules, the consequence for them is equal in weight to

the action. Possible consequence are not an exhaustive list of actions taken.

| Actions needing Consequence | Possible logical consequence |
|-----------------------------|------------------------------|
|-----------------------------|------------------------------|

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|                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Being verbally disrespectful to peers, adults or other stakeholders in school.                                         | <p>Verbal apology after restorative conversation.</p> <ul style="list-style-type: none"> <li>• Write a letter or make a card to apologise in own time appropriate to age of child and ability.</li> <li>• Follow the chain of command above.</li> </ul>                                                                                                                                                                                                                                                                                                                     |
| Being physically violent towards peers, adults or other stakeholders.<br>Repeated physical violence or extreme actions | <ul style="list-style-type: none"> <li>• If child is dysregulated, restorative conversation should take place.</li> </ul> <p>Miss unstructured time, if this is when the act occurs and complete a letter of apology or verbal apology for the person they have injured.</p> <ul style="list-style-type: none"> <li>• Positive restraint may be required – this is a consequence in itself with restorative conversation alongside.</li> <li>• Child may need to be moved to another class or possible suspension.</li> <li>• Follow the chain of command above.</li> </ul> |
| Destroying areas of school/vandalism/damaging property belonging to school or another child.                           | <ul style="list-style-type: none"> <li>• Child is to clear and clean any areas of damage, with the support of an adult if required, with parent after school if later in the day.</li> <li>• Child is to spend time, in their own time if needs be, fixing damaged property.</li> <li>• Parents may be charged for broken property – verbal reminders of this.</li> <li>• Letter of apology.</li> </ul>                                                                                                                                                                     |
| Refusal to work / Leaving the classroom to move around school.                                                         | <ul style="list-style-type: none"> <li>• Verbal reminders</li> <li>• Timer begins – the time that is wasted by the child has to be paid back in their own time during break and lunch (a maximum of 10mins break)</li> <li>• Should these timings need to be extended, parents to be asked to work with child in class after school</li> <li>• Should leadership be required then they can support with timings.</li> </ul>                                                                                                                                                 |
| Swearing                                                                                                               | <ul style="list-style-type: none"> <li>• Verbal reminders</li> <li>• Leave the room – go to a space with adults present</li> <li>• Verbal apologies to all who hear.</li> <li>• List alternate words in their own time.</li> <li>• Conversations with parents</li> </ul>                                                                                                                                                                                                                                                                                                    |
| Racist comments, child on child, bullying, cyber bullying, sexual harassment abuse or violence                         | <ul style="list-style-type: none"> <li>• All parents informed</li> <li>• Restorative conversation</li> <li>• Written letter of apology</li> <li>• Refer to a senior leader</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                       |

### **De-escalation**

De-escalation of inappropriate behaviours avoids incidents escalating and becoming more serious. For most, a reminder is all that is needed. Staff should use a range of strategies to support a pupil to get back on track without giving attention to unacceptable behaviour. These strategies will

depend on the child and may be recommended in support plans or behaviour support plans.  
Possible strategies include:

- distraction
- re-direction
- non-verbal cues
- Sensory/ movement breaks
- Remaining calm, consistent and fair, praising acceptable behaviour

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| Stage 1<br>Reminder                  | <ul style="list-style-type: none"> <li>• Talking/ shouting out during listening time</li> <li>• Not engaged in learning</li> <li>• Distracting peers</li> <li>• Swinging on chair</li> <li>• Being unkind</li> <li>• Improper use of equipment</li> <li>• Disturbing learning</li> <li>• Refusal to follow instructions</li> <li>• Running in corridors</li> <li>• Lying</li> <li>• Low level disruption</li> <li>• No PE Kit</li> </ul> | <ul style="list-style-type: none"> <li>• De-escalation</li> <li>• Distraction</li> <li>• Praise correct behaviour</li> <li>• Verbal reminder</li> <li>• Move into pupil's eyeline</li> <li>• Non-verbal cues</li> </ul> |
| Stage 2<br>Warning                   | <ul style="list-style-type: none"> <li>• Low level behaviour continues</li> <li>• Rudeness to staff</li> <li>• Inappropriate language</li> <li>• Leave a classroom without permission</li> <li>• Verbal retaliation</li> <li>• Being unkind to another person</li> <li>• Messing around in the toilets</li> </ul>                                                                                                                        | <ul style="list-style-type: none"> <li>• Warning Dojo</li> <li>• Time out</li> <li>• Restorative conversation offered</li> <li>• Complete missed learning</li> <li>• Name on board</li> </ul>                           |
| Stage 3<br>Class teacher consequence | <ul style="list-style-type: none"> <li>• Low level behaviour continues</li> <li>• Physical retaliation</li> </ul>                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Short period of reflection time</li> <li>• 5 minutes out</li> <li>• Red Dojo</li> <li>• Restorative Conversation-Log on CPOMs</li> </ul>                                       |

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| <p>Stage 4<br/>SLT intervention</p>         | <ul style="list-style-type: none"> <li>• Offensive or persistent inappropriate vocabulary</li> <li>• High Levels of aggression/ emotion</li> <li>• Damaging learning</li> <li>• Causing damage to school property</li> <li>• Fighting</li> <li>• Threatening behaviour</li> <li>• Unintentional violence towards child or adult</li> <li>• Spitting</li> </ul> | <ul style="list-style-type: none"> <li>• Restorative conversation.-Log on CPOMs</li> <li>• Missed break/ lunch</li> <li>• Child learns else where (paired class)</li> <li>• Discussion with SLT/ SENDCO</li> <li>• Consider outside agencies such as Early Help Hub, behaviour outreach service and the Educational Welfare Service</li> <li>• Behaviour plan</li> <li>• Monitor triggers and agree strategies</li> <li>• Discussion with parents</li> <li>• Internal suspensions</li> <li>• Behaviour agreement with parents</li> <li>• Risk Assessment</li> <li>• Check ins with SLT</li> <li>• Variation to timetable/ resources</li> <li>• Interventions</li> </ul> |
| <p>Stage 5<br/>Headteacher Intervention</p> | <ul style="list-style-type: none"> <li>• Sexual harassment</li> <li>• Peer on peer abuse</li> <li>• Discrimination</li> <li>• Intentional Violence towards adult or child</li> <li>• Defiance that becomes dangerous</li> <li>• Persistent inappropriate behaviour</li> <li>• Stealing</li> </ul>                                                              | <ul style="list-style-type: none"> <li>• Sent to Headteacher to complete work</li> <li>• After-school detention</li> <li>• Alternative Provision or a managed move may be offered when a pupil continues to find it difficult to manage their behaviour</li> <li>• Suspension</li> <li>• FTE</li> </ul>                                                                                                                                                                                                                                                                                                                                                                 |

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|  | <ul style="list-style-type: none"> <li>• Placing others at harm</li> <li>• Proven Bullying</li> <li>• Use of threat to use an offensive weapon</li> </ul> |  |
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Consequences for actions not covered in this list are at the discretion of the head teacher. Children working with LSAs or other adults out of class are bound by their class rules, and any staff directly employed by school can use these sanctions and should be backed up by the teacher. Any disagreements about whether punishments should be used, and the severity of them, should be referred to the head teacher or the deputy head in her absence. Whole classes will not be punished for the poor behaviour of individuals or groups. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Please also see our Anti-Bullying Policy.

### **Suspension and Fixed Term Exclusion**

The most serious sanction is suspension or a fixed term exclusion. These consequences are seen as a last resort after all other attempts to modify behaviour by intervention, and adjustments within school to meet the needs of the child, have failed.

If the head teacher decides to suspend a child, to secure the well-being and entitlement of other children and staff in school, this will be carried out in accordance with the guidelines from the DFE 'Behaviour in Schools 2022'.

### **Pupils with SEND**

Pupils with SEND will be supported to behave appropriately. Staff will not assume that a child's behaviour has been affected by any additional needs such as SEND or adverse childhood experiences although they should consider whether these situations have contributed to inappropriate or unacceptable behaviour. Appropriate sanctions may be applied as well as interventions, support, or reasonable adjustments. Support from other agencies will be requested if the school feel this is necessary.

All members of staff are aware of the regulations regarding the use of force by teachers. Teachers in our school do not hit, push, or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. We have some staff fully trained to deal with this kind of situation correctly. A teacher will never intervene physically with a child for non-compliance of a rule or to gain compliance from the child. Our actions are in line with government guidelines on children's restraint.

### **Sexual violence and sexual harassment**

Sexual violence and sexual abuse can happen anywhere, and all staff working in school are advised to maintain an attitude of 'it could happen here.' Schools are aware of, and respond appropriately to, all reports and concerns, including those outside the school and/ or online. School is aware of the importance of making clear that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable, and it will not be tolerated and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys". We challenge physical behaviour (potentially criminal in nature), such as grabbing bottoms, breasts, and genitalia, pulling down trousers, flicking bras and lifting skirts. We never dismiss or tolerate such behaviours as this risks normalising them. We never downplay behaviour related to abuse as it can lead to a culture of unacceptable behaviour, an unsafe environment 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 understand that all the above can be driven by wider societal factors beyond the school, such as everyday sexist stereotypes and everyday sexist language. These are regularly challenged as part of our RSE and PSHE curriculum, as well as through relevant links in all curriculum subjects. Pupils are encouraged to report anything that makes them uncomfortable

### **Child-on-child abuse.**

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school's policy and procedures regarding child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it. All staff should understand that even if there are no reports in their schools it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy). It is essential that all staff understand the importance of challenging inappropriate behaviours between children, pertinent ones of which are listed below, that are abusive in nature. 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.

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens, and/or encourages physical abuse)
- sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Teachers recognise that children may feel embarrassed, humiliated, or feel threatened to disclose bullying, harassment or peer pressure due to a vulnerability, disability, sexual orientation, or a language barrier. Whilst all children should be protected, it is important that governing bodies, school leaders and school staff recognise that some groups of children, are potentially at greater risk of harm than others. The list below, is not exhaustive, but highlights some of those groups.

- Children who need a social worker (Child in Need and Child Protection Plans)
- Children requiring mental health support
- Looked after children and previously looked after children
- Children with SEN, a disability or mental health issue
- Children who are lesbian, gay, bi- or trans

As a school we adopt a zero-tolerance attitude for all forms of sexism, misogyny/misandry, homophobia, and sexual violence/harassment.

Detention

Parents will be notified of detentions at least 24 hours in advance unless it is to be lunchtime detention. Parental consent is not required for detentions. We expect parents to support the school's use of detention as a non-negotiable punishment. If a child receives detention after school, it is expected that the parent will collect the child from school after the detention.

### **Pupils' conduct outside the school gates**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'. Discipline may be applied for any misbehaviour (including online) when the child is;

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school

Discipline may also be applied for misbehaviour at any time, whether or not the above conditions apply that;

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

All non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a member of staff or reported to the school and can be substantiated will be referred straight to the head teacher, who will apply the behaviour policy accordingly.

### **Suspected Criminal Behaviour**

- The academy may report suspected criminal behaviour to the police.
- When establishing facts, staff will endeavor to preserve any relevant evidence.
- Staff will follow advice from the police
- If necessary, a social care referral will also be made by the DSL

### **Malicious Allegations**

- Where a pupil makes an allegation about a member of staff or another pupil that is shown to be deliberately invented or malicious, the Headteacher will consider the relevant consequences.
- Support will be requested for the pupil who made the allegation if necessary
- Support will also be considered for the staff or pupil accused falsely.

### **Lunchtime Suspension;**

Pupils whose behaviour at lunch times is disruptive may be suspended from the school premises for the duration of the lunchtime period. A lunchtime suspension is a type of fixed period suspension and the same rules apply. Free school meals children who are suspended at lunchtimes still need to be provided with their meal.

### **Parental Co-operation**

If a parent does not comply with a suspension, the school must have due regard for their safety in deciding what action to take. A suspension should not be enforced if in so doing the safety of the pupil is at risk. Education Welfare officers and the LA should be contacted and the appropriate legal action taken

### **Banned Items**

The academy follows Government advice when confiscating items from pupils which is outlined in their document 'Screening, Searching and Confiscation'. This includes a clear but not exhaustive list of prohibited items. These include any item that staff reasonably suspects has been or is likely to be used:

- to commit an offence or

- to cause personal injury to or damage property of any person (including the pupil)

Headteachers and other authorised staff can also search for an item banned (with permission of the pupil)

### **Planning for Incidents**

If we as a school are aware that a pupil is likely to behave in a way that may require physical control or restraint, there will be a plan attached to that child's IEP which will give guidance on how we will respond if a situation arises. This planning will address

- managing the pupil (reactive strategies, holds to be used etc.),
- involving the parents/carers to be sure they are clear about specific action the school might need to take,
- briefing staff so that they know exactly what action they should be taking,
- ensuring that additional support can be summoned if appropriate,
- taking into account any health needs that may be affected by physical control.

### **Complaints**

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented through the Governing Body.

The possibility that a complaint might result in a disciplinary hearing or a criminal prosecution, or a civil action, cannot be ruled out. In those circumstances it would be for the disciplinary panel or court to decide whether the use and degree of force was reasonable in the circumstances. In that event the court or panel would have recourse to the provisions of 550A. It would also be likely to take account of the school's policy on restraint, whether that had been followed, and the need to prevent injury, damage or disruption in considering all the circumstances of the case.

## **Appendix A**

### **Supportive guidance for Dealing with Allegations of Sexual Violence and Sexual Harassment**

*(This guidance has been written in conjunction with KCSIE 2022 and the Sept 2021 guidance for Sexual Violence and Sexual Harassment, alongside the Doncaster LA Safeguarding Policy).*

*'Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or harassing a single child or group of children. It can occur on a continuum and may overlap, and can occur online and face to face (physically and verbally) and are never acceptable. Evidence highlights it is more likely that girls be victims and boys be perpetrators of sexual violence and sexual harassment.*

*There needs to be zero tolerance approach and it will never be passed off as banter etc.*

*The RSE/LBTQ curriculum is an essential element to help challenge any sexist stereotypes. If a SEND child is involved in an allegation, it is recognised that are already vulnerable therefore the DSL should involve the SENCO to ensure needs are met/understood.'*

*(Taken from Sexual Violence and Sexual Harassment Guidance, 2021.)*

### **What to do if a child discloses/you become aware of potential sexual violence/harassment.**

- Deal with this immediately! Ensure that the victim is reassured that they are being taken seriously and will be supported and kept safe.

- Immediately pass the info/disclosure to the DSL
- DSL is to speak to the person that the information/disclosure came to and ensure that they have the allegation in writing
- DSL is to speak to alleged victim, with Deputy DSL (if appropriate) to ensure there are 2 members of staff present
  - If there are sexual images involved – DO NOT ask to see them (this could be classed as criminal offence) and DO NOT share them (in line with nude and semi-nude images guidance)
  - DSL to decipher which child/children are involved
  - DSL to ascertain the wishes and feelings of the victim and how they want to proceed (they should feel like they are in as much control as possible, as long as this does not put them at potential harm)
  - DSL will have to balance the wishes of the victim against their duty to protect them and any other children – this decision needs to be written and recorded. (If the victim asks for information not to be shared, but the DSL decides to go ahead and refer to social care/police, the reason should be explained to the victim and appropriate specialist support should be offered to the victim – this decision should be recorded.)
  - Establish the nature of the incident – if a possible crime has been committed or Harmful Sexual Behaviour (HSB) has potentially been displayed
  - Establish the ages of the children involved and the developmental stages of each child
  - Establish if there is any imbalance of power between alleged victim and alleged perpetrator
  - Establish if the incident is a one off or sustained pattern of abuse
  - Any ongoing risks to the victim/other children/adults/staff
  - Any other related issues-wider context (contextual safeguarding)
  - For reports of rape or assault by penetration, the alleged perpetrator should be removed from classes if the perpetrator and victim share the same classes
- After the initial disclosure, DSL to make an immediate risk assessment considering...
  - The victim and their protection and support
  - Whether there are other victims
  - Alleged perpetrator – do they need educating in a different place if they are in the same class as the victim etc
  - Support for the perpetrator
  - Consider all other children/adults/staff at school and any actions that are appropriate to protect them from the alleged perpetrator/future harm
  - Risk assessments should be recorded and kept under constant review (support for risk assessments can be found from the 'harmful sexual behaviours' section of Sexual Violence and Sexual Harassment guidance, 2021.)
- DSL to speak to all parents involved unless this could potentially put the child at greater risk (schools need to decide carefully what information they provide to parents about the other child/children involved and decide when they do this)
- DSL to refer to social care and/or police if a criminal offence is suspected to have taken place (if there is a report of rape, assault, penetration or sexual assault – if the alleged perpetrator is under ten years old, the starting principle of referring to the police remains, the police will take a welfare rather than criminal justice approach.) (If an allegation is progressing through the criminal justice system, schools should be aware of anonymity so they can offer support and act appropriately).
- DSL to report to CEOP if the abuse has been online
- NSPCC helpline 08088005000 available for DSL's if needed
- DSL to continue to provide education for both alleged victim and alleged perpetrator
- Implement any sanctions in line with the schools behaviour policy (possible sanctions should be handled under the schools behaviour policy, use of pastoral support, Early Help support,

questioning if the alleged perpetrator needs additional support due to them previously being abused themselves, given a trusted/key adult, perpetrator moving schools (if this is deemed appropriate- found guilty at police level/severe) then the safeguarding file needs transferring ASAP to make new school aware

#### Advice when ascertaining information

- Do NOT promise confidentiality
- Be non judgemental, listen carefully, use the child's language, be clear about how the report will be progressed, do not ask leading questions and only use open ended questions when necessary
- If a victim asks for the information NOT to be shared, if it can be justified to be in the public interest e.g. to protect from harm then it still can be lawfully shared.
- Think about possible social media impact of spreading rumours/exposing victims' identities etc
- Each incident should be dealt with on a case by case basis depending on the event

#### Appendix B

Owston Park Primary Academy has a separate policy for the use of restrictive interventions (including reasonable force and seclusion).

#### Appendix C

##### **Offences that could result in a suspension;**

- Serious breaches of the school's behaviour policy,
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school,
- An accusation of a serious criminal offence outside school.

##### **Permanent Exclusion for a first or one off offence**

- Serious actual or threatened violence against another pupil or member of staff,
- Sexual abuse or assault,
- Supplying an illegal drug,
- Carrying an offensive weapon.

Such similar incidents (when in the head teacher's judgment there are 'exceptional circumstances') therefore warrant permanent exclusion for a first offence.

There is no legal obligation on a school to report a criminal offence to the police. However, failure to do so could be deemed as unprofessional conduct and therefore the decision to inform police should be made in conjunction with the governors and with regard to updated guidance around sexual harassment and the legal age at which children can be prosecuted.

The head teacher will also consider the appropriate circumstances for informing other agencies, especially where other agencies are already involved with the child or their family, or where the child or their family would benefit from the support of another agency.

The Local Authority will always be informed of a suspension or Permanent Exclusion.

