The Federation of Cowick and Pollington-Balne CE Primary Schools

Positive Behaviour and Relationships Policy

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Policy in brief

At the Federation of Cowick & Pollington-Balne, we have adopted a Federation wide / whole school approach to behaviour which looks to enhance self-esteem and positive behaviour as well as relationships within the school and beyond. This policy outlines our behaviour culture in school; high expectations for behaviour; the positive culture of behaviour from all of our stakeholders (staff, children, parents, governors, visitors, etc.); what happens when behaviour falls short of our expectations including supporting pupils and stakeholders to improve behaviour and suspensions and exclusions.

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Statement of Intent

We are committed to creating a culture where every member of the school community feels valued and respected. We want to build a caring community, with values built on mutual trust and respect for all; where every person is treated fairly and well - *'each person is utterly precious' (John 10:10)*.

We aim to maximise the number of hours of high-quality learning each pupil experiences and seek to minimise lost learning hours caused by poor behaviour, attendance and lateness. Every pupil is entitled to a calm, warm, ordered environment in which they know they belong and are able to engage fully with academic, self and pathways free of distraction. In this environment, they have the best chance of developing positive behaviours, relationships and effective habits for learning.

We insist on high standards and expectations when it comes to behaviour. This will pervade all aspects of school life through:

- the culture and values of the school
- how pupils are taught to behave
- our response when behaviour does not meet expectations
- the relationships between staff, pupils, parents and stakeholders.

Aims of this Policy

This Positive Behaviour and Relationships policy supports all members of our community to understand how we live and work together. We behave in a considerate way which is underpinned by our Christian ethos and where everyone is treated with dignity, kindness and respect and everyone is able to feel safe, secure and as if they belong.

Specific aims:

- To ensure the safety and well-being of pupils, members of staff and the general public;
- To provide clear guidance to staff, pupils, parents and stakeholders about the standards of behaviour we expect;
- To set out how we will teach pupils to take care of and respect themselves, each other, their environment and community;
- To outline how we will encourage and uphold these standards;
- To ensure that rewards and sanctions are used proportionately, reasonably, fairly and effectively;
- To promote fundamental British values;
- To enable pupils to develop and demonstrate positive abilities, attributes and attitudes;
- To teach pupils to be self-aware and how to self-regulate and to take responsibility and be accountable for their own actions;
- To make the distinction between minor and more serious negative behaviour and their consequences;
- To give pupils every opportunity to take responsibility and to make a full contribution to school and community life.

Legal Framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- Education Act 1996
- Equality Act 2010DFE KCSiE 2025 - for Information July
- DfE (2022) Behaviour in Schools - Advice for headteachers and staff
- DfE (2013) Use of Reasonable Force - Advice for headteachers, staff and governing bodies)
- DfE (2022) Searching, Screening and Confiscation - Advice for schools
- DfE (2022) Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement - Guidance for maintained schools, academies and pupil referral units in England.
- DfE (2015) Special Educational Needs and Disability Code of Practice 0 to 25 Years - Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities
- DfE (2013) Alternative Provision - Statutory guidance for local authorities

This policy will be implemented in conjunction with the DFE guidance on Suspension and Permanent Exclusion; the Complaints Policy, Parent Code of Conduct Policy and the Safeguarding and Child Protection Policy.

It is important that we explicitly teach and model high standards of behaviour. This is outlined within this document and through elements of our PSHE / Jigsaw curriculum.

This includes:

- The values and expectations of the school;
- An understanding of British Values, why they are important and what they look like in practice;
- What excellent behaviour looks like;
- What behaviour is not acceptable;
- What positive reinforcements will be used to encourage excellent behaviour;
- What sanctions will be used where rules are broken;
- The key habits and routines required in school;

Repeated practices will be used to promote the values of the school, behavioural expectations, and communicate certainty on the consequences of unacceptable behaviour.

Any aspect of behaviour expected from pupils will, wherever possible, be part of a commonly understood routine, simple for everyone to understand and follow.

Adjustments will be proactively made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments *may* be temporary. Where pupils do not meet behaviour expectations, we will support them in being able to do so. This does not mean that sanctions will not also be applied, alongside learning and support.

Roles and Responsibilities

The Federation board of governors has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation
- Ensuring there is a Suspension and Permanent Exclusion policy and a Physical Intervention Policy in place and that they are regularly reviewed. *(DFE (2022) Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units England, Including Pupil Movement – Guidance for Maintained Schools, Academies and Pupil Referral Units in England).*

The Executive Headteacher is responsible for:

- Implementation and oversight of the implementation of this policy;
- Leading on the creation and maintenance of a positive school culture and a culture of excellence and high expectations;
- Creating and maintaining measures to ensure excellent behaviour, respect for others and promotion of self-discipline and proper regard for authority;
- Ensuring the policy is reviewed and updated annually, or sooner if required, to ensure it reflects local school;
- Monitoring behaviour systems and resources and ensuring action on outcomes to promote and improve behaviour;
- Ensuring parents are informed of their child's behaviour and any changes to behaviour policy and procedure;
- Ensuring that pupils complete any tasks reasonably assigned to them in connection with their education; and
- Otherwise regulating the conduct of pupils.

All School Leaders are responsible for:

- Being highly visible, routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported;
- Ensuring all staff understand the behavioural expectations and the importance of maintaining them;
- Ensuring that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school;
- Reviewing what training is required for staff to meet their duties and functions within the behaviour policy;
- Engaging with experts, such as Educational Psychologists (EP) and other support staff such as the Social, Emotional and Mental Health (SEMH) team, to help to inform effective implementation of behaviour policies and making links to whole school approaches to mental health and wellbeing as set out in the Mental health and behaviour in schools guidance;
- Giving staff clear guidance about expectations of their own conduct;
- Holding sessions for parents to help them understand The Federation's behaviour policy and bringing to their attention the Parent Code of Conduct;
- Ensuring the support of pupils with additional needs where those needs might affect behaviour.

Staff are responsible for:

- Using consistent and clear language when acknowledging positive behaviour and addressing negative behaviour;
- Building effective relationships with pupils (we adopt a relational approach);

- Developing and maintaining a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour.
- Upholding the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour procedures;
- Challenging pupils to meet the school expectations and maintain the boundaries of acceptable conduct;
- Consistently communicating the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils;
- Considering the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations;
- Responding quickly and proportionately in line with the behaviour policy to disruptions or misbehaviour;
- Establishing a stimulating learning environment;
- Praising, encouraging and rewarding pupils wherever possible and encouraging appropriate behaviour rather than relying on sanctions;
- Making it obvious that each student is utterly precious of equal importance;
- Seeking further help and guidance from other members of staff where behaviour does not meet the school's high standards;
- Using their professional judgement and knowledge of individual pupils to inform decisions as to whether any welfare concerns should be escalated or support plans adjusted;
- Building and maintaining positive relationships with parents and keeping them updated about their child's behaviour;
- Encouraging parents to celebrate pupils' successes;
- Where appropriate, including parents in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place including reintegration;
- Ensuring the support of pupils with additional needs where those needs might affect behaviour.

Parents are responsible for:

- Following the school's positive behaviour policy and, where possible, taking part in the life of the school and its culture;
- Supporting the school's behaviour policy and reinforcing it at home as appropriate;
- Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them;
- Engaging in sessions for parents to help them understand the school's behaviour policy and practices;
- Engaging in any pastoral work following misbehaviour when requested to do so, including attending reviews of specific behaviour interventions in place;
- Updating the school with any information that may affect a pupil's ability to follow the school rules and expectations or impact on their mental or physical health and wellbeing.

Pupils are responsible for:

- Contributing to a culture of calm, safe, supportive learning where everyone is treated with dignity, kindness and respect;
- Ensuring they are aware of the school behaviour standards, expectations, pastoral support, and consequence processes;
- Following the school behaviour policy and upholding the school rules- Be ready, be respectful, be safe;
- Feeding back in a respectful, constructive manner about their experience of behaviour and providing feedback on the school's behaviour culture;

- Taking responsibility for their own conduct and the welfare of others in the school community.

Promoting good behaviour is the responsibility of **everyone!**

Expectations

We expect pupils and people in the school community to:

- Be punctual - arrive on time – and ready to learn
- Treat adults and other pupils with respect, kindness and dignity; our school rules – Cowick: 'Our Hive Five Rules' - Be Honest, Be Respectful, Be hardworking, Be Safe, Be a good friend.
- Pollington-Balne: 'Our Respect 1-2-3 Rules' - Respect for Self, Respect for Others, Respect for Environment
- Wear the correct uniform
- Have the correct equipment for lessons
- Demonstrate respect for others in their general speech
- Engage actively and positively in lessons and work hard
- Listen actively and respectfully to other people when they are speaking;
- Present their work to the best of their ability

Noticing Children being the Best they can Be

We aim to use positive reinforcements and rewards for efforts and achievements both within and outside the school, clearly and fairly, to reinforce the routines, expectations, and norms of the Federation's behaviour culture. Examples of rewards **may** include:

Reward	**When Awarded**	**Awarded For**
Class Dojo	All day every day!	For following the school rules and modelling fantastic behaviour, using their manners, answering questions that reason their learning and excellent attitudes towards learning. Class Dojo points are awarded by adults in school using their names displayed on the screen and shared with parents. Once a class has collectively achieved an agreed target of Dojo points, a whole class reward is given.
Special Mentions	Once a week	Children are recognised for their achievements within their lessons and celebrated in a celebration assembly each week. *Shared on the website and Class Dojo.*

Responding to Negative Behaviour

Sometimes a pupil's behaviour will be unacceptable, and pupils need to understand that there are consequences for their behaviour. Often this will involve the use of reasonable and proportionate sanctions.

The first priority with any issue is to ensure the safety of pupils and staff and to restore a calm environment.

De-escalation techniques should be used to help prevent further behaviour issues arising and recurring.

Responses are used by the school to achieve one or more of the following three outcomes:

- **Deterrence**: sanctions can often be effective deterrents for pupil/s;
- **Protection**: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, usually follows an assessment of risk; evacuating a class for the safety of all.
- **Improvement**: to support pupils to understand and meet the behaviour expectations of the school and re-engage in meaningful education. Pupils may test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Wherever possible and appropriate, pupils are supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

In order to ensure that all – including pupils with protected characteristics and pupils with special educational needs and/or disabilities – are given every opportunity to flourish and find their remarkable, staff will carefully consider the use of sanctions, ensuring that they:

- are proportionate, reasonable and fair;
- are constructive in promoting excellent behaviour in line with the Federation's values;
- take account of the potential for a pupil's unmet educational or other need.

Shared scripts and expectations

The power of the group is at the core of our plan where adults notice and reward excellent behaviour that goes 'above and beyond'. *Children are praised publicly and reprimanded in private (unless there is an immediate safeguarding concern).*

1. Gentle approach > use child's name > down to child's level > make eye contact > deliver message > walk away!
2. REMINDER (reinforce Hive Five Rules, Respect 1-2-3 Rules; privately if possible): I noticed you chose to … (state the noticed behaviour). This is a REMINDER that we need to Be … (state relevant rule: Be Honest, Be Respectful, Be hardworking, Be Safe, Be a good friend; Respect for Self, Respect for Others, Respect for Environment). You now have the chance to make a better choice. Thank you for listening. (Give the child 'take up time' and DO NOT respond.) Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'
3. FINAL WARNING: I noticed you chose to … (state the noticed behaviour). This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. (Insert child's name) … if you choose to break our school rules again, you leave me no choice but to ask you to move to …. Do you remember when … (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening. (Give child 'take up time' and DO NOT respond.) Example - 'I have noticed you are not ready to do your work. You are breaking our school rule of being hardworking; respect for self and others. You have now **chosen** to talk with me for 2 mins at break time. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.' Teacher to refer to the Zones of Regulation to support the child in choosing a strategy to regulate.
Cool off time Child sent to designated area of the classroom / corridor. Appropriate age / stage duration of time sitting alone or with an adult if appropriate, in order to reflect, calm down, etc. without causing further disturbance. (Thinking / reflection time). Use of additional adults in staff team to support this for a fresh face approach, allow the child to go for a walk, complete a job, have some food / drink, children often need a distraction. Child to complete an appropriate task depending on the situation e.g. sitting to calm, use of a calm tray, continuing with work, writing a reflection journal, etc. If behaviour improves, return to class. If not or if child refuses, move to Step 4 or for regular occurrences: Discussion with SLT / or SENCO: consider Behaviour Intervention.

Stepped Sanctions

This section outlines the steps an adult should take to deal with negative behaviour in the classroom. It includes:

- Micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly.
- Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'thinking / reflection time.'
- Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.
- Make it clear that unacceptable behaviour affects others and is a serious offence against the school community.
- Avoid being applied to a whole group for the activities of individuals.
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure at all times.

Sanctions need to be in proportion to the misdemeanour and age of the child. It should also be made very clear that it is the *behaviour that is unacceptable*, and any sanction should address this, not be made personal to the child.

Should an adult feel, using their professional judgement, that a senior member of staff needs to be part of the Follow up/Restorative Conversation then the following guidelines should be used:

Refocusing the conversation

When learners try to argue, shift the blame, or divert the conversation you can either:

1. Calmly and gently repeat the line you have been interrupted in. This encourages the learner to realise that you will not be diverted from the conversation you are leading. This will be more effective the more calmly and assertively you are in delivering this.
2. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce.
3. **Or**… Use an appropriate refocusing line to bring the conversation back to the script. This allows the pupil to feel as though they are being listened to and avoids conversational 'dead-ends'. For example:

Pupil	Adult
'It wasn't me.'	'I hear what you are saying…'
'But they were doing the same thing'.	'I understand…'
I was only…'	'Maybe you were…and yet…'
You are not being fair.'	'Yes, sometimes I may appear unfair…'
'It's boring.'	'Be that as may…'
'You are a …. (name calling).'	'I am sorry that you are having a bad day.'

<u>If the conversation is becoming unproductive, try:</u>

"I am stopping this conversation now. I'm going to walk away and give you a chance to think about your behaviour. I know that when I come back we can have a polite, productive conversation."

Restorative Conversations

Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT, if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour. The questions used will depend on the age and individual needs of the pupil. For the youngest children, the two questions in bold should be used initially, with other questions being used, if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences for them.

After pupils have completed restorative conversations with their class teachers, they will be directed to complete a reflection sheet during their lunch playtime see Appendix 1). Parents will be notified that their child has completed a reflection sheet for behaviour (either in person or by telephone / email).

Playtime behaviour

The school rules 'Hive Five Rules' Respect 1-2-3 Rules' apply to play and lunch times. Support staff will be trained on the school rules and scripts to support pupils' positive behaviours and how to pass on information to class teachers.

Any act of violence will be reported to SLT. All incidents will be investigated and considered in their own right, including the involvement of the Head of School / Executive Headteacher.

Pupils may be removed from after school clubs or trips if there is a significant safety risk to the child and others. The Head of School and Executive Headteacher need to be informed and a risk assessment completed. Only then will a decision be made.

The school council are consulted on playtimes and how best to improve them. They meet regularly to discuss issues and then report back to their classes class with actions.

Removal from Classrooms / Internal Suspension

Removal is where a pupil, for serious disciplinary reasons, is required to spend a period of time out of the classroom at the instruction of a member of staff that allows for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but will still be meaningful for the pupil and will be located in a suitable place to learn and refocus.

Removal is only used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal will only be used for the following reasons:

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

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head of School / Executive Headteacher. These pupils will be given extensive support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the mainstream school community.

Having been removed from the classroom, the pupil will be re-integrated when appropriate and safe to do so. The aim will be to do this as soon as possible, whilst managing this appropriately.

When dealing with individual removal cases, staff will:

A. Consider whether the sanction is proportionate, the age of the pupil and whether there are any relevant special considerations such as Special Educational Needs or Disability. *This should include considering where there may be an unidentified unmet SEND need.*
B. Consider whether any assessment of underlying factors of disruptive behaviour is needed;
C. Facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;
D. Ensure that pupils are never locked in the room of their removal.
E. If a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.
F. Consider whether the sanction is proportionate, the age of the pupil and whether there are any relevant special considerations such as Special Educational Needs or Disability

Recording Pupils' Behaviour

Incidents of behaviour need to be recorded on the school's reporting system as soon as possible.

- It is the teacher's responsibility to ensure that appropriate leaders are informed if further intervention is required.
- Any incident involving a physical intervention requires completion of a physical intervention record and added to the child's CPOMS records using the TeamTeach category.
- Arbor incidents will be monitored half termly by the behaviour lead SENCO / HoS/ EHT who will also look for any patterns of behaviour and provide appropriate support as required.

Supporting Pupils to Improve Behaviour

We adopt a range of strategies to support pupils to improve their behaviour. This may include:

Behaviour support plans	In more serious situations, the Executive Headteacher or another senior member of staff may ask for an individual behaviour support plan to be used.

Positive handling plans	These are written when a student puts themselves or others at risk. These are written in conjunction with the SENCO, class teachers and parents.
Other Strategies	We may also help pupils behave better through: • managed moves • off site direction – temporary move to another local school to 'reset' • positive referrals • working with parents • counselling • multi agency assessment.

Sometimes, a managed move (MM) can be an effective way to break a cycle of negative behaviour and give a pupil a fresh start. We will only use MMs when there is a genuine reason to do so, where all parties are in agreement and where it is in the pupil's best interest. We will take all the necessary steps to make sure that the MM is successful for pupils involved.

Special Educational Needs and Disability (SEND)

Our behaviour culture aims to consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom, including pupils with SEND.

We will always strive to manage pupil behaviour effectively. We are also mindful of pupils' SEND needs. This does not mean we lower our expectations, however some behaviours can be associated with particular types of SEND. Pupils' behaviour will be considered in relation to this, although it does not follow that every incident of misbehaviour will be connected to a pupil's SEND. We will make reasonable adjustments and think carefully about where pupils need additional support to meet behaviour expectations and be successful. When a pupil is identified as having SEND, a graduated approach is used to assess, plan, deliver and then review the impact of the support being provided.

Four specific areas of SEN will also be considered in line with the application of this policy:

- **Communicating and interacting -** Each school will be considerate in the way in which pupils are able to reflect, and communicate their view on incidents that occur.
- **Cognitive learning** - Each school will be considerate in the way timescales are adopted when allowing pupils the opportunity to reflect on incidents that occur.
- **Social, emotional and mental health difficulties** - Each school will recognise the different ways in which pupils respond to incidents that occur.
- **Sensory and/or physical needs** - Each school will be considerate to the way in which pupils' needs are met when responding to incidents that occur.

If a pupil has an Education, Health and Care plan, with provisions set out in that plan, the Federation will cooperate with the local authority and other bodies as relevant and required.

We will, as far as possible, anticipate likely triggers of misbehaviour and consider support to prevent these. **Parents / carers must inform school of any situations at home which may impact on a child's wellbeing and could be a trigger for negative behaviour.**

Support, where appropriate, might include:

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure will take into account the specific circumstances and requirements the pupil concerned.

Suspension and Permanent Exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions, support and interventions.

Suspensions and permanent exclusions will only be used as a last resort, and:

- in response to a serious breach or persistent breaches of the school's behaviour policy, and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

We follow the Department of Education guidelines on school suspensions and permanent exclusions. Where required, we will ensure the pupils' potential unmet educational and other needs have been explored and will actively avoid policies and practices that discriminate against pupils by unfairly increasing their risk of exclusion. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

Bullying and Anti-Social Behaviour

Defintion of Bullying
At the Federation of Cowick & Pollington-Balne, we define bullying as the **repetitive**, **intentional** harming of one person or group by another person or group, where one person is more powerful than the other.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

It does not include pupils falling out with each other, and whilst this can be hurtful, this is a normal part of growing up. The school will provide support to

pupils who would like to make friends again if they do not feel able to do this themselves.

We will always deal with incidents of anti-social behaviour and bullying swiftly. Anti-social behaviour and bullying may include verbal, physical, sexual or cyber bullying. The Executive Headteacher, SLT and/or Safeguarding Lead will deal with all incidents in a swift and robust manner. We will regularly promote pupils speaking out and create a culture where pupils are encouraged to talk to a member of staff if they are concerned or worried about such incidents.

We promote and instil the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs in all its forms through our curriculum. We make use of our curriculum and assemblies to reiterate clear anti-bullying messages. Direct sanctions can range from a formal warning, reflection or exclusions. Fixed term exclusion and restorative approaches are used to serve as a clear message that we will not tolerate any form of bullying.

As appropriate, we will encourage pupils to:

- tell an adult whenever they have concerns
- walk confidently away from confrontation (Debugging Rules)
- surround themselves with supportive friends
- be vigilant, keep watch and be supportive of one another
- report any incidents of bullying
- delete or block any unwanted messages or friends who leave inappropriate comments on social media
- never respond to harassing or rude texts, emails, blogs
- use privacy settings properly.

Child on Child Abuse, Sexual Violence and Sexual Harrassment

We are vigilant to, and will not tolerate, child-on-child abuse. Child-on-child abuse is sexual violence and harassment between children of any sex. It can involve individuals or can involve a group sexually assaulting or harassing an individual or group of children and can be between two children of any age. The NSPCC summary of the Department for Education (DfE) report *'Sexual violence and sexual harassment between children in schools and colleges'* (2018) makes the following points.

Sexual violence includes:

- rape
- assault by penetration
- sexual assault - intentionally touching another person in a way that is sexual.

Sexual harassment is defined as 'unwanted conduct of a sexual nature' occurring online or offline. It can lead to the following:

- a violation of a child's dignity, and /or
- is likely to lead to intimidation, degradation and humiliation
- the creation of a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include
    - non-consensual sharing of sexual images and videos;
    - sexualised online bullying;
    - unwanted sexual comments and messages, including, on social media; and
    - sexual exploitation; coercion and threats.

Staff will challenge any inappropriate language and behaviour between pupils including language perceived as ‘banter’. Any instances will lead to the involvement of the Designated Safeguarding Lead (DSL) and are dealt with in line with the safeguarding policy (including making referrals into support services as appropriate), and this policy. Significant sanctions will be used for deliberate or malicious types of this behaviour.

All reports of child-on-child abuse, sexual violence or sexual harassment will be taken seriously and investigated appropriately and the victim will be supported and listened to carefully. Our priority will be their safety.

Screening and Searching

Searching and screening can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers, and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item.

These are:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:

A. to commit an offence, or
B. to cause personal injury to, or damage to property of; any person (including the pupil)

- tobacco and cigarette papers;
- fireworks;
- pornographic images.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in antisocial or

criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services.

School staff have the power to search a pupil for any item if the pupil agrees. The member of staff will ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Before any search takes place, the member of staff conducting the search will explain to the pupil why they are being searched, how and where the search is going to take place, give them the opportunity to ask any questions and seek the cooperation of the pupil. If the pupil is not willing to cooperate with the search, the member of staff will consider why this is but may sanction the pupil in line with this behaviour policy. If the pupil still refuses to cooperate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. This should be considered only as a last resort and only in situations regarding pupil safety. A member of staff can use such force as is reasonable to search for any prohibited items. The use of reasonable force will differ depending on whether the member of staff is searching possessions or the pupil themselves.

Any search will take place away from other pupils, on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip. The member of staff conducting the search will be of the same sex as the pupil being searched and there will be another member of staff present as a witness to the search unless:

- the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

The person conducting the search will not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

A member of staff is able to search bags and desks or other personal spaces at the school for any item provided the pupil agrees. If the pupil withdraws their agreement to search, a search may be conducted for prohibited items. These will be conducted in the presence of the pupil and another member of staff except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Staff may lawfully search electronic devices, if there is a reasonable suspicion that the data or file on the device has been, or could be used to:

- cause harm, or contain harmful material
- disrupt teaching
- break school rules
- commit an offence
- cause personal injury
- damage property.

Any data, files or images that are suspected might constitute a specified offence will be delivered to the police as soon as is reasonably practicable.

If it is suspected that there may be an indecent image of a child, the member of staff will never intentionally view the image, and will not copy, print, share, store or save such images. In these circumstances, the device will be confiscated and the designated safeguarding lead will advise on the school's response.

If a pupil is found to be in possession of a prohibited or banned item, then the pupil will be sanctioned in line with this policy

Confiscation

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited,
- Is banned
- is evidence in relation to an offence

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Controlled drugs will be delivered to the police as soon as possible unless there is a good reason not to do so. In these cases, the member of staff will safely dispose of the drugs. When staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they will treat it as such.

Other substances which are not believed to be controlled will also be delivered to the police, or disposed of as above, if the member of staff believes they could be harmful.

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

Where a person conducting a search finds alcohol, tobacco, cigarette papers or fireworks, they may retain or dispose of them but will not return them to the pupil.

If a member of staff finds a pornographic image, they will dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child) in which case it will be delivered to the police as soon as reasonably practicable. Members of staff will never intentionally view any indecent image of a child and will not copy, print, share, store or save such images.

Where a member of staff finds stolen items or items that have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property, these will be delivered to the police as soon as reasonably practicable or returned to the owner, or dispose of it if returning them to their owner is not practicable. The member of staff will take into account:

- the value of the item;
- whether the item is prohibited or banned by the school;
- Whether and when retaining or returning the item to the owner may place any person at risk of harm;

- whether the item can be disposed of safely.

If the item is banned, the member of staff will make a decision as to whether to return, retain or dispose of the item according to the above criteria.

Use of Reasonable Force

We strive to create a calm environment that minimises the risk of incidents arising that might require physical intervention. Staff use a range of de-escalation strategies as a preventative measure to avoid physical intervention. Physical intervention will be used as a last resort and will follow the appropriate guidelines and policies.

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. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils:

- committing an offence
- injuring themselves or others;
- damaging property;
- to maintain excellent order and discipline at the school or among pupils

Staff may also use such force as is reasonable given the circumstances when conducting a search for prohibited items or items that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

When considering using reasonable force staff will assess risks and consider these recognising any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions

Behaviour Outside the School Premises

Children and young people need good personal and social skills in order to live fulfilling and remarkable lives as adults, therefore we expect pupils to be well behaved both in and out of the school. This includes travelling to, from and around the school. If a pupil brings the school into disrepute (whether in school time, or outside, on or off the school premises) or their action outside the school premises are believed to offer a risk to the personal wellbeing of another pupil or staff member or disrupt school learning, we may apply appropriate sanctions in line with this policy.

Monitoring and Review

Internal data on behaviour will be monitored and analysed internally half termly, including behaviour incidents, removal from classrooms, suspensions and exclusions, in order to interrogate and understand repeat patterns and the effectiveness of behavioural measures; this will be shared with the governors termly. Data-based decisions will be made about whether pupils may benefit from additional and alternative approaches, a pastoral review or support from the Special Educational Needs Co-ordinator (SENCo), or whether teachers may require more support. This may include assessment to identify unmet SEND needs. Data will also be analysed to identify patterns relating to pupils sharing protected characteristics to ensure that the policy is not having a disproportionate effect on such pupils.

Appendix 1

Name: _____ Date:_____



What happened?

_____

_____

_____

_____

_____



How did you make others feel and what were they thinking?

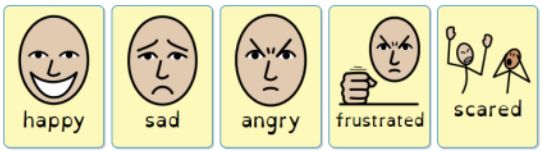
_____

_____

How did you feel?

_____

_____



What do you need to do differently next time?

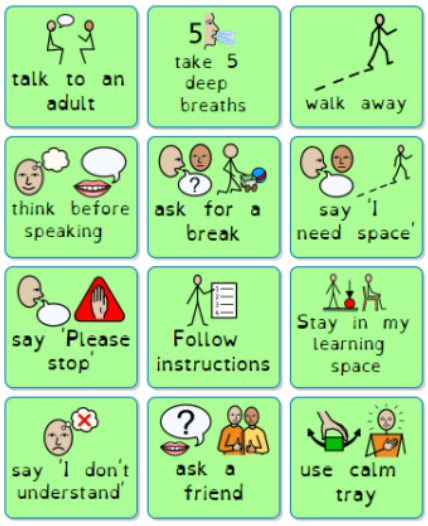
_____

_____

_____

When I make positive choices like this...





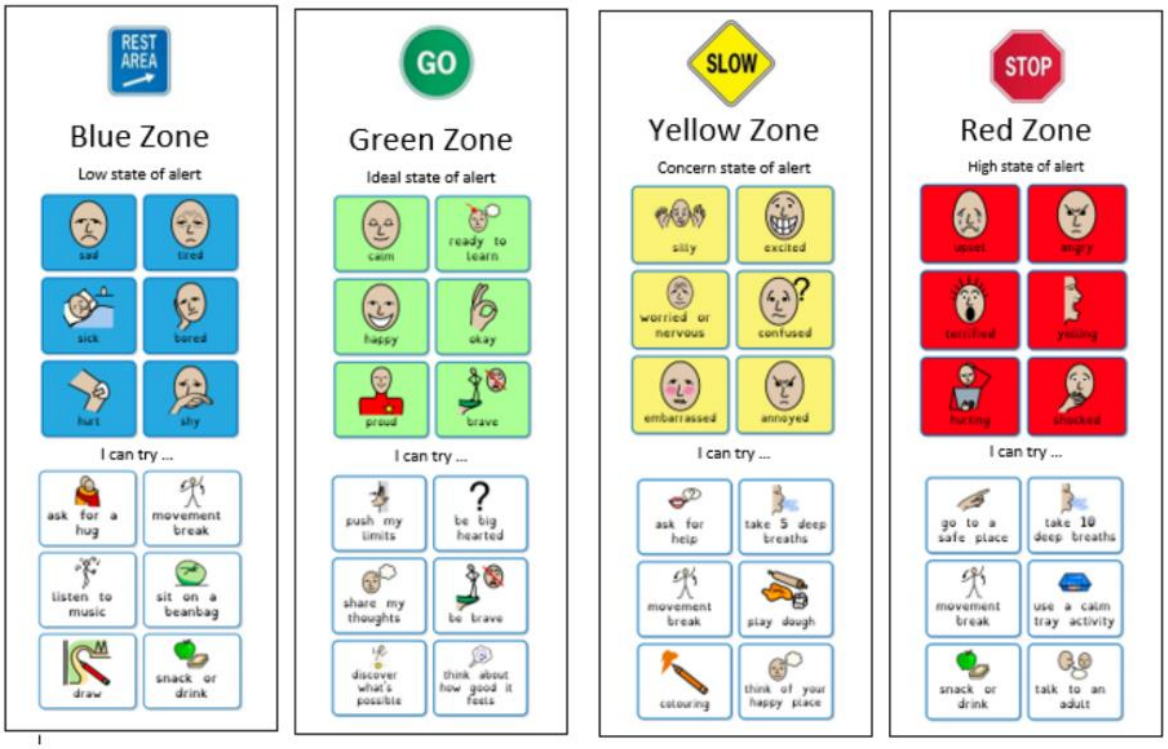
I am going to make things better by : _____



Signed: Child: _____ Adult: _____

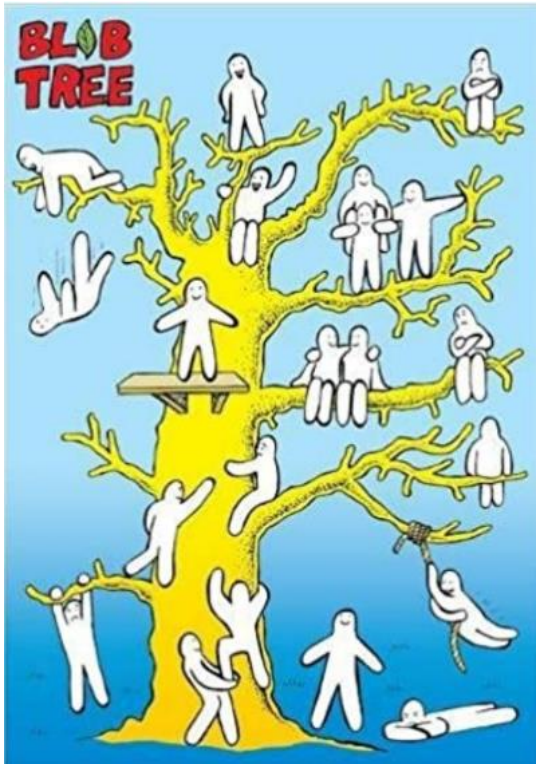
Appendix 2

How are you feeling?



Restorative Justice Conversation.





Appendix 3

Behaviour Incident Log – Lunch staff / Supply Staff only

Completed by:		Date:	
Pupils involved (full name and year group)			
When and where did the incident take place?			
Description of the incident			
Action taken			

Appendix 4

Assessing Risk for Pupils Exhibiting Extreme Behaviour

A proforma for assessing risk can be found at:

http://webarchive.nationalarchives.gov.uk/20110113163055/http:/www.teachernet.gov.uk/_doc/5334/PI%20risk%20assessment%20proforma.pdf

Appendix 5

Sample Behaviour Plan

The Federation of Cowick & Pollington-Balne – Behaviour Report

Name of Pupil: Date:

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning 1					
Break					
Morning 2					
Lunch					
Afternoon 1					
Break					
Afternoon 2					
SLT					

Comments:

Appendix 6 – Sample Behaviour Plan

Pupil name:	**Class:**	**Year Group:**

D.o.B. **Date Plan starts:** **Date of next review:**	**Medical conditions / needs:** **Staff working with the pupil**
Challenging behaviour: *What does it look like?* *Are there any know triggers?*	**Targets:** *What are we working towards?* *How do we get there?*
Strategies for Positive Behaviour *How do we maintain positive behaviour?* • *Phrases to use* • *Rewards / motivators*	**Early Warning Signs** *How do we prevent an incident?* • *What to look out for* • *How to respond (reminders / alternative environment)*
Reactive Strategies *How do we diffuse the situation?* • *What to do and what not to do* • *Phrases to use* • *Calming techniques* *At what stage should another member of staff be informed? Who should this be?*	**Support after an Incident** *How do we help the pupil reflect and learn from the incident?* *Is there anything working that staff can learn about working with this pupil?*
Agreement: Parent name: Parent signature: Date:	 Staff name: Staff signature: Date:

Examples of UNACCEPTABLE BEHAVIOUR

- Inappropriate uniform dress code and hair styles
- Running inside
- Talking (and shouting out) at inappropriate times.
- Not taking care of school property or personal property
- Rudeness and/or name calling
- Disrespectful behaviour or language e.g. eye rolling, sighing and answering back
- Refusing to do as asked by an adult in school when an appropriate request is made
- Unkind behaviour towards others (including whispering asides, blaming others, aiming to get others into trouble).
- Swearing or inappropriate discussion
- Throwing things
- Verbal abuse and intimidation
- Physical abuse towards staff and children
- Spitting
- Stealing
- Leaving school without permission
- Bullying

FIXED AND PERMANENT EXCLUSIONS

Only the Headteacher (or the acting headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Board. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the Governing Board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Governing Board itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Reviewed: July 2025