



NORMAN STREET SCHOOL

BEHAVIOUR POLICY AND PROCEDURES

Approved by ¹	
Name:	Eleanor Dobson
Position:	Head teacher
Signed:	<i>Awaiting governor approval</i>
Date:	<i>Awaiting governor approval</i>
Proposed review date²:	<i>Awaiting governor approval</i>

¹Head teacher is free to approve this Policy and procedures. It does not require approval by the Governing Body. Governing Bodies of maintained schools must formulate a 'Behaviour principles written statement'. Academies are advised to do so by the DfE.

²Head teacher is free to determine the review period but the Policy and procedures must be brought to the attention of pupils, parents, and relevant others at least annually.

REVIEW SHEET

Version Number	Version Description	Date of Revision
1	Original based on KAHSC v14	January 2018
2	Based on KAHSC v18 - Major updates throughout	October 2021

Version Number	KAHSC Version Description	Date of Revision
1	Original	February 2012
2	Updated to include DfE revised guidance	September 2012
3	Updated to include DfE revised guidance	January 2013
4	Updated to include DfE revised guidance. Reformatted to match other KAHSC documents. Updated to reinforce inappropriate use of social network sites by parents. Changes highlighted.	September 2013
5	Updated to include DfE revised guidance. Changes highlighted.	February 2014
6	Reformatted only	February 2014
7	Amended to take account of changes made by the Education Act 2011 regarding notice for out of school detentions	March 2014
8	Updated to include DfE advice on bullying that involves an 'imbalance of power' – DfE Advice March 2014 and clarification of wording relating to unauthorised absence	March 2014
9	Update to reference change from County Triage Service to Cumbria Safeguarding Hub effective 03 November 2014	Nov 2014
10	Minor amendments to include reference to the promotion of fundamental British values and general formatting.	July 2015
11	Changes to reflect the fact that from 1 st January 2016, schools no longer have a statutory obligation to have in place a Home School Agreement. If schools choose to do so, they can have a voluntary Home School Agreement. Also includes reference to Code of Conduct for staff and other adults.	January 2016
12	Re-formatted to create Policy and procedures document. Minor changes to wording – e-safety now referred to as Online Safety	June 2016
13	Minor change to date of DfE revised exclusions document	September 2017
14	Minor update to reflect DfE Screening, Searching and Confiscation – Advice for Head teachers, School Staff and Governing Bodies, January 2018	January 2018
15	Updated to reflect changes made by 'Keeping Children Safe in Education' Sept 2018 and include reference to Peer-on-peer abuse Policy and procedures	September 2018
16	Updated to reflect changes made by 'Keeping Children Safe in Education' September 2019	September 2019
17	Updated to reflect changes made by 'Keeping Children Safe in Education' September 2020	September 2020

Version Number	KAHSC Version Description	Date of Revision
18	Updated to reflect changes made by 'Keeping Children Safe in Education' September 2021. Includes references to Mental Health, child on child abuse and sexual violence and sexual harassment	October 2021
19	Updated to remove reference to the Covid-19 addendum and to reflect changes made by ' Keeping Children Safe in Education ' 2022 and the introduction of the revised DfE advice ' Behaviour in schools ' July 2022 and Searching, screening and confiscation: advice for schools July 2022	September 2022
20	Minor changes to reflect the creation of the new Unitary Authorities and new KAHSC guidance on Knives and Offensive weapons	April 2023
	Minor changes to links to KAHub and other external websites	September 2023
	Minor additions around clarity of protected characteristics in relation to discrimination	October 2023

POLICY STATEMENT

1. Definitions

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

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

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

References to the Governing Body includes wrap around care provided by Norman Street Primary School, such as our After School Clubs and Breakfast Clubs.

2. Introduction

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

Legislation requires that every school must have a Behaviour Policy. Good behaviour in schools is central to a good education. Managing behaviour successfully allows us to provide a calm, safe and supportive environment which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally.

Our aim is to create an environment where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Our pupils will be taught explicitly what good behaviour looks like and this is shared with them through our three behaviour principles, be safe, be respectful be ready. Although it is recognised that some pupils will need additional support to reach the expected standard of behaviour. Where this is required, we will identify individual support required and put this in place as soon as possible through the Pupil Passport system. In serious instances, for behaviours that we believe to cross our 'red line boundaries' a pupil will be suspended or excluded. Where suspension or exclusion is used, we will make reference to the DfE guidance on School suspensions and permanent exclusions.

In the event of a national Public Health Emergency, there may be situations where additional measures need to be introduced to reduce the risk of ill health as a result of the emergency. Where this is the case, the Governors may introduce an Addendum to this Policy and procedures in order to properly impose recommended control measures on the school community. The school community will be advised by the school in advance and prior to additional recommended measures being imposed.

Section 78 of the Education Act 2002 requires that the curriculum for a maintained school must promote the spiritual, moral, social and cultural (SMSC), mental, and physical development of pupils at the school and of society which, in turn, prepares pupils at the school for the opportunities, responsibilities and experiences of later life. The school pays regard to the DfE Departmental advice for maintained schools 'Promoting fundamental British values as part of SMSC in schools'.

The Governing Body of a maintained school is responsible for setting general principles that inform the Behaviour Policy and procedures. Governors must have a 'Statement of Behaviour Principles'. (DfE – Statutory policies for schools and academy trusts). Detailed guidance for Governors is available in Behaviour and discipline in schools: guidance for governing bodies. In turn, the Head teacher must act in accordance with the Governors' 'Statement of Behaviour Principles' and have regard to any guidance provided by the Governors on promoting good behaviour in school. Head teachers are responsible for developing the Behaviour Policy and supporting procedures, based around the 'Principles' required by the Governing Body, and deciding the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary sanctions for breaking the rules.

School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. We will actively engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported and fully understands our Norman Street behaviour principles of be safe, be respectful and be ready. Our leaders will make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Our leaders will also consider any appropriate training which is required for staff, both at induction and at regular intervals to meet their duties and functions within this Behaviour Policy.

In terms of staff and other adults, any person whose work brings them into contact with children including volunteers must follow the principles and guidance outlined in the school Code of Conduct for staff and other adults. In addition to this Code of Conduct, all employees engaged to work under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the Teachers' Standards 2011 (updated 2013 and 2021) which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.

Pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Pupils will be asked about their experience of behaviour and given the opportunity to provide feedback on the school's behaviour culture to help support the evaluation, improvement and implementation of the Behaviour Policy. Where the behaviour of pupils is deteriorating or becoming problematic, as well as reinforcing our behaviour expectations at every opportunity, additional support will be made available. Where necessary, extra support and induction will be provided for pupils who are mid-phase arrivals.

The procedures which support the school Behaviour Policy include measures to prevent all forms of bullying, harassment and intimidation among pupils.

This Policy and procedures should be read in conjunction with the following school Policies and procedures:

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

3. Ethos

It is a primary aim of our school that every member of the school community feels valued, safe and respected. Our Behaviour Policy is the result of review of the previous system and in consultation with staff. As a team, we have focused on creating a series of clear and concise procedures that could be followed consistently by all staff in our school and which could be understood by all pupils who attend here.

Our school has high expectations of behaviour and our behaviour policy is designed to ensure that everyone, children and adults alike, feel safe and happy.

Rights - We are a Rights Respecting School

At Norman Street Primary School everybody has the right:

- To feel safe, happy and secure in school at all times.
- To be able to learn and play without threat or disruption from others.
- To know that bullying of any kind is unacceptable and will be dealt with.
- To be listened to and treated fairly and sensitively.

It is the responsibility of everyone at Norman Street Primary School to ensure that these rights are upheld in every classroom and around the school. Children and adults should behave appropriately and keep to our behaviour principles at all times.

Behaviour Principles

Our behaviour principles exist for the safety and wellbeing of all. At Norman Street these are:

Be ready

Be respectful

Be safe

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

The school will not tolerate bullying (including cyberbullying, prejudice-based and discriminatory bullying), harassment or intimidation of any description. A complaint of bullying will always be taken seriously.

4. Aims

Our school and staff aim to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our school's Behaviour Policy and procedures is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote the overall wellbeing of pupils and staff and an environment in which everyone can **be safe, be respected and be ready**.

The Behaviour Policy and procedures confirms the school commitment to:

- ensure that each child can develop and achieve his/her full potential, educationally, morally {and spiritually};
- provide a safe and attractive environment where everyone feels welcome, happy, and secure; free from disruption, violence, bullying (including cyberbullying, prejudice-based and discriminatory bullying) and any form of harassment;
- provide each young person with the motivation and confidence to learn effectively;
- promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;

- promote a culture of praise and encouragement in which all pupils can achieve;
- provide every pupil with appropriate high-quality teaching through a broad and balanced curriculum which is appropriately differentiated to meet each pupil's individual needs;
- teach children to respect themselves and others and to take responsibility for their own action and behaviour;
- help teachers and other staff manage behaviour problems that can inhibit effective learning for all children, and to realise that we cannot always deal with problems by ourselves and that we have colleagues and other agencies who are willing to assist;
- help all adults who work with pupils in the school to recognise and understand that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments;
- help young people to understand how behaviour affects others and the world around them;
- create a partnership of support and effective communication between home, school, and the wider community;
- provide young people with an informed view of life and develop a strong sense of right and wrong enabling them to become thoughtful, caring members of society;
- value every child regardless of ability, sex (gender), race, disability, religion or belief, gender reassignment or sexual orientation
- maintain, develop, and consistently apply high standards within the school and enable teachers and other school staff to develop and use their own professional expertise.

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

To achieve this, the school will:

- *make clear its expectations of good behaviour, through assemblies, class/school council meetings and in published documents*
- *treat every member of the community as individuals and respect their rights, values and beliefs;*
- *create a zero-tolerance environment against all instances of bullying or discrimination (both online and offline) based on the protected characteristics of sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation, [pregnancy or maternity] [delete if not relevant];*
- *provide positive examples for modelling behaviour;*
- *promote good relationships and a sense of belonging to the community;*
- *intervene early to challenge undesirable behaviour;*
- *follow and apply consistently clear guidelines when responding to instances of unacceptable behaviour.*

We praise visibly and publicly those children going over and above our expectations:

- Praise for good behaviour (for example, verbal praise, stickers, certificates, communication with parents)
- Children may receive a certificate for positive behaviour in our weekly celebration assembly
- Children are listened to and given the opportunity to discuss issues relating to behaviour so that they can adapt their behaviour in the future and learn from their mistakes
- Recognition when behaviour has improved
- Giving children responsibility for areas around the school or helping adults
- Mentoring and coaching for identified pupils who may find times when managing their behaviour proves challenging

PERSONAL BEST WALLS

In every classroom there is a space for children to share their personal best work. This is to recognise the efforts and achievements of all children in a public way.

SHOWBIE PORTFOLIO

Children can add good work to their showbie portfolios which are shared in real time with parents through the showbie app.

HOUSE POINTS

All children are a member of a house team. Staff can award house points to acknowledge the importance of being part of a team and working together.

CELEBRATION ASSEMBLY

Celebration assembly is held every Friday and publicly praises children from across the school. Children are awarded a 'be safe, be respectful, be ready' certificate for meeting and exceeding our behaviour expectations.

HEADTEACHER AWARD

Children from across the school can be nominated for the Headteacher award each week. Staff can nominate a child who has exceeded our expectations who may be chosen to receive our Headteacher Award weekly. All nominees are published in the school weekly newsletter.

Communicating the school Policy to all members of the community is an important way of building and maintaining the school's culture. It helps make behaviour expectations transparent to all pupils, parents, and staff members, and provides reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable.

We will publish the school Behaviour Policy and procedures in writing to parents, staff and pupils at least once a year. We will also publish the Behaviour Policy on the school website along with the Governors' Statement of Behaviour Principles.

PROCEDURES

1. Responsibilities

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

Our school leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. The Head teacher, in particular, is responsible for implementing measures to secure acceptable standards of behaviour and will support all staff in managing pupil behaviour through successful implementation of this Behaviour Policy.

Staff and other adults also have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff and other adults will therefore uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships so that pupils can see examples of good habits and are confident to ask for help when needed.

All staff and other adults will communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

The role of parents is also crucial in helping us to develop and maintain good behaviour. Parents will be encouraged to get to know our school's Behaviour Policy and, where possible, take part in the life of the school and its culture. Parents will also be encouraged to reinforce the Policy at home as appropriate. Where a parent has a concern about management of behaviour, they are advised to raise this directly with the school staff whilst continuing to work in partnership with us. Where appropriate, we will involve and include parents in any pastoral work following misbehaviour.

1.1 What pupils can expect from staff

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

- create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated;
- plan and deliver good to outstanding lessons which engage and motivate you to achieve;
- allocate sufficient time for each task;
- be enthusiastic and develop positive working relationships with you and your peers in their classes;
- celebrate the success of pupils in lessons, after school activities and assemblies;
- encourage all pupils to contribute to the work in hand;
- communicate both successes and concerns with parents;
- have a well organised room;
- mark or give feedback on work as soon as possible;
- set homework appropriate for the age and abilities of each pupil;
- treat you fairly with dignity, kindness and respect;
- eliminate or control hazards which may cause you harm;
- use a range of non-verbal and verbal cues to encourage good behaviour and limit inappropriate behaviour;
- be approachable and listen to you at appropriate times;
- always take seriously any complaints or incidents of bullying (both online and offline), discrimination, harassment, aggression and derogatory language (including name calling) or other inappropriate behaviour reported to them;
- set high expectations, clear boundaries and regularly agree classroom and behaviour expectations;
- use rewards and, where necessary, sanctions consistently;
- model the behaviours you wish to see.

1.2 What staff can expect from pupils

Staff may expect pupils to:

- sit where you are told to sit by the teacher or any other member of the school staff;

- follow classroom procedures and not disrupt the learning of other pupils;
- follow instructions given by staff and other adults without arguing;
- listen attentively to the teacher who will explain the lesson, what you are going to do, why and how;
- treat all members of the school community with dignity, kindness and respect;
- use appropriate language;
- listen to others' ideas and work co-operatively;
- tell the truth and learn from your mistakes;
- care for the classroom and resources, respecting others' property;
- value other individuals and their contributions to lessons;
- lead by example creating a good role model for younger pupils in the school;
- accept responsibility for your behaviour;
- consider the needs of all the other people in the classroom;
- use ICT in accordance with school Online Safety Policy and procedures;
- be responsible when using online technologies and not compromise staff or other adults in the school community;
- report to a teacher or other adult any bullying behaviour by others including bullying with the use of technology (cyberbullying), physical threats, abuse or harassment, intimidation, discrimination, aggression and derogatory language (including name calling);
- behave appropriately when outside school;
- be an ambassador for the school.

1.3 What staff can expect from their colleagues

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

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

1.4 What staff can expect from parents

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

- treat all staff, pupils, other parents and other adults with dignity, kindness and respect;
- behave responsibly whilst on school premises;
- report any incidents of bullying both online and offline (cyberbullying), physical threats, abuse or harassment, intimidation, discrimination, aggression and derogatory language (including name calling) as soon as they are discovered so that the issue can be dealt with promptly by school staff;
- ensure that their child arrives at school on time;
- ensure that their child is dressed appropriately, in school uniform
- ensure that their child attends school regularly and contact the school as soon as possible in the event of an absence or lateness;
- encourage their child to achieve their very best in school;
- reinforce the value of good behaviour at home;
- encourage their child to have high standards of behaviour in and out of school;
- support the school's Policies, strategies, and guidelines for behaviour;
- work with school staff to help their child accept responsibility for their behaviour and actions;

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

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

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

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

2. The school behaviour curriculum

Positive behaviour reflects the values and ethos of the school, readiness to learn and respect for others through our simple be safe, be respectful, be ready approach. It is established through creating an environment where good conduct is more likely than poor. This behaviour strategy will be taught to all pupils so that they understand what behaviour is expected and encouraged and what is unacceptable or prohibited. All staff and other adults are expected to positively reinforce when expectations are met and impose appropriate sanctions when rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole school culture.

Our behaviour curriculum defines the expected behaviours in school, rather than only a list of unacceptable or prohibited behaviours and is outlined in our expectations of each member of the school community described in section 1. above. Our behaviour curriculum represents the key habits and routines required in school.

Routines will be used to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour.

3. Celebrating success

At our school, we regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positively reinforcing the behaviour which reflects the values of the school is essential in developing a positive culture and ethos across the school. The many ways we celebrate success are listed below and will be reviewed by pupils, parents, and staff during the academic year.

4. Responding to misbehaviour

Although this school aims to focus on positives, there are occasions where the behaviour of a minority pupils falls below the Norman Street Behaviour expectations of be safe, be respectful and be ready.

In such circumstances, staff should respond predictably, promptly and assertively in accordance with this Behaviour Policy and the training and direction they have received. The first priority will be to ensure the safety of pupils and staff and to restore a calm environment. It is important for staff across the school to respond in a consistent, fair and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. Where appropriate, staff will take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, or other health condition (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

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

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

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary. We will be clear about our approach and in which category any action falls, ensuring that the action complies with the law relating to each category.

Consideration will also be given as to whether the misbehaviour gives cause to suspect that a child is suffering, or likely to suffer, harm. Where we consider this to be the case, we will follow the school's Child Protection Policy and procedures and staff are advised to alert the Designated Safeguarding Lead (or deputy) as soon as possible. They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

For those behaviours that fall short of our expectations, we will be using a simple stepped approach which enable any difficulties to be sanctioned on the same day, so as to prevent 'rolling over' individual incidents. **It is important that all children start every day with a fresh start.**

Incidents of behaviour that fall below the Norman Street expectation will be resolved using 'fix-it' time; which simply put, is time to allow us to either fix the behaviour e.g. non-completion of work as a result of low level disruption would result in 5 minutes fix-it time at break time to finish the work. Or, to have a restorative conversation to aim to encourage our children to accept responsibility for their actions, and, when needed, teach them how make amends to restore relationships. (Please see the attached sanctions chart)

Behaviours that are more significant will result in 15 minutes 'fix-it' time. For behaviours that happen during the afternoon or at lunchtime, 'fix-it' time will be issued at the end of the school day. For Department of Education guidance around holding children back at the end of the school day, please click on this link:

<https://www.gov.uk/school-behaviour-exclusions> .

There are however, some behaviours that we will simply not tolerate going forward either towards other children or our staff. These will become our Norman Street 'red lines'. These include, racism and derogatory language of any sort, physical aggression including spitting, damage to our school and the use of swear words at another person.

For these behaviours, we will be taking a zero tolerance approach. This means that children behaving in this way will be suspended; either internally or receive a fixed term suspension away from school both of which are recordable on a child's individual school record. In the most serious, or persistent cases of poor behaviour your child may be permanently excluded. For Department of Education guidance around suspensions and exclusion, please click the link below:

<https://www.gov.uk/government/publications/school-exclusions-guide-for-parents/a-guide-for-parents-on-school-behaviour-and-exclusion>

Children with a special educational need or disabilities (SEND), will be supported, if needed to meet our school behaviour expectations through their Pupil Passport. This may include specific steps or strategies they need to support them in making good behaviour choices. These could include the use of visual supports, 'check-in' times following a transition for example.

For clarity, the Department of Education have made the expectation to schools and Governors very clear that we have a responsibility to ensure our school is well run and has policies in place that promote positive behaviour. The Governors also have a legal duty to ensure the right support for children who have SEND is in place. The law does not however, prevent a child with SEND from receiving a sanction for misbehaviour, but schools do have a legal duty, under the Equality Act 2010, not to discriminate against a child because of their disability. The Department of Education guidance is very clear that a school should not assume that because a child has SEND, it must have affected their behaviour on a particular occasion. Schools should instead consider whether a child's SEND has contributed to their behaviour, and whether it is therefore fair and lawful to sanction them because of this.

4.1 Fix it time

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

- What happened?
- Who else has been affected by this?
- What can be done to prevent this happening again?

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

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

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

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

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

In any event, it is absolutely crucial to consider the views of the victim before embarking on any type of restorative justice. Depending on the circumstances of the issue or concern, the victim may not wish to speak to the perpetrator face to face under any circumstances and such a situation may be extremely detrimental to the victim's recovery.

4.2 Sanctions and disciplinary action

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil. Staff can issue sanctions at any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school – see section 8. The Head teacher has the authority to extend the power to discipline to adult volunteers e.g. parents who have volunteered to help on a school trip.

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

Searching, screening and Confiscation

The school follows the DfE advice when searching, screening and confiscating items from pupils which is outlined in their document [Searching, Screening and Confiscation – Advice for schools.](#)

Head teachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited or illegal item (listed below) or any other item that the school rules identify as an item which may be searched for.

Under no circumstances will individual pupils be searched on the school premises by anyone other than school staff unless they are accompanied by a parent or appropriate adult designated by the Head teacher.

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

- Knives and weapons (Further guidance is available in KAHSC Safety Series G14 – Knives, Offensive Weapons and other inappropriate items)
- Controlled drugs
- Alcohol
- Fireworks
- Tobacco and cigarette papers
- Pornographic images (including those found on electronic devices)
- Stolen items
- Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence,
 - ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

School staff have the power to search a pupil for any item if the pupil agrees. In all cases, staff will explain the reason for the search and how it will be conducted so that the pupil's agreement is informed.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, controlled drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force **cannot** be used to search for other items which are banned under the school rules.

School staff can seize any prohibited or illegal item found during a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Where items are 'prohibited or illegal' as outlined above, these will not be returned to pupils and will be disposed of by the school according to the DfE guidance 'Searching, Screening and Confiscation – Advice for schools'. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will consider whether the confiscation is proportionate and consider any special circumstances relevant to the case. Pupils must not bring any of the items listed above on to school premises. The school will automatically confiscate any of the 'prohibited or illegal' items and staff have the power to search pupils **without** their consent for such items. There will be severe penalties for pupils found to have 'prohibited or illegal' items in school. In certain circumstances, this may lead to permanent exclusion.

The Head teacher will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating so that they fully understand their rights and the rights of the pupil who is being searched.

Alcohol will be disposed of. Under no circumstances will alcohol be returned to the pupil. Tobacco, cigarette papers, e-cigarettes, vapes or fireworks will either be retained or disposed of, but not returned to the pupil. Pupils will also receive sanctions for smoking or vaping near the school and on their way to and from school.

Where a member of staff finds stolen items, these must be delivered to the Police as soon as reasonably practicable. However, if there is good reason to do so, the member of staff may also return the item to the owner or retain or dispose of it if returning them to their owner is not practicable. In determining whether there is a good reason to return the stolen item to its owner or retain or dispose of the item, the member of staff will take account of all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized article.

In taking account of the relevant circumstances, the member of staff should consider the following:

- the value of the item - it would not be reasonable or desirable to involve the Police in dealing with low value items such as pencil cases, though school staff may judge it appropriate to contact the Police if the items are valuable;
- whether the item is banned by the school;
- whether retaining or returning the item to the owner may place any person at risk of harm; and,
- whether the item can be disposed of safely.

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

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

- Digital media devices or similar used in class
- Jewellery not in accordance with the School Uniform Policy
- Lighters or matches
- Mobile phones used in class

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

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

- We are not required to have formal written consent from the pupil for this sort of search – it is enough for the authorised member of staff to ask the pupil to turn out his/her pockets or if the staff member can look in the pupil's bag or locker and for the pupil to agree.
- It is clear in our Behaviour Policy and procedures and in communications to parents and pupils what items are banned.
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his/her pockets or bag and if the pupil refuses, the authorised member of staff can apply an appropriate punishment as set out in the Behaviour Policy and procedures.

A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, we can apply an appropriate disciplinary sanction in line with our Behaviour Policy and procedures.

Electronic devices/Mobile Phones

Allowing access to mobile phones in school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. Our rules on the use of mobile phones are as follows:

- Mobile phones must be handed into the classteacher on entry to the classroom and will be returned at the end of the day.

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

As with all prohibited or illegal items, staff will first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude and/or semi-nude images and/or videos), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff will confiscate the device, avoid looking at the device and refer the incident to the DSL (or deputy). Reference will be made to the school's Child Protection Procedures and DfE statutory guidance [Keeping children safe in education](#).

The UK Council for Internet Safety also provides the following guidance to support school staff and DSLs: [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#).

If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the Police as soon as is reasonably practicable. In exceptional circumstances members of staff may dispose of the image or data if there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files, the member of staff and/or DSL must refer to the DfE advice for schools on [Searching, Screening and Confiscation](#).

Removal from class

Where a pupil fails to respond to repeated warnings and reminders to improve an aspect of behaviour which disrupts the learning of others, they can be removed from class and sent to a member of the Senior Leadership Team. The length of time a pupil may be removed from the class will be explicitly determined by the Head teacher or other senior leader and will also result in 'fix-it' time being included as part of the sanction. Removal from the classroom is different from circumstances in which a pupil is asked to step outside the classroom briefly for a conversation with a staff member and asked to return following this.

Removal from the classroom is considered to be a serious sanction and will only be 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. The use of removal will allow for continuation of the pupil's education in a supervised setting and we will design a clear process for the reintegration of any pupil in removal into the classroom when appropriate and safe to do so.

Removal will be used for the following reasons:

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

The above are not to be confused with the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons.

When dealing with individual removal cases, we will:

- consider whether any assessment of underlying factors of disruptive behaviour is needed;
- 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;
- ensure that pupils are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction;
- ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with;
- 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.

Fix it time

Teachers have authority to issue detention to pupils, including same-day detentions.

If detentions are given at lunchtimes, staff will allow reasonable time for the pupil to eat, drink and use the toilet. Detention, including detention outside of school hours, may be used as a sanction and may be held at any of the following times:

- any school day where the pupil does not have permission to be absent;
- weekends – except the weekend preceding or following the half term break;
- non-teaching days – usually referred to as ‘training days’, INSET days or non-contact days

The Education and Inspections Act 2006 (amended by the Education Act 2011) determines that schools can issue detentions outside school hours **without parental consent**.

However, before issuing a detention outside school hours staff will consider the following:

- whether there is any reasonable concern that doing so would compromise a pupil’s safety i.e. whether the detention is likely to put the pupil at increased risk;
- whether the pupil has known caring responsibilities;
- whether the detention timing conflicts with a medical appointment;
- whether parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances e.g. notice may not be necessary for a short after-school detention where the pupil can get home safely; and,
- whether suitable travel arrangements can reasonably be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent

4.3 Suspension, permanent exclusion and managed moves

The Government supports Head teachers in using exclusion from school as a sanction where it is warranted. **There are however, some behaviours that we will simply not tolerate going forward either towards other children or our staff. These will become our Norman Street ‘red lines’. These include, racism and derogatory language of any sort, physical aggression including spitting, damage to our school and the use of swear words at another person.** This ‘red line’ behaviour will result in suspension either internal or external. In the most serious of cases will result in permanent exclusion. Fixed term suspensions will also include suspensions from any out of school or school organised activities that take place on or off our premises during the time of the suspension. Children will only be able to return to school following a reintegration meeting which will take place a time which is convenient to the school.

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

- In response to a breach of the school's red lines.
- If allowing the pupil to remain in school would seriously harm the education or welfare of other people or the pupil themselves in the school.

Where suspension, either fixed term or permanent exclusion, is considered appropriate and/or necessary, we will refer to our Exclusion Policy and the DfE guidance [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#).

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction as described in the DfE guidance outlined above, will be used. Managed moves will only occur when it is in the pupil's best interests.

5. Responding to the behaviour of pupils with SEND or other health conditions

We will consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

Adjustments will be made to routines for pupils with additional needs, where appropriate and reasonable to ensure all pupils can meet behavioural expectations. These adjustments may be temporary, but always to support the individual needs of the pupil. By planning positive and proactive behaviour support, e.g. through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents, jointly we can work towards a reduction in incidents of challenging behaviour.

Consideration will be given as to whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, we will refer to the DfE guidance for schools on the [Equality Act 2010](#).

We will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have and to try and ascertain the underlying causes of behaviour and whether additional support is needed.

We are, however, mindful that not all pupils requiring support with behaviour will have identified special educational needs, other health conditions or disabilities. Children experiencing a mental health problem, or at risk of developing one, can have an effect on a child's behaviour as can instances of adversity and trauma experienced by children. We will engage with other agencies and, where necessary, make links to the whole school approach to mental health and wellbeing as set out in the DfE guidance on [Mental health and behaviour in schools](#).

For clarity, the Department of Education have made the expectation to schools and Governors very clear that we have a responsibility to ensure our school is well run and has policies in place that promote positive behaviour. The Governors also have a legal duty to ensure the right support for children who have SEND is in place. The law does not however, prevent a child with SEND from receiving a sanction for misbehaviour, but schools do have a legal duty, under the Equality Act 2010, not to discriminate against a child because of their disability. The Department of Education guidance is very clear that a school should not assume that because a child has SEND, it must have affected their behaviour on a particular occasion. Schools should instead consider whether a child's SEND has contributed to their behaviour, and whether it is therefore fair and lawful to sanction them because of this.

6. Pupil support

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

- Targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve.
- Increased communication between home and school (call to Virtual School Head for looked after children).

- Individual support plans.
- Inquiries into circumstances outside of school including at home, conducted by the DSL or deputy.
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the child's behaviour.
- Alternative curriculum provision.
- Reduced timetable.
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, Behaviour Specialists etc.

7. Pupil conduct and misbehaviour outside the school premises

7.1 What the law allows

Schools have the statutory power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. In the main, sanctions will be imposed in response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is either witnessed by a staff member or reported to the school, will be in line with this Behaviour Policy taking individual circumstances into account.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful where it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of school staff.

7.2 Out of school behaviour

This school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect children to meet our behaviour expectations of be safe, be respectful, be ready.

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

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

7.3 Sanctions and disciplinary action – off-site behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether it is an activity supervised directly by school staff. Sanctions may be in the form of fix it time detention, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be considered:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.

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

8. The use of reasonable force

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

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

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

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

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

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

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

8.4 Circumstances in which reasonable force might be used

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

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

- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object.

8.5 Power to use reasonable force when searching without consent

In addition to the general power to use reasonable force, the Head teacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for 'prohibited or illegal' items. See section 4.2 above.

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

8.6 Informing parents when reasonable force has been used

In accordance with current good practice, the school will speak to parents or, in the case of a child looked after, the Social Worker/Virtual School Head, about serious incidents involving the use of force and will record such serious incidents.

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

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

Only staff who have Team Teach training will use physical restraint. All incidents when 'physical restraint' as opposed to 'physical control' is used will be recorded as soon as possible and details passed on to the Head teacher (or deputy in the absence of the Head teacher) who will follow up the incident where necessary.

The following must be recorded:

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

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

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

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

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

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

8.7 Follow up

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

8.8 Other physical contact with pupils

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

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

9. Mental health and behaviour

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

10. Sexual violence and sexual harassment (SVSH)

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

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

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

We will consider sexual harassment in broad terms and understand that sexual harassment (as set out below) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

10.1 Types of SVSH conduct

Types of conduct that is inappropriate and may constitute sexual violence or sexual harassment include, but are not limited to, the following:

- unwelcome sexual flirtations or propositions, invitations, or requests for sexual activity;
- sexual comments, such as telling sexual stories, making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names;
- sexual "jokes" or taunting, threats, verbal abuse, derogatory comments, or sexually degrading descriptions;
- unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.;
- physical behaviour, such as deliberately brushing against someone or interfering with someone's clothes. Consideration will be given to when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim;
- displaying pictures, photos or drawings of a sexual nature;

- exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “upskirting” (which is a criminal offence), “down blousing”, or flashing;
- purposefully cornering or hindering an individual’s normal movements;
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of nude and/or semi-nude images and/or videos. Taking and sharing nude photographs of U18s is a criminal offence. UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people provides detailed advice for schools.
 - sharing of unwanted explicit content;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including on social media;
 - sexual exploitation coercion and threats; and,
 - coercing others into sharing images of themselves or performing acts they are not comfortable with online.

10.2 Managing a report of SVSH

We will consider every report on a case-by-case basis. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken for them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. All concerns/allegations of child on child abuse will be handled sensitively, appropriately and promptly. The way in which they are responded to can have a significant impact on the school environment.

It is important to understand that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school staff may overhear a conversation that suggests a child has been harmed or a child’s own behaviour might indicate that something is wrong.

Sanctions for incidents of SVSH will be determined based on the nature of the case, the ages of those involved and any previously related incidents. In some cases, the school may involve Local Authority Children’s Social Care or the Police where it is determined that a crime has been committed.

All concerns on SVSH are recorded on a separate incident form.

Immediate consideration will be given as to how best to support and protect the victim and the alleged perpetrator(s) and any other children involved/impacted including siblings and other close relatives.

Consideration will also be given to the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will, however, be balanced with the school’s duty and responsibilities to protect other children.

We will do all we reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved. We will also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims’ identities.

- Staff who observe or suspect any form of child on child abuse (including sexual violence or sexual harassment) must inform the DSL as soon as possible so that further investigations can take place. It is important to understand that children may not find it easy to tell staff about their abuse verbally and that additional barriers such as the child’s vulnerability, disability, sex, ethnicity and/or sexual orientation may be a factor.

- Staff, and this could be anyone in the school who the child trusts, must not promise confidentiality at the initial stage as it is very likely a concern will have to be shared with the DSL to discuss next steps. Information must only be shared with those people who are necessary in order to progress the report and the child should be informed what the next steps will be and to whom the report will be passed.
- When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a child protection concern. If there is a child protection concern the DSL must be informed as soon as possible.
- Reports that include an online element will be carefully managed in line with the DfE advice for schools on Searching, screening and confiscation. Staff will not view or forward illegal images of a child but will discuss with the DSL whether it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the Police for inspection.
- A factual written or electronic record will be made of the concern/allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact the relevant LA Safeguarding Hub for the area in which the child normally resides to discuss the case. It is possible that Safeguarding Hub is already aware of child protection concerns around this young person. The DSL will follow through the outcomes of the discussion and make a referral of either one or all of the pupils involved where appropriate.
- The DSL will make a written or electronic record of the concern, the discussion and any outcome and keep a copy in the files of both/all pupils.
- If the concern/allegation indicates a potential criminal offence has taken place e.g. rape, assault by penetration, sexual assault, sexual violence or sexual harassment (regardless of the age of the alleged perpetrator(s)), the Police must be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim). See 'When to call the Police' for further guidance.
- The school will consider how best to keep victims and alleged perpetrators of sexual violence a reasonable distance apart while on school premises and, where relevant, on transport to and from school. While the facts are being investigated, the alleged perpetrator should be removed from any classes that they share with the victim. This is in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator.
- It may be appropriate to exclude the pupil being complained about for a period of time in accordance with this Policy and procedures.
- Where a criminal investigation into sexual assault leads to a conviction or caution, we will consider any additional sanctions in light of this Policy including consideration of permanent exclusion. In any action we take, the nature of the conviction or caution and wishes of the victim will be taken into account.
- Both the immediate and future needs of the victim, the alleged perpetrator and any other children involved/affected will be assessed and, where necessary appropriate plans and strategies put in place.
- Where neither the Local Authority Children's Social Care nor the Police accept the complaint, a thorough school investigation should take place into the matter using the School's usual disciplinary procedures.
- In situations where the school considers a child protection risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored, and a date set for a follow-up evaluation with everyone concerned.

10.3 Internal Management of reports of SVSH

Ultimately, any decisions are for the school to make on a case-by-case basis, with the DSL (or deputy) taking a leading role and using their professional judgement, supported by other agencies, such as Children's Social Care and the Police as required.

Whatever the response, it will be underpinned by the principle that there is a **zero-tolerance** approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated. Where behaviour between children is abusive or violent, the incident will be dealt with using methods such as an Early Help Assessment or where necessary a referral to the LA Children's Social Care or the Police. However, where support from local agencies is not available or the incident is considered to be inappropriate or problematic, the school may need to handle allegations/concerns internally. It may be appropriate to handle the incident using this Policy and procedures and the procedures to be followed in the case of

bullying. All concerns, discussions, decisions and reasons for the decisions will be recorded either in writing or electronically. The services of external specialists may be required to support the process.

10.4 Sanctions

Before deciding on appropriate action, the school will always consider its duty to safeguard all children from harm; the underlying reasons for the alleged perpetrator(s) behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the abuse and the causes of it.

Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary.

It is good practice for the school (DSL) to meet the victim's parents with the victim present to discuss what arrangements are being put in place to safeguard the victim and understand their wishes in terms of support they may need and how the report will be progressed.

It is also good practice for the school (DSL) to meet with alleged perpetrator's parents to discuss any arrangements that are being put into place that impact an alleged perpetrator, such as, for example, moving them out of classes with the victim and what this means for their education. The reason behind any decisions will be explained. Support for the alleged perpetrator will also be discussed.

Sanctions may include additional supervision of the pupil or protective strategies if the pupil feels at risk of engaging in further inappropriate or harmful behaviour.

The school response might include a sanction (in accordance with this Policy and procedures) such as a detention, SLT supervision or a fixed-term exclusion to allow the pupil to reflect on their behaviour.

The school will, where appropriate, consider the potential benefit, as well as challenge, of using managed moves or exclusion as a response, and not as an intervention, recognising that even if this is ultimately deemed to be necessary, some of the measures referred to in this Policy may still be required.

A permanent exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of other children in the school or, where the Head teacher, in their absolute discretion, considered the actions of the pupil(s) has damaged the school's ethos or reputation.

Disciplinary interventions alone are rarely able to solve issues of child on child abuse, and the school will always consider the wider actions that may need to be taken, and any lessons that may need to be learnt going forward.

Part five of Keeping Children Safe in Education provides examples of situations where specific sanctions have been utilised.

11. Bullying

Please see the flow chart attached.

11.1 What is bullying?

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

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

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

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

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

Acts of bullying can include:

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

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

All staff are made aware that technology is a significant component in many safeguarding and wellbeing issues and can also adversely affect the behaviour of all parties involved. Children are at risk of abuse online (cyberbullying) as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the consensual or non-consensual sharing of nude and/or semi-nude images and/or videos or other indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

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

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

11.2 Reporting and recording incidents of bullying

We follow the flow chart detailed in the appendices of this policy.

11.3 Tackling bullying

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

11.4 Strategies for dealing with bullying

- Ensuring that there is a promotion of an open and honest anti-bullying ethos in the school
- Investigate all allegations of bullying
- PSHE programmes that discuss issues such as diversity and anti-bullying messages

- Calendared anti-bullying week
- Poster and leaflet campaigns – designed and written by pupils
- Assemblies - both whole school and class/form that promote a sense of community
- Class discussions and role plays in Drama, English and RE that draw out anti-bullying messages
- Adequate staff supervision at lunch and break times
- Clear and consistently applied Policies for Behaviour and Uniform

11.1 When to contact the Police/sanctions

The Police will always be contacted in situations where controlled drugs are found unless there is good reason not to do so. In these cases, the member of staff must safely dispose of the drugs. In determining whether there is a good reason to dispose of controlled drugs, the member of staff should take account of all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the controlled drug. When staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such. If the member of staff is in doubt about the safe disposal of controlled drugs, they should deliver them to the police. Other substances which are not believed to be controlled should also be delivered to the Police, or disposed of as above, if the member of staff believes they could be harmful. Any decisions made on the appropriate sanctions to impose will consider the advice of the Police. Further advice on this subject can be found in the NPCC guidance document [When to call the Police – Guidance for schools and colleges](#).

If other substances are found which are not believed to be controlled drugs, but the member of staff believes they could be harmful, these will be confiscated and disposed of in accordance with the school's procedures. This would include, for example, so called 'legal highs'.

In the event of a drug-related incident in the school, the school would co-operate with the Police should they wish to search the premises. Under no circumstances will individual pupils be searched on the school premises by anyone other than school staff unless they are accompanied by a parent or appropriate adult designated by the Head teacher.

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

11.2 Unacceptable use of technology

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

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

Appendix 1:

Norman Street Behaviour- example behaviours and sanctions (professional judgement to consider age, context and SEND in implementation.)

	Be safe	Be Respectful	Be Ready
Level 1 Clear verbal reminder delivered privately. (5 minutes fix it)	Silly, inappropriate play Running inside Not lining up properly Not being in the right place Getting out of seat	Winding people up Shouting out Talking when you shouldn't Blaming others Not owning up to something	Not listening Distracting others or yourself from learning
Level 2 Clear verbal reminder delivered privately. (15 minutes fix it)	Dangerous play Unkindness	Walking away from an adult Name calling Being unkind Answering an adult back Withholding the truth	Ignoring instructions Distracting other classes Encouraging others' poor behaviour
Level 3 SLT (Internal suspension, fixed term suspension or permanent exclusion)	Physically fighting Throwing in anger Lashing out and hurting someone Intentionally throwing objects at someone Using social media to be unkind or threaten someone Anything that puts the health and safety of our staff or children at risk	Swearing at a person Bullying Racism, sexism and use of derogatory language Damaging school property Stealing Serious incident outside school Refusal to accept consequences	Leaving classroom/ building Destroying work Refusal to work

Appendix 2: Scripts to support consistency of approach

The restorative five- fix it conversations

The questions below will be used in our fix it conversations. In KS1, 3 questions may be used including asking children to scale their answers.

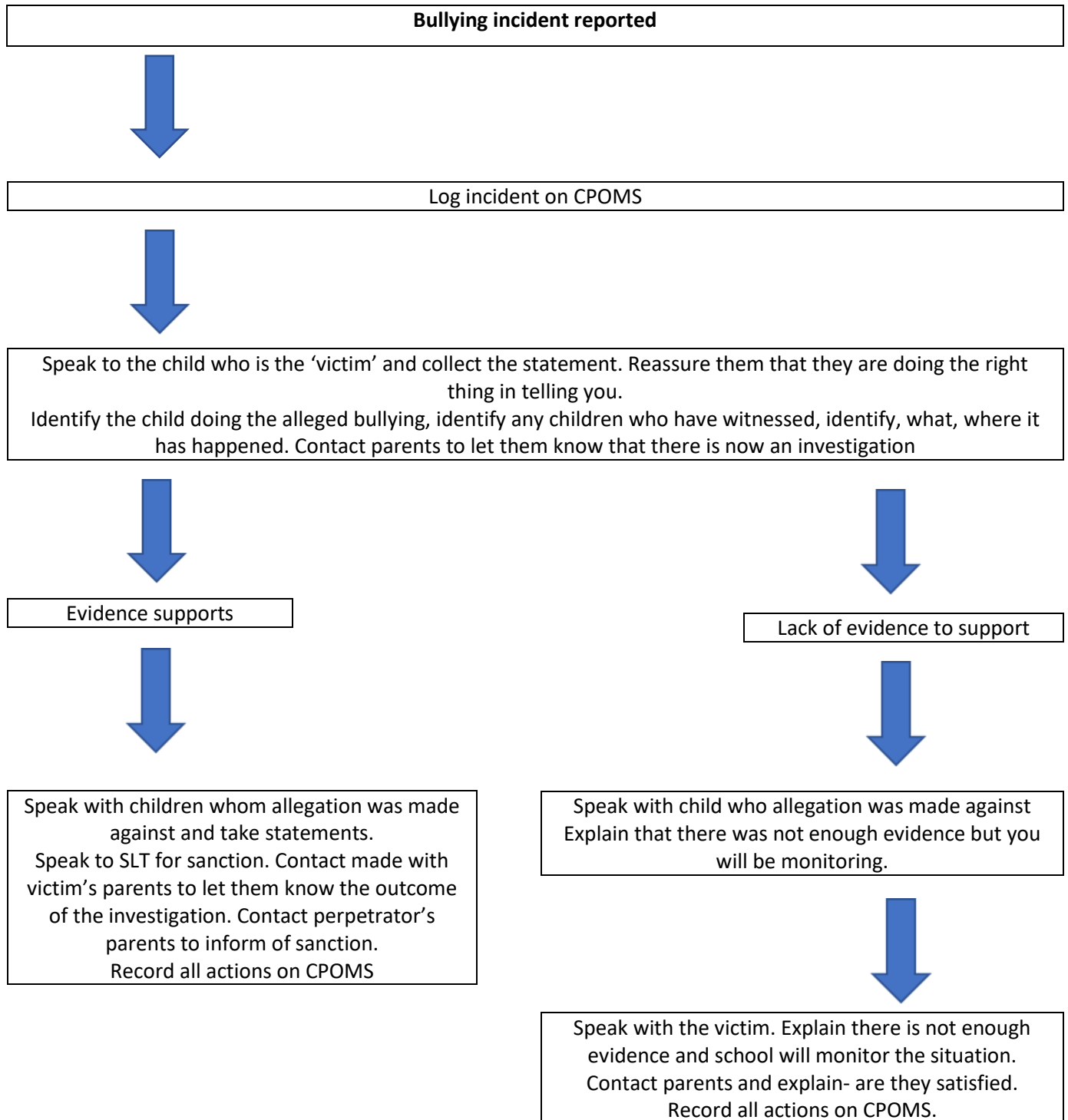
1. What happened?
2. What were you thinking at the time?
3. Who was affected?
4. How did this make them feel?
5. How can we do things differently in the future?

Scripts

1. You need to understand that every choice has a consequence. If you choose to *** that would be fantastic and this will happen.... If you choose not to do *** then this will happen. I will leave you to make your choice.
2. Do you remember when you helped me to do **** ? That is the person I need to see today, that is the person I need to see all the time.
3. I don't like your behaviour. Your behaviour is disruptive, damaging and dangerous. I don't like your behaviour but I believe you can be a success.
4. I am not leaving, I care about what happens to you. You are going to be brilliant.
5. What do you think the poor behaviour choices were that caught my attention?
6. What do you think you could do to avoid this from happening again?
7. *** it's not like you to ****. I believe you can make better choices.

Appendix 3:

Bullying incidents



Appendix 3:
Racist incidents

Racist incident reported



Log incident on CPOMS



Speak to the child who is the 'victim' and collect the statement. Reassure them that they are doing the right thing in telling you.
Identify the child doing the alleged bullying, identify any children who have witnessed, identify, what, where it has happened. Contact parents to let them know that there is now an investigation



Liaise with SLT, identify child committing racist act, and identify witness to incidents, all evidence submitted to Headteacher/SLT.



First offence: Child is spoken to by SLT. Education around appropriate actions and comments (internal suspension time) Child issues verbal or written apology – restorative session is completed. Both families are informed and outcome logged.



Second offence: Child is supported by the PSCO with the parent to complete a tackling racism session. 1 day fixed term suspension. Behaviour contract established. Both families are informed and outcome logged.



Third offence: Child is suspended for 3 days. Parents must attend a meeting with school. Incident reported to the police and may be attended by a police representative. Child and parents maybe requested to face a panel consisting of members of the Governing Body. Both families are informed and outcome logged.

If the student persists with racist behaviour they may be at risk of permanent exclusion.