

Marlbrook Primary School



Little Dewchurch CE Primary School



St Martin's Primary School



Behaviour Policy
September 2023

Headteacher: Mrs Sue Jenkins
CEO: Ms Tracey Kneale

Aims

- ✦ To create an environment that actively encourages and reinforces good behaviour.
- ✦ To define acceptable standards of behaviour.
- ✦ To encourage consistency of response to both positive and negative behaviour.
- ✦ To promote self-esteem, self-discipline and positive relationships.
- ✦ To ensure that the school's expectations and strategies are widely known and understood.
- ✦ To summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- ✦ To encourage the involvement of both home and school in the implementation of this policy.
- ✦ To ensure that all pupils are treated fairly and are shown respect.
- ✦ To help pupils to take control over their behaviour and be responsible for the consequences of it.
- ✦ To define what we consider to be unacceptable behaviour, including bullying and discrimination
- ✦ To ensure the safety of all pupils by ensuring that incidents of bullying; child on child abuse such as sexual violence; sexual harassment and inappropriate sexual behaviour, are investigated and dealt with as quickly and thoroughly as possible.
- ✦ To build a school community where kindness, care, good temper and empathy for others is modelled and valued.
- ✦ To ensure that excellent behaviour is the expectation for all.
- ✦ To outline our system of rewards and sanctions.

Standards Of Behaviour

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked to

wards rather than expectations that are either fulfilled or not.

The school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those that reflect these principles.

In accordance with the Equality Act (2010), we sometimes have to make reasonable adjustments to behaviour procedures and practices to meet the needs of some of our children. Reasonable adjustment may include adaptations to the 'expectation' and/or sanctions to take into account individual pupil needs, abilities, and emotional and / or social difficulties.

School Ethos

The adults encountered by the children at school have a responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- ✦ create a positive climate with realistic expectations;
- ✦ avoid shouting at children – we are trying to create a ‘non-shouting culture’ for our entire school community;
- ✦ emphasise the importance of being valued as an individual within the group;
- ✦ promote, through example, honesty and courtesy;
- ✦ provide a caring and effective learning environment;
- ✦ encourage relationships based on kindness, respect and understanding of the needs of others;
- ✦ ensure fair treatment for all regardless of age, gender, race, ability and disability;
- ✦ show appreciation of the efforts and contribution of all.
- ✦ ensure that there is a consistent approach in terms of rules, expectations of behaviour and the use of sanctions;
- ✦ give children who are struggling to maintain the expected standard of behaviour the opportunity to talk it through with an adult who can try to understand what the behaviour may be communicating and offer appropriate support.

Our Golden Rules

In our schools we have adopted three golden rules:

Be Ready
Be Respectful
Be Safe

Through discussion the children are taught about what these rules mean in terms of behaviour and what types of behaviours come under each heading. Each classroom displays a poster of the golden rules and examples of each of them.

At Marlbrook/ St Martins/ Little Dewchurch behaviour posters are displayed around the school building so that everyone is aware of the golden rules, positive school wide strategies that are in place, examples of how staff foster positive behaviour and finally details of the sanctions and restorative measures used.

The Role Of The Headteacher

It is the role of the Headteacher, under the School Standards and Framework Act, to review/implement the school Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has access to records of all reported incidents of misbehaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of disruptive or violent behaviour, the Headteacher may permanently exclude a child. Both of these actions require communication with the Chair of Governors.

The Headteacher will publicise the school behaviour policy to staff, parents and pupils each year. It will also be available on the school website.

The Role Of Governors

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

Section 88(2) of the EIA requires the governing body to:

- ✦ from time to time review the school's written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils; and
- ✦ notify the Headteacher and give her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.
- ✦ Review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation

Before making their statement of principles, the governing body must consult (in whatever manner they think appropriate) the Headteacher, school staff, parents and pupils. The governing body must provide clear advice and guidance to the Headteacher on which she can base the school behaviour policy.

The governing body will notify the Headteacher that the following should be covered in the school behaviour policy:

- ✦ Screening and searching pupils (including identifying items which are banned and which may be searched for);
- ✦ The power to use reasonable force or make other physical contact;
- ✦ The power to discipline beyond the school gate;
- ✦ Pastoral care for school staff accused of misconduct;
- ✦ When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

In providing guidance to the Headteacher, the governing body must not seek to hinder teachers' powers by including 'no searching' or 'no contact' policies, nor to restrict their power to discipline pupils for misbehaviour outside of school.

Governing bodies will also wish to consider their duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010. The governing body will, in consultation with the Headteacher, consider what the school's response will be to any undesirable behaviour when the child is:

- ✦ taking part in any school-organised or school-related activity or
- ✦ travelling to or from school or
- ✦ wearing school uniform or

- ✦ in some other way identifiable as a pupil at the school
- ✦ misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. The class teachers in our schools have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher should model positive behaviour and treat each child fairly and enforcing this Behaviour policy consistently. The teacher treats all children in their class with respect and understanding. They will also provide a personalised approach to the specific behaviour needs of particular pupils.

It is the responsibility of the class teacher to record significant incidents of inappropriate behaviour.

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006). The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as pastoral staff.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits. Teachers can also discipline pupils for misbehaviour outside school. Teachers can confiscate pupils' property. The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy.

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, class rules should be decided by the whole class and displayed prominently and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that will enable all children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

Wherever possible, criticism/reprimands should be a private matter between teacher and child to avoid resentment/embarrassment/feelings of poor self-worth.

Teachers will develop a positive relationship with pupils using a range of strategies which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

The Role Of Non-Teaching Staff

It is the responsibility of all staff to ensure that the school rules are enforced in their class, and that their group behaves in a responsible manner during lesson time. All staff in school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. All non-teaching staff must treat each child fairly and enforce the Behaviour Policy consistently and treat all children in their group with respect and understanding. Support staff should report any significant incidents back to the class teacher.

The Curriculum and Learning

We believe that an appropriately structured and sometimes 'alternative', 'personalised' or 'flexible' curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

Rules and Procedures

Our rules and procedures are designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures are:

- ✦ kept to a necessary minimum;
- ✦ generally agreed by the children, especially those for their own classroom,
- ✦ displayed prominently and implemented consistently;
- ✦ positive rather than negative;
- ✦ designed to encourage everyone involved to take part in their own development;
- ✦ based on a clear rationale, made explicit to all;
- ✦ consistently applied and enforced;
- ✦ based on the idea that every member of the school has responsibilities towards the whole.

Our schools have three golden rules:

- Be ready
- Be respectful
- Be safe

Children are well versed in the three golden rules and the type of behaviours that are expected under each heading. Examples of these are displayed in each classroom and are referred to regularly.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that positive behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Weekly celebration assembly offers the opportunity for public recognition of behaviour as well as effort or hard work. In Reception these are rewarded with smiley faces on a chart. When each child reaches 10 there is a whole class celebration and a prize.

Our children's chances of success and happiness in life depend considerably upon their ability to make responsible choices. To assist in fostering maturity in our pupils, we have developed a 'whole-school' approach to discipline in which all teachers treat pupils in a consistent manner. In this way pupils will know precisely where they stand. Our scheme is centred upon rewards and praise for children making the right choices.

- ✦ Children are given stickers to affirm good behaviour and effort.
- ✦ Children in Years 1-6 are given stars by their teachers to commend a positive attitude to their work and behaviour. These stars are recorded on each pupil's star card.
- ✦ Bronze, Silver and Gold awards are earned during the school year. The number of stars needed for Bronze will be 50, for Silver 100 and for Gold 150. The Headteacher awards badges throughout the course of the year.
- ✦ 'Golden Time' is used to promote teamwork and collaboration. *Minutes should be accrued rather than removed.*
- ✦ Each week the percentage attendance for every class is displayed on the attendance board in the hall and the class with the highest scores in each key stage are given certificates for their classroom and a sticker for the board.
- ✦ Weekly attendance prizes are won through a 'raffle' of all children with 100% attendance.
- ✦ Half termly attendance prizes are also awarded for individual pupils.
- ✦ At the end of each term a shield is presented to the winning class overall for attendance.
- ✦ Friend of the Week badges are awarded to one child per week for every class – this person is nominated and voted for by the children in the class.
- ✦ Headteacher stickers, certificates and prizes are given in Assemblies or at other times for outstanding work, exemplary behaviour and positive contributions to the life of the school.

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect or disapproval is a powerful deterrent.

The use of sanctions should be characterised by certain features:

- ✦ It must be clear why the sanction is being applied.
- ✦ Sanctions must be appropriate to the incident.
- ✦ Sanctions should be imposed as close to the incident as possible – e.g. in Nursery and Reception this is immediate, for the rest of the school it will be the following playtime for minor disruptions, lunchtime for more serious incidents.
- ✦ Loss of curriculum-linked activities are avoided – e.g. swimming, computing lessons, school trips – unless approved by the Headteacher.
- ✦ A child who has been selected to play for a school team (e.g. football) may have this privilege removed as they are not behaving as a positive role model for other children.
- ✦ It must be made clear what changes in behaviour are required to avoid future punishment.
- ✦ Group punishments should be avoided as they breed resentment.
- ✦ Children who are receiving repeated detentions should be given the opportunity to discuss their behaviour choices with an appropriate member of staff such as the SENCo or a member of the pastoral team. Parents/carers of these children will be contacted and invited to meet with SENCo in order to determine the best way forward in supporting the child.

Definitions

It will be for classteachers, together with their pupils to decide what rules to set for their class but these rules will be based on our three golden rules of Be ready; Be respectful; Be Safe.

As a general rule behaviour which may result in a playtime detention could include:

- Disruption in lessons which disturbs the learning of others,
- Inappropriate play at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude towards staff and pupils

It is expected that staff will give pupils at least 3 warnings/reminders of what behaviour we expect in school before issuing a detention

Behaviour which may result in a lunchtime detention could include:

- Persistent disruptive behaviour
- Repeated breaches of the school rules
- Violence of any kind, including sexual, towards another pupil
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages

(including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- Vandalism
- Theft
- Fighting

Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

Knives or weapons
 Alcohol
 Illegal drugs
 Stolen items
 Tobacco and cigarette papers
 Fireworks
 Pornographic images

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

For more detail on our response to child on child abuse, including sexual harassment and sexual violence please see our Child on Child policy.

It should be the behaviour rather than the person that is punished. Although we try to achieve a high standard of behaviour by commending those who are considerate towards others, helpful, and hardworking, there are times when sanctions need to be used. Our sanctions include:

- ✦ Missing a morning playtime (record on ScholarPack).
- ✦ Missing a lunchtime playtime (record on ScholarPack).
- ✦ Not participating in extra-curricular activities (if approved by the Headteacher)
- ✦ Being withdrawn by the Headteacher for a short period (either through internal, supported seclusion or general exclusion). These are seen as last resorts.

NB. When children miss playtime they will be allowed to eat their snack in the practical area. If the child is in KS1, they will have their milk/juice before or after break time.

For some pupils with recognised learning/behaviour difficulties, these sanctions may not be appropriate. The Headteacher and/or SENCo may alter the sanction imposed to take pupil's needs /difficulties /disabilities into account.

The Headteacher monitors the playtime/lunchtime detentions and reports to the Senco/ class teacher and management team if a child's name has appeared too frequently. The following actions will take place:

Detention Details:	Actions:
Five playtime detentions in a half term	Letter home from Headteacher
Ten playtime detentions in a half term	Parents/carers contacted by Deputy Head/Pastoral Lead/Phase leader
Five lunchtime detentions in a half term	<ul style="list-style-type: none"> • Letter home from Headteacher • Deputy head/Phase Lead will contact parents. • Deputy head/Phase Lead will refer to pastoral team. • Deputy Head/Pastoral Lead will liaise with class teacher, SENCo and parents/carers in order to write a behaviour plan. A meeting with parents to create this plan will be arranged by school staff.

	<p>An invitation to attend this meeting will be included in the letter home from the headteacher.</p>
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- ✦ A referral to external agencies such as CAMHS (Child and Adolescents Mental Health Services), CDC (Child Development Centre) or the Behaviour Support Team will be considered as necessary with parents/carers permission wherever possible.
- ✦ Strategies will be reviewed and careful monitoring of events will take place to establish causes, patterns etc. Strategies will be discussed with all who work with the child, the parents/carers and the child themselves where age and stage of development is appropriate. This will include setting up an Individual Behaviour Plan for that pupil.
- ✦ Teaching Assistant time, Student Support and midday supervisor support may be allocated to implement strategies to improve behaviour.
- ✦ At all times parents/carers are kept informed and encouraged to be active partners in the strategies to meet the child's needs.
- ✦ In extreme cases where behaviour is not improving in response to the above strategies, the Headteacher, SENCo and Deputy Head/Pastoral Lead may set up a Pastoral Support Plan with a view to preventing the child from being excluded. This plan may involve the Local Authority inclusion officer, parents/carers, pupil, teachers, pastoral staff, teaching assistants and any external professionals involved with the child.
- ✦ In very extreme circumstances, the Headteacher may exclude a child from school either for a fixed period or permanently.
- ✦ The Pastoral Lead/Deputy Head or a member of the student support team will meet with children who are receiving repeated detentions to try and understand what their behaviour may be communicating and implement appropriate support.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore deliberately hurtful; repeated, often over a period of time and difficult to defend against.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

For more information about Bullying and our response please refer to our **Anti-Bullying Policy**

Suspension/Permanent Exclusion

Suspension is seen very much as a last resort. It is generally used for episodes of violence against staff or pupils (where the health and safety of the school community is jeopardised), or for persistent, disruptive behaviours. Only the Headteacher or their representative may issue a suspension. The person issuing the suspension must complete the paperwork and send copies to the Local Authority within 24 hours. Parents/carers must also receive a letter outlining the reason for and period of suspension within 24 hours. On return to school, the Headteacher or their representative will conduct a reintegration meeting with parents/carers and suspended pupil. Work may be provided for children where fixed term suspensions have been issued. In the majority of cases fixed term suspension will be issued, but ultimately permanent exclusion may be used. In the case of permanent exclusions, the Local Authority will be involved. Sometimes if a school placement has broken down, a child may benefit from a 'managed transfer' to another primary school. This option will be discussed with parents/carers and the Local Authority will be involved.

Confiscation of Inappropriate Items

There are two sets of legal provisions, which enable school staff to search and confiscate items from pupils:

The general power to discipline enables a member of staff to search, confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

Power to search without consent for 'prohibited items' which include:

- ✦ knives and weapons
- ✦ alcohol
- ✦ illegal drugs
- ✦ stolen items
- ✦ tobacco and cigarette papers
- ✦ lighters or matches
- ✦ vaping equipment
- ✦ fireworks
- ✦ pornographic images
- ✦ any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- ✦ any item banned by the school rules which has been identified as an item which may be searched for (in the case of Marlbrook Federation this includes mobile phones and all items cited above).

NB: Mobile phones may be brought to school but must be left in the school office or in Year 6 with the class teacher during the school day.

Use of Force

Several members of staff are trained in the use of restraint. However all staff are entitled to use reasonable force to ensure the safety of themselves or others. Please see **Appendix 1** for further information.

Communication and Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents/carers since these are crucial in promoting and maintaining high standards of behaviour.

A positive partnership with parents is vital in building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental/carers participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents and carers are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

Staff welcome early contact if parents/carers have a concern about their child's behaviour or fear that they are being upset by others. If parents/carers and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents/carers can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher, Student and Family Support team or Pastoral Lead promptly

Child on Child Abuse

All staff are aware that children can abuse other children. This is referred to as Child on Child abuse. This is most likely to include, but may not be limited to:

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

(Keeping Children Safe in Education 2023)

Child on Child abuse is not tolerated. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap;

they can occur online and offline (both physical and verbal) and are never acceptable. We recognise that it is important that **all** victims are taken seriously and will be offered support.

Staff will **not tolerate** sexual violence and sexual harassment in school and will not see it as an inevitable part of growing up. It will not be passed off as 'banter'; 'part of growing up' 'just having a laugh' or 'boys being boys.'

Challenging behaviours such as grabbing bottoms; breast and genitalia; flicking bras and lifting up skirts will not be tolerated.

Any incident that is causing concern should be reported to the school right away. Reports of Child on Child abuse, including bullying will always be investigated and parents/carers informed. The Headteacher, designated safeguarding lead or any of the deputy designated safeguarding leads are always ready to discuss problems related to these with the teacher, the child and the parents/carers, and will do so as soon as possible.

Please refer to the policies entitled: ***Anti Bullying Policy and Child on Child Abuse Policy*** for more details.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and **never** ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

Detention; Removal from a class; Separation from their peers at playtimes;

In all cases unless otherwise directed by Police or Social Care parents/carers will be invited into school to discuss incidents and a safety plan and/or Behaviour plan will be discussed. Repeated inappropriate behaviours could lead to exclusion either fixed term or permanent.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our Child Protection and Safeguarding policy and our Child on Child Abuse Policy for more information.

The Playground Buddy System

The 'playground buddy system' operates successfully each break and lunchtime. In Marlbrook and St Martin's children volunteer and are allocated a blue 'buddy' sash to show that they are available to play with or chat to anyone feeling lonely or isolated. There are also buddy stop signs situated around the playground. At Little Dewchurch, where the playground area is much smaller, duty staff monitor and support any children who seem to be showing signs of loneliness or isolation.

The Student and Family Support Team

Many of our children benefit from regular support from a named member of our pastoral team and/or behaviour plans.

The team are also involved in liaising with external agencies with regards to behaviour management, most are involved in Child Protection and Safeguarding issues, many are involved in family work, counselling and EHA (Early Help Assessment) work. The whole team are involved in monitoring children's behaviour and work alongside other staff, putting strategies in place to help prevent the need for sanctions.

Playground and Lunchtime Arrangements

Members of the Student Support team and Lead Teaching Assistants are responsible for overseeing the behaviour in the playground and are supported by the teaching assistant team and lunchtime supervisors. This includes being actively involved in games and activities. To ensure consistency in behaviour sanctions, the Student Support team have the role of issuing punishments related to any playground incidents at lunchtime.

Children who display excellent behaviour in the lunch hall for example good manners or an act of kindness are recognised by lunchtime staff. At Marlbrok pupils receive stickers and certificates. At St Martin's their names are written on tickets which are then placed in a box. A number of names are drawn out of the box each week and these children get to sit at the VIP table (St Martin's) with a friend of their choice, for one day of the following week. The VIP table has a special table cloth, plates, goblets, serviettes, decorations and a small, sweet treat. As Little Dewchurch is a small school children who display excellent behaviour as detailed above are rewarded with a certificate.

Behaviour Outside School Premises

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- ✦ taking part in any school-organised or school-related activity
- ✦ travelling to or from school
- ✦ wearing school uniform
- ✦ in some other way identifiable as a pupil at the school
- ✦ misbehaviour at any time, whether or not the conditions above apply, that

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

Allegations of Abuse by an Adult

Please refer to the school policy entitled : ***Dealing with Allegations of Abuse Against Staff.***

This policy should be read in conjunction with the Child Protection and Safeguarding Policy, Whistleblowing Policy and Anti-Bullying policy developed by the children and School council.

This policy sets out the need for positive attitudes and high expectations for the entire school community – parents, teachers, children, volunteers, external agencies and governors. We are committed to having a calm and safe environment, where each child is valued, and respect and consideration for each other is of paramount importance.

Please help us to make our school a safe place for everyone to share.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice.](#)

In addition, this policy is based on:

Maintained schools, pupil referral units and non-maintained special schools insert:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

Appendix 1

USE OF REASONABLE FORCE

Control and restraint techniques are used rarely. The legal provisions on school discipline provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, matches, lighters, vaping equipment, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Force cannot be used to search for items banned under the school rules.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Please Note: Parental consent is not required to restrain a pupil.

What is reasonable force?

The term 'reasonable force' covers the broad range of actions.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed and only for as long as is absolutely necessary.

Control means 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 a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. In certain circumstances it could also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour or safety of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Using force

The Headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so. If the use of force has been applied to a child then a serious incident record, risk assessment and positive handling plan will be completed and the parents/guardians/carers will be informed (see appendix 2, 3 and 4 for relevant documents).

In deciding what is a serious incident, teachers should use their professional judgment and also consider the following:

- 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;
- the child's age and/or stage of development.

Complaints about the use of force will be thoroughly, speedily and appropriately investigated.

Appendix 2

SERIOUS INCIDENT RECORD

Name of young person:		Name of person writing report:	
Date & time of incident:		Location of incident:	
Name(s) of staff involved:		Name (s) of witnesses:	
Reason for intervention:		External agencies informed	
<input type="checkbox"/> Injury to a person <ul style="list-style-type: none"> • Damage to property • Criminal offence • Serious disruption • Absconding 		<ul style="list-style-type: none"> • Medical staff • Parent/carer • Social worker • Police • other 	
Describe events leading up to the incident:			
Behaviours that occurred:			
Verbal abuse	Slapping	Punching	
Biting	Pinching	Spitting	
Kicking	Hair grab	Neck grab	
Clothing grab	Body holds	Arm grab	
Weapons/missiles	Head butting	Self mutilation	
Pushing	Disruption	Damage to property	
Who was at risk?			

Describe any changes made to routines, staff or environment in an attempt to reduce the risk:

Diversions, Distractions & De-escalation strategies attempted:

Verbal advice	Limited choice
Clear directions	Distraction
Negations	Planned ignoring
Take up time	Consequences
Time out	Humour
Change of staff	Success reminders

Physical interventions used & duration of restraint:

Help hug	Sitting wrap	Other:
Cradle hug	One person escort	
Wrap	Two person escort	

Why was this action in the best interest of the student?

Medical intervention

Injury to child:	Action taken:
Injury to staff:	Action taken:
Injury to others:	Action taken:

Action following the event:

Person responsible for safeguarding has checked this record:
Parent/carer informed by phone:
Parent/carer informed by letter:
Risk assessment to be carried out:
Positive Handling Plan to be completed:
Procedural change:
Student support:
Staff support:
Relationship repair:
Disciplinary action:
Has any complaint been lodged: YES NO (details not to be recorded here)

Signed by:	Role:
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PLEASE NOTE: If a copy of this document is to be shared with parents, names of pupils involved should be removed and the names of members of staff should only be included with their consent.

Appendix 3

RISK ASSESSMENT

For use where positive handling may occur

School:		Risk assessment completed by:	
Name of child:	Date of Birth:	Year:	
Identification of Risk			
Describe the foreseeable risks: □			
Is the risk:	potential	occurring	
Assessment of risk			
In which situations does the risk usually occur?			
How likely is it that the risk will occur? (unlikely, possible, probable, likely)			
If the risk arises, who is likely to be injured or hurt?			
What kinds of injuries or harm are likely to occur?			

How serious are the adverse outcomes? (severe, substantial, minor, minimal)

Risk Reduction Options

What actions are being taken to minimise the level of risk?
(Consider changes to environment, awareness of triggers, de-escalation strategies, varying staff deployment, varying teaching group/size, access to quiet area etc.)

Any immediate actions to be taken, by whom and by when?

Signed:

Role:

Date:

Copy to:

Appendix 4

POSITIVE HANDLING PLAN

Name of student:	Date of Birth:	Year:
Triggers: Describe situations that have led to Positive Handling being used: <input type="checkbox"/>		
Behaviour signals: Describe the early warning signs / changes in body language / signs of distress that occur: <input type="checkbox"/>		
Preferred de-escalation strategies:		
Verbal advice	Planned ignoring	Success reminder
Reassurance	Humour	
Distraction	Time out	
Choice	Change of adult	
Advising of consequences	Observed withdrawal	
Positive areas to focus on: (strengths, interests etc) <input type="checkbox"/>		
Medical conditions to be aware of: <input type="checkbox"/>		
Handling strategies to be used (as last resort & in best interest of student): <input type="checkbox"/>		

Debriefing process to occur after an incident:

Staff to be informed of this plan:

Agreed by:

Parent/Carer:

Student:

Member of staff: