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# POLICY STATEMENT

## 1. Introduction

In their 2024 document 'Behaviour and Discipline in Schools – advice for head teachers and school staff', the Department for Education (DfE) have set out the legal powers and duties that govern behaviour and attendance in schools and explains how they apply to teachers, governing bodies, pupils and parents.

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

Section 78 of the Education Act 2002 requires that the curriculum for a maintained school must promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society which, in turn, prepares pupils at the school for the opportunities, responsibilities and experiences of later life. The school pays regard to the DfE Guidance for schools on the promotion of fundamental British values of democracy, the rule of law, individual liberty and mutual respect of those with different faiths and beliefs.

The Governing Body is responsible for setting general principles that inform the Behaviour Policy and procedures. Governors of maintained schools are required to have a 'Statement of Behaviour Principles' which is a statutory document. (DfE – Statutory policies for schools and academy trusts). Head teachers are responsible for developing the Behaviour Policy and supporting procedures, based around the 'Principles' required by the Governing 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 penalties for breaking the rules.

In terms of staff and other adults, any person whose work brings them into contact with children including volunteers must follow the principles and guidance outlined in the school Code of Conduct for Staff and other Adults. In addition to this Code of Conduct, all employees engaged to work under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the 'Teachers' Standards 2011 (updated 2013)' (Part 2 of the Teachers' Standards - Personal and Professional Conduct refers).

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

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

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

## 2. Ethos

### **Our policy is based on the belief that:**

- Positive behaviour is not automatically learned but needs to be taught and supported by staff, parents/carers.
- Classroom behaviour can change and we as teachers can assist children to manage their behaviour effectively.
- All children have the right to be treated as an individual and their own needs addressed appropriately.

Beckstone Primary School is fully committed to every child receiving the very best education and to ensuring that all pupils reach their full potential. To achieve this, teachers aim to deliver outstanding lessons and the school rightly has high expectations of its pupils. We expect all members of the school community to behave well, work hard, achieve high standards appropriate to their learning abilities, show respect for one another and to ensure that our school is a positive and safe place to be. School is dedicated to following the unconditional 'Positive Regard' approach, which means accepting and valuing a person without condition or limitations. This practice creates a supportive environment where students feel safe to express themselves and explore their feelings. In our school, this philosophy guides staff on how to interact with students and influences our approach to behaviour management.

Our teachers demonstrate unconditional positive regard through their everyday interactions with children. They create a welcoming atmosphere, offering praise and encouragement regardless of a child's behaviours or academic achievements. This approach helps students feel valued, boosting their self-esteem and fostering a sense of belonging within the school community.

As a result, when students know they are accepted without condition, they are more inclined to show positive behaviours and build healthy relationships with their peers and staff. This environment also promotes open communication, aiding in conflict resolution and encouraging proactive behaviours. Overall, embracing the unconditional Positive Regard helps shape the school environment, at Beckstone that supports personal growth and collaborative learning.

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

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

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

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

## 3. 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 Whole School Behaviour Policy and procedures is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote the overall well-being of pupils and staff and an environment in which everyone feels happy, safe and secure.

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

- ensure that each child can develop and achieve his/her full potential, educationally, morally and spiritually
- provide a safe and attractive environment where everyone feels welcome, happy and secure; free from disruption, violence, bullying 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 young people to understand how behaviour affects others and the world around them;
- create a partnership of support and effective communication between home, school and the wider community;
- provide young people with an informed view of life and develop a strong sense of right and wrong enabling them to become thoughtful, caring members of society;
- value every child regardless of ability, race, gender or religion;
- maintain, develop and consistently apply high standards within the school and enable teachers and other school staff to develop and use their own professional expertise.

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

To achieve this, the school will:

- make clear its expectations of good behaviour, through assemblies, class/school council meetings and in published documents;
- reward achievements including awarding Class Points, individual points (Monster Points) and certificates to recognise kindness, politeness and sporting values
- treat every member of the community as individuals and respect their rights, values and beliefs;
- create a zero-tolerance environment against all instances of bullying or discrimination based on race, gender, ability or cultural differences;
- provide and articulate 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.

#### **4. Communication**

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

# PROCEDURES

## 1. Responsibilities

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

### 1.1 What pupils can expect from staff

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

- build positive, trusting relationships with pupils through consistent, respectful interactions.
- model warm, calm and caring behaviour to create a safe and supportive environment.
- take time to get to know each pupil as an individual, valuing their interests, strengths and experiences.
- greet pupils positively at every opportunity to foster connection and a sense of belonging.
- use listening, empathy and acknowledging pupils' feelings.
- be in class on time;
- plan and deliver lessons which engage and motivate you to achieve;
- allocate sufficient time for each task;
- celebrate the success of pupils in lessons, after school activities and assemblies;
- encourage all pupils to contribute to the work in hand;
- communicate both successes and concerns with parents;
- have a well organised room;
- mark or give feedback on work as soon as possible;
- set homework appropriate for the age and abilities of each pupil;
- treat you fairly;
- eliminate or control hazards which may cause you harm;
- use a range of non-verbal and verbal cues to encourage good behaviour and limit inappropriate behaviour; use of distraction strategies to up or down regulate. **(Appendix 1)**
- be approachable and listen to you at appropriate times; opportunities to repair wrong choices through a restorative conversation. Guidelines for questions attached as **Appendix 2**
- always take seriously any complaints of bullying or inappropriate behaviour reported to them;
- display your work;
- set high expectations, clear boundaries and regularly agree classroom and behaviour expectations;
- use rewards and, where necessary, sanctions consistently;
- model the behaviours you wish to see.

### 1.2 What staff can expect from pupils

Staff may expect pupils to:

- arrive at school on time;
- enter the classrooms and move around the school quietly;
- wear full school uniform correctly;
- sit where you are asked to sit by the teacher or any other member of the school staff;
- follow classroom rules and procedures and not disrupt the learning of other pupils;
- follow instructions given by staff and other adults without arguing;
- listen attentively to the teacher who will explain the lesson, what you are going to do, why and how;
- 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 their behaviour;
- consider the needs of all the other people in the classroom;
- use ICT in accordance with school Online Safety Policy and procedures;

- be responsible when using online technologies and not compromise the professional integrity of staff or other adults in the school community;
- report to a teacher or other adult any bullying behaviour by others including bullying with the use of technology (cyber bullying);
- behave appropriately when outside school;
- be an ambassador for the school.

### 1.3 What staff can expect from their colleagues

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

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

### 1.4 What staff can expect from parents

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

- treat all staff and other adults with respect;
- treat other parents, pupils and visitors to the school with respect;
- behave responsibly whilst on school premises;
- don't approach or discuss other children's behaviour with parents, all concerns to come through school.
- report any incidents of bullying including cyber bullying as soon as they are discovered so that the issue can be dealt with promptly by school staff;
- ensure that their child arrives at school on time;
- ensure that their child is dressed appropriately, in school uniform with appropriate PE kit.
- ensure that their child attends school regularly and contact the school in the event of an absence or lateness;
- encourage their child to achieve their very best in school;
- reinforce the value of good behaviour at home;
- encourage their child to have high standards of behaviour in and out of school;
- support the school's Policies, strategies and guidelines for behaviour; under the Positive Regard strategies; poster shared via our website, social media and parents evening; **(Appendix 3)**
- work with school staff to help their child accept responsibility for their behaviour and actions;
- inform the school of any concerns or problems that may affect the child's work or behaviour;
- support their child's homework and other home-based learning activities;
- support the school in its use of rewards and sanctions;
- take some responsibility for the behaviour of their child;
- discuss any issues of concern with the class teacher or Head teacher in a calm and non-aggressive or threatening manner;
- refrain from smoking on the school premises or around entrances/exits, especially at busy times before and after school. This includes the use of e-cigarettes;
- refrain from using foul language in earshot of any young person at any time in or around the school premises;
- refrain from bringing dogs onto the school premises (regardless of their size or temperament) or stand with them close to the entrance gate at busy times before and after school;
- consider the implications of posting inappropriate or defamatory details on Social Network sites and the detrimental effect inappropriate comments can have on individuals and the school;

- support the school's approach to online safety which includes not uploading or posting to the internet any pictures, video or text that could upset, offend or threaten the safety of any member of the school community or bring the school into disrepute;
- recognise the need for security and not create online media "on behalf" of the school without the Head teacher's express permission.

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

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

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

## 2. Celebrating success

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

- Verbal praise in class
- Written praise in marked work
- Sharing and celebrating success during lesson time – use of circle time for pupils to discuss their own behaviour related concerns
- Sharing and celebrating success in assemblies
- Merits/stickers awarded in lessons for homework, good classwork, being on time regularly, caring for others, helping others, being thoughtful or considerate etc.
- Certificates in assemblies which are awarded for a wide range of reasons such as exceptional work, improvement, kindness etc.
- Headteacher's and Deputy Head stickers for outstanding achievement, progress and effort

### 2.1 Rewards

- A range of reward systems include:
  - Certificates and whole school recognition in assemblies for: 100% attendance in a term, kindness, creativity, showing sporting values and being polite
  - Individual and Class Points for learning behaviours, positive social behaviours and effort
  - Sports, reading and maths attainment
  - End of year Fun Day, Pantomime and trips.

## 3. Sanctions and consequences

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

We want pupils to take responsibility for their behaviour and will encourage pupils to do this through restorative justice approaches which enable pupils to reflect on their behaviour and to make amends. This process does not, however, replace consequences. At Beckstone, 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.

#### 4. Sanctions Procedures - Behaviours

We believe that behaviour communicates information about need and we recognise that some learners will require additional, individual support to help them with their development. We also understand that needs can change and we will adapt our approach accordingly.

Often our children will need help from the adults. Staff will aim to first distract and allow opportunity for the child to regulate. Distraction and the use of gentle, quiet and under the radar approaches are used to support children to return to our expected behavioural norms. A variety of techniques such as humour, calming toys etc, the aim is always to get children back to good, rather than punish. This approach is bespoke to each child. Once a child is calm and regulated, a repair conversation **must** take place.

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with Steps 1 and 2 being compulsory

##### **Behaviour is categorised into different levels:**

##### **Level One: Behaviour is addressed and modified in a short space of time.**

- Low level disruption in class
- Repeated calling out
- Preventing other children from learning
- Lack of effort and engagement

##### **Level Two: Behaviour patterns are more consistent**

##### **ACTION: Parental involvement**

- Repeated lack of effort and engagement
- Repeated disruption to learning
- Use of inappropriate language \*
- Undermining/personal/discriminatory comments directed at staff\*
- Repeated personal or discriminatory comments directed at other pupils\*
- Disrespectful response and tone to children and adults

##### **Level Three: There is a risk of physical or emotional harm to the child or member of school community**

##### **ACTION: Exclusion, either internal or external depending on severity**

- Refusal to follow instructions
- Direct swearing at a member of staff
- Violence or intimidation directed at any member of the school community or the wider community
- Out of control behaviour eg. Leaving class without adult permission

- Bullying or intimidation directed at any member of the school community regardless of whether this takes place during or out of school hours
- Sexualised language/actions – this will be treated as a safeguarding concern and support will be put in place for the child

## 5. Sanctions Procedures - Guidelines

*If unacceptable behaviour occurs:*

### Use normal strategies:

E.g.

Begin with distraction techniques, then polite but firm requests, warnings (no more than three). Consider repositioning, separating etc.

Level	Actions	Behaviours
<b>Level One: Behaviour is addressed and modified in a short space of time</b>		
<b>1</b>	<p><b>WARNING</b></p> <p>"This is your warning. Do you understand? If ... happens again, you will lose 5 minutes Golden Time."</p>	<p><i>Low level disruption in class</i></p> <p><i>Repeated calling out</i></p> <p><i>Preventing other children from learning</i></p> <p><i>Lack of effort and engagement</i></p>
	<p><b>ACTION</b></p> <p>If repeated: <b>Removal 5 minutes Golden Time</b></p> <p>If repeated again: <b>Removal 10 minutes Golden Time</b></p> <ul style="list-style-type: none"> <li>• Child sent to designated chair/area of classroom.</li> <li>• 5-10 minutes sitting alone in order to work, reflect and calm down</li> <li>• When the time is over, the child is asked, "Are you ready to learn?"</li> </ul> <p><b>Golden Time can earned back in increments of 5 min if the child addresses their behaviour.</b></p>	
<b>Level Two: Behaviour patterns are more consistent/ behaviour is more severe</b>		
<b>2</b>	<p><b>Behaviour is not changing and is continuing in the same session.</b></p> <p>Child escorted to designated class for the rest of the session ( up to one hour)</p> <ul style="list-style-type: none"> <li>• <b>Removal of another 10 minutes Golden Time</b></li> <li>• <b>RECORD ON CPOMS</b></li> </ul> <p style="text-align: center;">-----</p> <p><b>For regular incidents - three times in a week</b></p> <ul style="list-style-type: none"> <li>• Class teacher to contact parents to inform them that behaviour is a cause for concern.</li> <li>• Class teacher to meet with Education Support Manager/SENDCO and consider a positive support plan e.g. Nurture/ daily time out/ positive behaviour record</li> <li>• Education Support Manager/SENDCO / Deputy Head to observe in class 3 times</li> </ul>	<p><i>Repeated lack of effort and engagement</i></p> <p><i>Repeated disruption to learning</i></p> <p><i>Use of inappropriate language *</i></p> <p><i>Undermining/personal/discriminatory comments directed at staff*</i></p> <p><i>Repeated personal or discriminatory comments directed at other pupils*</i></p> <p><i>Disrespectful response and tone to children and adults</i></p>

	<p>across a week to identify areas of concern / possible causes/ appropriate targets</p> <ul style="list-style-type: none"> <li>• Access to extra-curricular/enrichment activity linked to improvement.</li> </ul>	
<b>Level Three: There is a risk of physical or emotional harm to the child or school community</b>		
<p><b>3</b></p>	<p>Child escorted to Education Support Manager/Head/Deputy Head/Stage Leader</p> <ul style="list-style-type: none"> <li>• <b>A day of internal or external exclusion is decided upon depending on the severity of the incident.</b></li> <li>• <b>Playtime and lunchtime in The Rainbow Room</b></li> </ul> <p><b>RECORD ON CPOMS</b></p> <p><b>For regular internal exclusions:</b></p> <ul style="list-style-type: none"> <li>• Home/School contact established</li> <li>• Class teacher to meet with ESM/SENDCO/ Head/DH : consider Early Help and referral to other support agencies</li> <li>• Class teacher to arrange meeting with ESM and with parents to investigate possible causes/alternative strategies.</li> <li>• I.e. parents working alongside child, reduced school day etc.</li> <li>• Access to extra-curricular / enrichment activities dependant on progress.</li> </ul>	<p><i>Refusal to follow instructions</i></p> <p><i>Direct swearing at a member of staff</i></p> <p><i>Violence or intimidation directed at any member of the school community or the wider community</i></p> <p><i>Out of control behaviour e.g. Leaving class without adult permission</i></p> <p><i>Bullying or intimidation directed at any member of the school community regardless of whether this takes place during or out of school hours</i></p> <p><i>Sexualised language/actions – this will be treated as a safeguarding concern and support will be put in place for the child</i></p>

## **Approaches and Strategies to support children**

### **First Step**

#### **RECORD ON CPOMS**

- Teacher and child complete a Behaviour Assessment Profile (Behaviour file in Staff Files/Shared Area) to identify areas of strength and concern. ELSA to be offered – in order to support the child's emotional literacy focussing on 1 of 5 main areas: Emotional Awareness, Social Skills, Friendship Skills, Self Esteem or Anger Management, depending on the needs of the child. Referral form attached as **Appendix 4**
- Class teacher to arrange meeting with CB/AN and with parents and child to agree the way forward.
- Daily feedback to child and weekly feedback to parents by either phone, Seesaw or meeting.
- Involvement of all necessary agencies, i.e. BEWO (Behaviour Education Welfare Officer – via a completed Assessment Tool), Educational Psychologist (via a Specialist Request for Involvement referral) etc, both requiring parental permission.
- Consider Statement of Special Needs.
- Consider an Early Help to bring together other agencies if there are difficulties both in school and at home.
- Length of this Programme to be decided- a minimum of 2 weeks to a maximum of 20 weeks, and reviewed fortnightly by class teacher and CB/AN. Is it effective?
- Three clear realistic targets are put in place with rewards and consequences outlined

### **Next Step**

#### **5-day internal exclusion**

#### **RECORD ON CPOMS**

- Meeting with parents and child
- Clear specific rules which the child **must** uphold in order to remain in school – formally recorded as a Behaviour Contract
- **Internal Exclusion** (up to 5 days)
- Child has no contact with own class or classmates.
- No access to playground, extra-curricular or enrichment activity with other children. This takes place with supervision and adult support.
- Intensive behavioural and social support from ESM

### **Next Step**

#### **Fixed Short Term Exclusion** (up to 5 days per term)

#### **RECORD ON CPOMS**

- Parents and LA informed by letter.
- Upon return to school, child stays on Behaviour Contract for a minimum of 2 weeks.

### **Next Step**

#### **Fixed Long Term Exclusion** (up to 45 days per year). **(Headteacher)**

- Parents and LA informed by letter.
- Head and Governors meet (parents/child or representative may attend/make representations).
- LA Officer must be invited to attend but may not reinstate.
- Governors either reinstate or uphold the exclusion.
- Upon return to school or if reinstated child stays on Contract or PSP for a minimum of 10 weeks.

#### **Permanent Exclusion (Pupil Discipline Committee)**

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Contract for the maximum 20 weeks.
- If appeal unsuccessful, remove child from school roll

In exceptional circumstances, permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for statements of SEN and those in public care. For these children neither the usual rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential.

### **Behaviour Targets**

- Should provide limited (maximum of three) unambiguous and, above all, **achievable** targets for the child's behaviour e.g. "To stay on task at all times" is not a realistic target for a troubled child.
- If clear targets cannot be identified - monitor
- Should provide clear consequences for breaking the agreement e.g. exclusion.

Daily feedback on progress should be given and targets reviewed fortnightly either:

- To make targets more difficult as behaviour improves,
- To set new areas to tackle or
- To remove completely from report.

### **5.1 Repair and Reflection – through Restorative questions: Repair – Restore – Reconnect – Reflect.**

Where an incident leaves one or more party in a state of stress, anger or anxiety, adults will respond by following a number of steps in a process to address the incident and work to prevent a recurrence in the future and **repair** any relationships that may be damaged. This will always be done with those affected by the incident.

- **Time – must** be given to calm down and where necessary support to regulate emotions. At this point, no attempt to discuss or address the negative behaviour should be made.
- **Reflection and discussion** – Adults will make sure there is time for all parties to discuss and reflect upon what happened, considering what happened and who was affected. A mediator will ask the Restorative four main questions (**Appendix 2**). This must take place with the adult involved in the incident:

- **What happened?** *Paraphrase and reflect back, avoid focusing on behaviour.*
- **Explain why you did what you did.** *Remind the person about safety, both emotional and physical, and how that is your reason for support.*
- **How did that make you feel?** *"When that happened how did it make you feel?" Paraphrase again to make the person feels listened to.*

- **What can we do the next time we feel that way?** “The next time you feel that way, can we...” Give the person an achievable strategy to support the expression of the feeling.
- Staff must deploy **empathic listening skills**, where they are present and focussed on the child, truly listen to what they are saying and how they display their emotions, while being patient and accepting. **Staff must always refrain from judgement and show respect.**
- **Resolution:** All parties will be able to share (with support and guidance) what they think needs to happen to resolve the situation.

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.

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 or explain 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.

## 5.2 Sanctions and disciplinary action

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

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

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

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

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

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

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

- Mobile phones used in class or in bags / lockers
- Jewellery not in accordance with the School Uniform Policy
- Lighters or matches

The school will confiscate any electronic items being used inappropriately on the premises such as mobile phones, digital media devices etc. Pupils can bring these to school after parents have completed a permission form and had it agreed by the Headteacher. All phones are handed in at the school office

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

Pupils wearing any accessories or jewellery, which do not follow the School Uniform Policy, can expect to have these items confiscated if they are not removed on request. Any confiscated items will be logged and made available for collection at the end of the school day. Where a pupil repeatedly ignores the rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers.

For repeated offences of this nature, parents will be asked to collect confiscated items. Where items are not collected, the school will dispose of them at the end of each term.

Pupils found with tobacco and/or cigarette papers will have these confiscated and parents would be asked to collect them from school. The child would discuss their actions with the ESM so they understood the dangers.

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

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

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

Where a pupil fails to respond to repeated warnings and reminders to improve an aspect of behaviour, which disrupts the learning of others, they can be removed from class and sent to their designated time out classroom. If behaviour continues in these classrooms the child should be sent to a Stage Leader/Educational Support Manager/ Deputy Headteacher/Headteacher. In such circumstances, the pupil will automatically move to Level 3 of our Behaviour Guidelines.

## **5.3 Exclusion**

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

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

- In response to a serious breach of the school’s Behaviour Policy.

- If allowing the pupil to remain in school would seriously harm the education or welfare of other people or the pupil themselves in the school.

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

## 6. Peer on peer abuse

We recognise that children can abuse their peers. This is generally referred to as peer on peer abuse or child on child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, sexting and initiating/hazing type violence and rituals. However, we recognise that abuse is abuse and will never be tolerated or passed off as “banter” or “part of growing up”. We will not dismiss abusive behaviour between children as ‘normal’ and our thresholds for investigating claims and allegations are the same as for any other type of abuse.

Occasionally, others may make allegations against pupils in the school, which are of a child protection nature. Child protection issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. As always when concerned about the welfare of a child, all staff should act in the best interests of the child. In all cases, schools and colleges should follow general safeguarding principles as set out throughout this guidance. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted).

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

Consideration will also be given to the advice contained within the DfE documents '[Keeping Children Safe in Education](#)' and '[Sexual Violence and sexual harassment between children in schools and colleges](#)'.

### 6.1 Minimising the risk of safeguarding concerns towards pupils from other pupils

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

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

## 7. Mis-use of Social Media by Pupils

Social media is a wonderful tool by which users can communicate with one another and spread positive news and messages. However, the school recognises that social media platforms need a minimum age of user to prevent posts being used to spread negativity and derogatory comments either deliberately or unknowingly. To protect children in the present and for their futures as posts are never deleted and may be accessed well into their futures the school takes unacceptable online behaviour and the consequences for engaging in it very seriously, even if the activity occurs outside of school hours and off school premises. This policy is designed to safeguard the entire school community and protect the school and the child's reputation.

## 7.1 Prohibited Actions and Misuse

Schools typically prohibit the following types of conduct by pupils on social media:

- **Cyberbullying and Harassment:** Posting malicious rumours, lies, gossip, or offensive/threatening content that aims to harass, humiliate, or intimidate other pupils or staff members.
- **Derogatory Comments:** Making negative, defamatory, or derogatory comments about the school, staff, other pupils, or the wider school community.
- **Inappropriate Content Sharing:** Sharing sexually explicit, obscene, racist, or discriminatory material.
- **Bringing the School into Disrepute:** Posting content that could damage the school's reputation or undermine staff morale.
- **Inappropriate Staff Contact:** Attempting to "friend," "follow," or otherwise contact staff members on their personal social media accounts.
- **Sharing Confidential Information:** Disclosing private information about pupils, staff, or internal school matters.
- **Age Restrictions Violation:** Signing up for social media platforms if the pupil is below the minimum age requirement (typically 13 years old for most platforms including WhatsApp).
- **Posting Anonymously to Evade Policy:** Creating anonymous accounts or aliases to bypass the school's social media policy.
- **Illegal Activity:** Engaging in any online activity that constitutes a criminal offence, such as making threats of violence or sharing indecent images of children.

## 7.2 Consequences of Misuse

Breaches of the social media policy are handled in line with the school's existing Behaviour and Discipline Policies and Safeguarding and Child Protection Policies. Potential consequences depend on the severity of the incident and may include:

- **Disciplinary Action:** Detentions, isolation, or other internal school punishments.
- **Meetings with Parents/Carers:** Discussions involving the pupil, parents, and senior staff to address the concerns.
- **Support and Counselling:** Providing the pupil with support or counselling, as well as online safety education.
- **Suspension or Exclusion:** In serious cases, particularly involving severe cyberbullying, illegal content, or significant damage to an individual or the school's reputation, a pupil may face suspension or permanent exclusion.
- **Police Involvement:** If the behaviour involves illegal content, threats, or other criminal conduct, the school will contact the police and other relevant external agencies.
- **Legal Action:** The school may seek legal advice and take legal action for defamation or libel if unwarranted abuse is posted online.

## 7.3 Prevention and Education

The school proactively educates pupils on online safety and responsible social media use, covering topics such as:

- Responsible online conduct and digital footprints.
- The impact of online actions on others' feelings and reputations.
- Using and maintaining strong privacy settings.
- How to report abuse and inappropriate content, both within the school and to external bodies.

This educational approach aims to empower pupils to use social media safely and respectfully.

## 8. Attendance and punctuality

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

If pupils are late or do not attend:

- parent should telephone the school in the morning on the first day of their child's absence;
- any absence needs to be explained on the day of absence.
- school uses our First Day Contact to continually monitor absence. If contact be made, external agencies may be contacted or a home visit made

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

## 9. Pupil conduct and misbehaviour outside the school premises

### 9.1 What the law allows

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

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

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

### 9.2 Out of school behaviour

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

- 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.

### 9.3 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.

In issuing sanctions, the following will be considered:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- Whether pupils were directly identifiable as being members of the school.
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was, taking part in 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.

#### 9.4 Pupil support

We aim to support all our pupils to ensure that every child succeeds during their time at Beckstone Primary 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.

- targets to promote success in lessons.
  - Increased communication between home and school.
  - Individual support plans.
  - Referral to the ESM (Educational Support Manager)
  - Support from the Inclusion Support Team which consists of the SENCo (Special Educational Needs Co-ordinator), teaching assistants, ESM, Deputy head and Headteacher
  - Small group work or 1:1 support in ELSA sessions, Nurture support in the Rainforest, Howgill – Time to be Me programmes or working with Barnardo's.
- 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, Howgill, Barnardo's or the BEWO.

### 10. The use of reasonable force

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

The Governing 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 Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

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

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

### 10.2 Circumstances in which reasonable force might be used

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

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

### 10.3 Staff training

All members of staff will receive training through Positive Handling 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 is an approved nationally acceptable level and will be regularly refreshed.

### 10.4 Pastoral Support Programme and Behaviour Support Plans

A pupil with a known challenging behaviour, a medical condition which affects behaviour patterns, has special educational needs or where there is evidence or suspicion of self-inflicted harm (i.e. is a risk to themselves) may be the subject of a Pastoral Support Programme or Behaviour Support Plan. These plan sets out specific ways in which the behaviour is controlled whilst on school premises.

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

### 10.5 Informing parents when reasonable force has been used

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

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

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

All incidents when 'Physical Handling' as opposed to 'physical control' is used will be recorded on CPOMS and on the LA Physical restraint record as soon as possible.

The following must be recorded:

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

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

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

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

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

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

## 10.6 Post incident support

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

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

## 10.7 Follow up

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

## 10.8 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.
- Supporting a child who needs help after a soiling incident

## 11. Allegations of abuse against staff and other adults working in the School

### 11.1 General

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

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

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

To fulfil its commitment to the welfare of children, this School has a procedure for dealing with allegations of abuse against members of staff, supply staff, volunteers and other children.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation. Where an allegation is made against supply staff employed by an Agency, the school will take the lead and will collect the facts when an allegation is made. In such cases, we will involve the Agency in any further investigations and follow-up procedures.

If a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school, reference can also be made to the school's Whistleblowing procedures.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in the DfE statutory guidance '[Keeping Children Safe in Education](#)' and the Cumbria Safeguarding Children Partnership (SCP) Core procedures.

### 11.2 Action in the event of a malicious allegation

If an allegation is determined to be false, unsubstantiated, unfounded or malicious, the LA appointed Designated Officer (DO) will be informed via Cumbria Safeguarding Hub and will refer the matter to the local authority children's social care services to determine whether the child

concerned is in need of services or may have been abused by someone else. If an allegation is shown to have been deliberately invented or malicious, the Head teacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the Police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a pupil might include fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent of the pupil concerned at an early stage.

## 12. Bullying

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

### 12.1 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 include those relating to:

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

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

Acts of bullying can include:

- name-calling;
- taunting;
- mocking;
- making offensive comments;
- kicking;
- hitting;
- pushing;
- taking belongings;
- inappropriate text messaging, emailing or 'posting' on social media sites;
- sending offensive or degrading images by phone or via the internet e.g. via Social media sites;
- 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.

Cyber bullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying that occurs

while pupils are under the school's direct supervision will be dealt with in line with this Policy and procedures.

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

## **12.2 The Law**

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

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

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

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

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

## **12.4 Tackling bullying**

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

## **12.5 Strategies for dealing with bullying**

- Ensuring that there is a promotion of an open and honest anti-bullying ethos in the school
- Investigate all allegations of bullying
- PSHE programmes (Pol Ed and Kapow) that discuss issues such as diversity and anti-bullying messages
- Calendared anti-bullying week
- Assemblies - both whole school and class/form that promote a sense of community
- Class discussions and role plays that draw out anti-bullying messages
- Circle time
- Online safety is discussed in Computing lessons and throughout the curriculum.
- On-going staff induction and training programme

- Adequate staff supervision at lunch and break times
- Clear and consistently applied policies for Behaviour and Uniform

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

- Disciplinary sanctions and consequences imposed
- Engage promptly with parents to ensure their support and involvement
- Restorative justice approaches taken as appropriate
- One-to-one interview with staff or peer mentors
- Counselling offered- ELSA support sessions
- Work with the educational psychologist or other outside agency
- Anger management strategies discussed

### **12.7 Strategies to support a victim**

- Disciplinary sanctions as appropriate applied to the bully
- Support from ESM
- ELSA support sessions
- Mediation
- One-to-one parental interview, parental support and involvement

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

## **13. Behaviour of parents and other visitors to the School**

Beckstone Primary School encourages close links with parents and the community. We believe that pupils benefit when the relationship between home and school is a positive one. The vast majority of parents and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the school community.

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. When formulating our procedures, reference was made to the DfES document 'A Legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community' and DfE non-statutory guidance 'Controlling access to School premises' (November 2018).

Our school expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of the school community (including other parents and visitors) have the right to visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence.

We expect parents and other visitors to behave in a reasonable way towards other members of the school community. The following outlines the steps that will be taken where parent or visitor behaviour is unacceptable.

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

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

- Shouting, either in person or over the telephone
- Speaking in an aggressive/threatening tone
- Physical intimidation e.g. standing very close to her/him
- The use of aggressive hand gestures/exaggerated movements
- Physical threats
- Shaking or holding a fist towards another person

- Swearing
- Pushing
- Hitting, e.g. slapping, punching or kicking
- Spitting
- Racist or sexist comments
- Sending inappropriate or abusive e-mails to school staff or to the general school e-mail address
- Publishing or posting derogatory or inappropriate comments which relate to the school, its pupils or staff/volunteers on a social networking site
- Breaking the school's security procedures

Unacceptable behaviour may result in the Police being informed of the incident or other sanctions such as being banned from contacting school or visiting the site. Further details and sanctions/proforma communications can be found in our 'Parental Complaints Management Policy' and in the next section.

### 13.2 Procedures for dealing with unacceptable behaviour

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

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

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

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

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

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

### 13.3 Unacceptable use of technology

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

We expect parents and other adults within the school community to act responsibly when using online technologies. The expectation of parents is set out on page 4. Failure to comply with these expectations could result in parents and/or other adults being banned either temporarily or permanently from the school site, and the incident may be reported to the Police.

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

## Appendix 1



### Play for distraction and regulation.

Often our children will need help from adults to 'co-regulate' which often requires us to engage with children to model control and regulation. This is better as deliberate, repeated practice until they have learnt the skills to 'self-regulate'. The activities have been labelled as 'up regulating' (to lift or disperse energy) and 'down' regulating (calming) depending on how the child is presenting, however some activities may apply to both. The aim of both types of regulating activities is to bring children into an emotional state where they are more able to engage with learning and social interactions.



Up-regulating activities are best used when they seem disengaged, bored, withdrawn, low, sad, worried or when they may need to disperse energy before calming. The aim is to raise or disperse their energy through fun activities that increase their heart rate slightly.



Down regulating activities are best used when children are in a high energy state e.g. anxious, excited, hyperactive, annoyed or angry. They aim to slow them down, regulate breathing and try to relax them. Sometimes children will need to do an up regulating activity first to disperse some energy before they can engage in a down regulating activity.

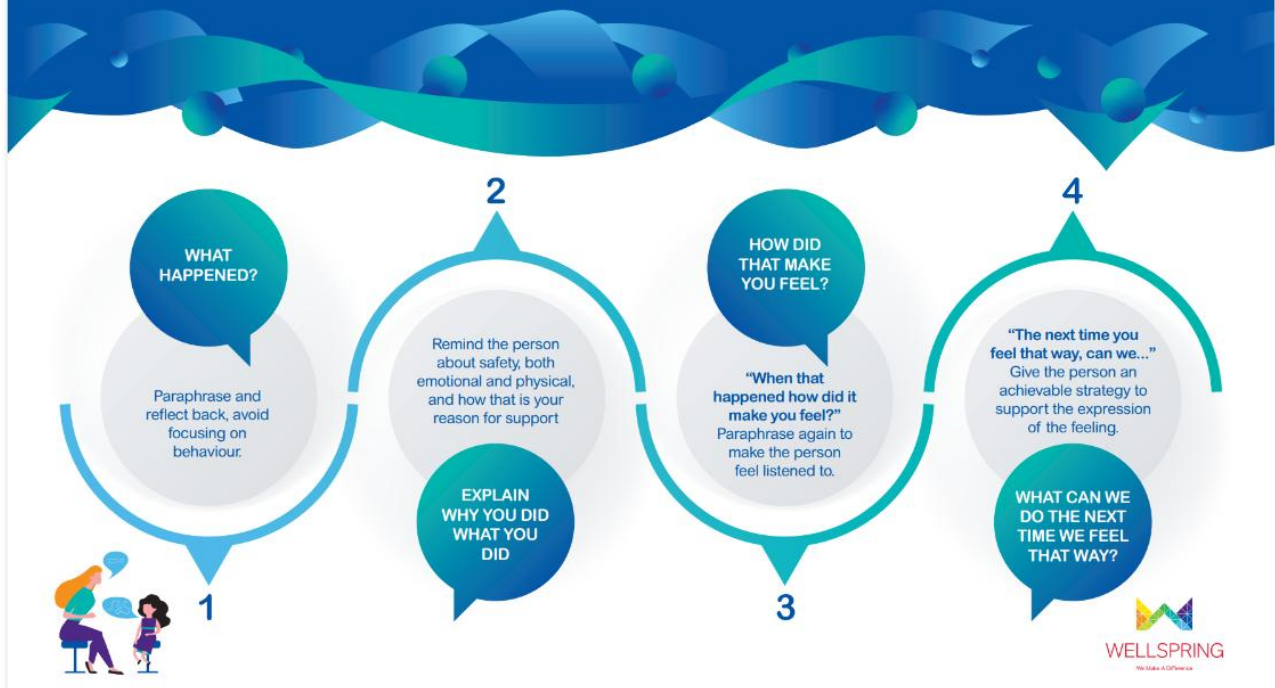
# Restorative Questions

Repair – Restore – Reconnect – Reflect



Positive Regard

Relationships Make The Difference



# THE POSITIVE REGARD APPROACH

This means accepting and valuing a person without condition or limitations. Staff create a welcoming atmosphere, offering praise and encouragement regardless of a child's behaviours or academic achievements. This approach helps students feel valued, boosting their self-esteem and fostering a sense of belonging within the school community

## Distraction

*The aim of this is to bring children into an emotional state where they are more able to engage with learning and social interactions.*

- Offer a change of activity or scenery
- Use humour to lighten the mood
- Provide a simple task or responsibility
- Engage with a calming sensory tool or music
- Acknowledge feelings, then gently shift attention



## Regulate

*Calm the physical fight-flight or freeze response and help them feel safe.*

- Model deep breathing or grounding techniques
- Give space and time to self-regulate
- Use calm, consistent tone and body language
- Validate emotions without judgment
- Create a predictable, safe environment



## Relate

*Build connection through emotional validation and trusting, warm relationships.*

- Listen actively without judgment
- Use open body language and eye contact
- Acknowledge the person's perspective.
- "I can see you are feeling angry/sad/frustrated"



## Repair

*Once the child is calm discuss limits, boundaries and what they need to be able to move forward.*

- Use Empathetic listening
- Be present - focus on them
- Listen to what they are saying what how they display their emotions
- Be patient and accepting
- Refrain from Judgement
- Show respect

Remember:

Positive Regard means seeing the person first – every interaction is an opportunity to strengthen connection and trust



## Elsa Referral Form

### Request for Emotional Literacy Support

Name	
<u>D.O.B</u>	
Year Group	
Background information:	

Prioritising key areas to target:

	skill	1 Good	2	3	4	5 Poor
Emotional Awareness	Ability to recognise how they feel					
	Ability to say how they feel and why					
Social Skills	Making eye contact					
	Taking turns					
	Speaking in a pleasant tone of voice					
	Asking for help					
	Paying attention when spoken to					
Friendship Skills	Ability to initiate friendships					
	Ability to maintain friendships					
	Understanding what friends do and do not do					
Self-esteem	Ability to identify strengths					
	Ability to accept praise					
	Ability to accept constructive criticism					
	Perseverance for tasks they find difficult					
	Ability to cope with new experiences					
Anger Management	Ability to recognise when they feel angry					
	Knowledge and use of strategies to help calm down when angry					
	Ability to seek adult help when angry/frustrated.					