



Langdale Church of England Primary School

Every child is valued. No one left behind



LANGDALE CE PRIMARY SCHOOL

WHOLE SCHOOL BEHAVIOUR POLICY AND PROCEDURES

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REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1RU	Updated to reflect changes made by 'Keeping Children Safe in Education' September 2019	September 2019
2RU	Updated to reflect changes made by 'Keeping Children Safe in Education' September 2020	September 2020
3RU	Updated to reflect review of behaviour sanctions and rewards (sections 6,7,8) and 'Keeping Children Safe in Education' September 2021	October 2021
4RU	Updated to reflect changes made by 'Keeping Children Safe in Education' September 2022	October 2022
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CONTENTS

POLICY STATEMENT	i
1 Definitions	i
2 Introduction	i
3 Ethos	ii
4 Aims	iii
5 Communication	iv
PROCEDURES	1
1 Responsibilities	1
1.1 What Pupils Can Expect from School	1
1.2 What School Expects from Pupils	1
1.3 What School Expects from Parents/Carers	2
1.4 What Parents/Carers Can Expect from Staff and other adults in the School	3
1.5 What staff can expect from their colleagues	3
2 The school behaviour curriculum	3
3 Celebrating success	4
3.1 Rewards	4
4 Sanctions and consequences	4
4.1 Restorative justice/Reflection on actions	5
5 Sanctions and disciplinary action	6
5.1 School Behaviour Log	6
5.2 Screening, Searching and Confiscation	6
5.3 Removal from class	8
5.4 Other examples of sanctions	9
5.5 Exclusion	9
6 Responding to the behaviour of pupils with SEND or other health conditions	10
7 Home School agreements	10
8 Peer on peer abuse	10
8.1 Minimising the risk of safeguarding concerns towards pupils from other pupils	11
9 Attendance and punctuality	11
10 Homework	11
11 Pupil conduct and misbehaviour outside the school premises	11
11.1 What the law allows	11
11.2 Out of school behaviour	12
11.3 Sanctions and disciplinary action – off-site behaviour	12
11.4 Pupil support	12
12 The use of reasonable force	13

12.1	Action as a result of self-defence or in an emergency	13
12.2	Circumstances in which reasonable force might be used	14
12.3	Power to use reasonable force when searching without consent	14
12.4	Unreasonable force	14
12.5	Staff training	14
12.6	Behaviour Management Plans (BMPs)	14
12.7	Informing parents when reasonable force has been used	15
12.8	Post incident support	15
12.9	Follow up	16
12.10	Other physical contact with pupils	16
13	Mental health and behaviour	16
14	Child on child abuse	17
14.1	Minimising the risk of safeguarding concerns towards pupils from other pupils	17
15	Sexual violence and sexual harassment (SVSH)	17
15.1	Types of SVSH conduct	18
15.2	Managing a report of SVSH	18
15.3	Internal Management of reports of SVSH	20
15.4	Sanctions	20
16	Allegations of abuse/concerns against staff and other adults working in the school (including volunteers, contractors and supply staff)	21
17	Bullying	21
17.1	What is bullying?	21
17.2	The law	22
17.3	Reporting and recording incidents of bullying	22
17.4	Tackling bullying	23
17.5	Strategies for dealing with bullying	23
17.6	Strategies for dealing with the bully	23
17.7	Strategies to support a victim	23
18	Suspected Criminal Behaviour including the possession/use of drugs	23
18.1	When to contact the Police/sanctions	24
18.2	Procedures for dealing with drug-related incidents involving adults	24
19	Behaviour of parents and other visitors to the School	25
19.1	Types of behaviour that are considered serious and unacceptable	25
19.2	Procedures for dealing with unacceptable behaviour	25
19.3	Unacceptable use of technology	26

POLICY STATEMENT

1 Definitions

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

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

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

Wherever the term 'school' is used this also refers to academies and Pupil Referral Units (PRU) and references to Governing Bodies include Proprietors in academies and the Management Committees of PRUs, and will usually include wrap around care provided by a setting such as After School Clubs, Breakfast Club and home to school transport.

2 Introduction

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

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

Our aim is to create an environment where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Our pupils will be taught explicitly what good behaviour looks like although it is recognised that some pupils will need additional support to reach the expected standard of behaviour. Where this is required, we will identify individual support required and put this in place as soon as possible. In some cases, particularly when a pupil is persistently disruptive and support or sanctions are not deterring misbehaviour, further action may be needed. In serious instances, a pupil may need to be suspended or excluded. This will, however, be a last resort. Where suspension or exclusion is deemed absolutely necessary, we will make reference to the DfE guidance on [suspension and permanent exclusion](#) to ensure that these interventions are used appropriately.

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

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

The Governing Body of a maintained school is responsible for setting general principles that inform the Behaviour Policy and procedures. Governors must have a 'Statement of Behaviour Principles'. (DfE – [Statutory policies for schools and academy trusts](#)). Detailed guidance for Governors is available in [Behaviour and discipline in schools: guidance for governing bodies](#). In turn, the Head teacher must act in accordance with the Governors' Statement of Behaviour Principles' and have regard to any guidance

provided by the Governors on promoting good behaviour in school. Head teachers are responsible for developing the Behaviour Policy and supporting procedures, based around the 'Principles' required by the Governing Body, and deciding the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary sanctions for breaking the rules.

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)' which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.

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

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

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

- Health and Safety Policy and procedures
- Online Safety Policy and procedures
- Child Protection Policy and procedures
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy and procedures
- Whistleblowing procedures
- 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)
- Home to School Agreement

3 Ethos

Langdale 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 the School is a positive and safe place to be.

For the School to achieve a positive ethos it is essential that all members of the school community work well alongside each other and develop positive working relationships (this includes all staff and other adults working in the School, pupils and parents). Having a positive ethos helps to ensure good behaviour from pupils in school. Young people learn by example and as such, having high standards of behaviour expectations from all parties involved in their education will create adults with similarly high behaviour standards.

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.

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

4 Aims

Our school and staff aim to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our school's 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 (including cyberbullying, prejudice-based and discriminatory bullying) and any form of harassment;*
- *provide each child with the motivation and confidence to learn effectively;*
- *promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;*
- *promote a culture of praise and encouragement in which all pupils can achieve;*
- *provide every pupil with appropriate high-quality teaching through a broad and balanced curriculum which is appropriately differentiated to meet each pupil's individual needs;*

- *teach children to respect themselves and others and to take responsibility for their own action and behaviour;*
- *help teachers and other staff manage behaviour problems that can inhibit effective learning for all children, and to realise that we cannot always deal with problems by ourselves and that we have colleagues and other agencies who are willing to assist;*
- *help all adults who work with pupils in the school to recognise and understand that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments;*
- *help children 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 children 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 collective worship, in class discussions and in published documents;*
- *reward achievements, Certificates of achievement, leading to certificates and prizes etc.;*
- *treat every member of the community as individuals and respect their rights, values and beliefs;*
- *create a zero-tolerance environment against all instances of bullying or discrimination (both online and offline) based on race, gender, ability or cultural differences;*
- *provide positive examples for modelling behaviour;*
- *promote good relationships and a sense of belonging to the community;*
- *intervene early to challenge undesirable behaviour;*
- *follow and apply consistently clear guidelines when responding to instances of unacceptable behaviour.*

5 Communication

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

We will publish the school Behaviour Policy and procedures in writing to parents, staff and pupils at least once a year. We will also publish the Behaviour Policy on the school website.

PROCEDURES

1 Responsibilities

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

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

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

All staff and other adults will communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff have received clear guidance about school expectations of their own conduct at school and this is set out explicitly in the school Staff Code of Conduct.

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

1.1 What Pupils Can Expect from School

Pupils can expect staff and other adults working in the school to:

- treat them fairly with care, courtesy and kindness
- create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated;
- use a range of non-verbal and verbal cues to encourage good behaviour and limit inappropriate behaviour;
- be approachable and listen to them at appropriate times;
- always take seriously any complaints of bullying or inappropriate behaviour witnessed or reported to them;
- set high expectations, clear boundaries and regularly agree classroom and behaviour expectations;
- use rewards and, where necessary, sanctions consistently;
- model the behaviours they wish to see.

1.2 What School Expects from Pupils

School expects pupils to:

- wear full school uniform correctly;
- follow instructions given by staff and other adults without arguing;

- put up their hand to indicate that they wish to speak;
- treat all members of the school community with dignity, kindness and respect;
- use appropriate language;
- follow classroom rules and procedures and not disrupt the learning of other pupils;
- tell the truth and learn from their mistakes;
- care for the classroom and resources, respecting others' property;
- 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 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), physical threats, abuse or harassment, intimidation, discrimination, aggression and derogatory language (including name calling);
- behave appropriately when outside school;
- be ambassadors for the school.

1.3 What School Expects from Parents/Carers

School expects parents/carers to:

- treat staff and other adults in the school with respect;
- treat other parents, pupils and visitors to the school with respect;
- behave responsibly whilst on school premises;
- ensure that their child arrives at school on time;
- ensure that their child is dressed appropriately, in school uniform with any necessary equipment, and has their full P.E. kit in school when required;
- ensure that their child attends school regularly and contacts the school in the event of an absence or lateness;
- encourage their child to have high standards of behaviour in and out of school;
- reinforce the value of good behaviour at home;
- support the actions of the school if the school has to use reasonable sanctions to address their child's behaviour;
- work with school staff to help their child accept responsibility for their behaviour and actions;
- support the sanction applied where a child has been unfair, unjust, physically violent or discriminatory, thus ensuring their child receives a clear and powerful message that this type of behaviour will not be tolerated at school or at home;
- inform the school of any concerns or problems that may affect the child's work or behaviour;
- 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;
- share any concern about the way that their child has been treated, in a courteous and discrete manner (i.e. discussing the disagreement with the teacher out of earshot of the child) in the first instance with the class teacher;
- 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;
- refrain from smoking on the school premises or around entrances/exits, especially at busy times before and after school. This includes the use of e-cigarettes and vaping;

- refrain from using foul, threatening, abusive or derogatory language at any time in or around the school premises
- refrain from bringing dogs onto the school premises (regardless of their size or temperament) or stand with them close to the entrance gate at busy times before and after school;
- support the school's approach to E-safety and not upload or post 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 Headteacher's express permission.

1.4 What Parents/Carers Can Expect from Staff and other adults in the School

Parents/Carers can expect staff and other adults working in the school to:

- treat them with dignity, kindness and respect;
- set high standards of work and behaviour for all children in their care;
- deal promptly with any incidents of bullying (including cyberbullying, prejudice-based and discriminatory bullying) regardless of whether your child is seen as either the perpetrator or the victim;
- impose sanctions consistently in accordance with this Policy and procedures impose sanctions consistently in accordance with the Whole School Behaviour Policy and the school system;
- promote positive behaviour and consistently reward such behaviour in accordance with the Whole School behaviour Policy and the school system;
- promote positive behaviour beyond the school gates and impose sanctions for inappropriate behaviour which reflects negatively on the school and its values;
- discuss their child's actions with them, give a warning and ensure that their child knows what the penalty will be should they continue to misbehave. All penalties will be carried out;
- let them know if there are any concerns about a child's work, attendance or behaviour;

1.5 What staff can expect from their colleagues

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

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

2 The school behaviour curriculum

Positive behaviour reflects the values and ethos of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely than poor. This behaviour

strategy will be taught to all pupils so that they understand what behaviour is expected and encouraged and what is unacceptable or prohibited. All staff and other adults are expected to positively reinforce when expectations are met and impose appropriate sanctions when rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole school culture.

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

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

3 Celebrating success

Each class group teacher implements short term, age appropriate behaviour systems which are applicable to their cohort or individual children. At Langdale School, we regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positively reinforcing the behaviour which reflects the values of the school is essential in developing a positive culture and ethos across the school. The many ways we celebrate success are listed below and will be reviewed by pupils, parents and staff during the academic year:

- 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 collective worship
- Class Dojo/house points/stickers awarded in lessons for homework, good classwork, being on time regularly, caring for others, helping others, being thoughtful or considerate etc.
- Certificates in collective worship which are awarded for a wide range of reasons such as following the schools Christian values, exceptional work, improvement, kindness etc.
- Head teacher's award or certificate for outstanding achievement, progress, improvement, representing the school etc.

3.1 Rewards

- Golden time on Friday afternoon
- Prizes awarded for the number of house points achieved.
- Postcards home
- Rewards for most improved pupils in specific subjects – subject leaders to present
- End of year visits or special event e.g. disco, party etc.

4 Sanctions and consequences

Although Langdale 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 our school, we know that consistency is essential for pupils to understand what is expected of them and to avoid mixed messages. It is vital that children learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community.

Amber (Level One): leading to loss of Dojo/house points/stickers, warning or detention if behaviour continues.

- Low level disruption in class

- Wearing jewellery in contravention of school rules – item may be confiscated
- Calling out
- Chewing/eating in class
- Passing notes
- Misuse of practical equipment
- Consistently off-task
- Late to lessons
- Graffiti on books, equipment or furniture
- Littering

(Level Two): leading to loss of Golden Time, playtimes, clubs and may lead to parental, senior teacher or Headteacher involvement.

- Repeated refusal to follow instructions
- Repeated disruption to learning
- Use of inappropriate language
- Walking out of lesson without permission
- Undermining/personal/discriminatory comments directed at staff
- Repeated personal or discriminatory comments directed at other pupils
- Inappropriate behaviour outside of school which is unsafe, brings the school into disrepute or reflects badly on the school image and values

Blue (Level Three): could lead to internal exclusion or fixed term exclusion – Headteacher/senior teacher to seek LEA guidance and advice.

- Direct swearing at a member of staff
- Violence or intimidation directed at any member of the school community or the wider community
- Out of character/out of control behaviour
- Repeated behaviours which are deemed by professionals working within the school setting to be of a bullying or intimidating nature

Where a child is named on the School SEND register, individual behaviour plans may have been agreed. Alternative behaviour management strategies may therefore be in place.

4.1 Restorative justice/Reflection on actions

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

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

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

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

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

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

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

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

5 Sanctions and disciplinary action

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

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

5.1 School Behaviour Log

Where a pupil is deemed to have reached the Level two threshold, staff record in the behaviour log which can be found in the locked cabinet in the staffroom. These are also recorded electronically in the support log section of Scholarpack signposting to the behaviour log book for further detail. The Headteacher/Senior class teach are alerted if an entry has been made. They then consider what actions are required. Behaviour incidents are reviewed as a standing agenda item at our weekly staff meetings.

Where behaviour is identified as persistent, an individual behaviour plan will be put into place. These are tailored to the individual needs of a child e.g. if the child has any additional needs or outside agencies involved.

5.2 Screening, Searching and Confiscation

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

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

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

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

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

Headteachers 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
- Digital media devices or similar used in class
- 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 if an agreement has been made between the parents and Headteacher, on the understanding that they remain switched off and in bags during lessons and other directed time.

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. Any confiscated items will be logged and made available for collection at the end of the school day. Where a pupil repeatedly flouts the rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. For repeated offences of this nature, parents will be asked to collect confiscated items. Where items are not collected, the school will dispose of them at the end of each term.

Pupils found with tobacco and/or cigarette papers will have these confiscated and destroyed whether they are found to be smoking or not. They will also be issued with a sanction for bringing tobacco on to school premises. Pupils will also receive sanctions for smoking near the school and on their way to and from school.

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

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

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

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

Staff have the power to search pupils **with their consent** for prohibited or illegal items **and** any item banned under the school rules. This includes searching lockers and bags.

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

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

5.3 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 the Headteacher or senior staff member. In such circumstances, the pupil will automatically miss playtime. Pupils may also be removed from class for more serious misconduct without the use of warnings.

The length of time a pupil may be removed from the class will be explicitly determined by the Head teacher or other senior leader. Removal from the classroom is different from circumstances in which a pupil is asked to step outside the classroom briefly for a conversation with a staff member and asked to return following this.

Removal from the classroom is considered to be a serious sanction and will only be used when necessary and once other behavioural strategies in the classroom have been attempted unless the behaviour is so extreme as to warrant immediate removal. The use of removal will allow for continuation of the pupil's education in a supervised setting and we will design a clear process for the reintegration of any pupil in removal into the classroom when appropriate and safe to do so.

Removal will be used for the following reasons:

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

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

When dealing with individual removal cases, we will:

- consider whether any assessment of underlying factors of disruptive behaviour is needed;

- facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;
- ensure that pupils are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction;
- ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with;
- if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their Social Worker. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

Parents will be informed on the same day if their child has been removed from the classroom and as with other disciplinary measures, we will consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition e.g. SEND or other health conditions.

Data relating to removals will be collected, monitored and analysed in order to interrogate repeat patterns and the effectiveness of the use of removal. Consideration will be given to whether frequently removed pupils may benefit from additional and alternative approaches, a pastoral review or investigation by the SENDCO, or whether specific classes or teachers may require more support. Analysis will also be used to identify patterns relating to pupils sharing any of the protected characteristics and to ensure the removal is not having a disproportionate effect on those sharing particular protected characteristics.

Staff may also issue their own break and lunchtime detentions to resolve inappropriate behaviour from pupils. During detentions pupils are set relevant academic work or given the opportunity to reflect on an aspect of their behaviour. Staff may also issue break and lunchtime detentions where a child fails to complete homework despite a second chance to hand work in late. During homework detention, pupils complete the outstanding piece(s) of homework.

At Langdale School, all staff, including non-teaching staff, are permitted to put pupils in detention.

5.4 Other examples of sanctions

- Verbal warning
- Moved seat or place – to sit by an adult / or to work on your own
- Missed playtime
- Time out in another part of the school premises – supervised or nearby a member of staff
- Missed Golden time

5.5 Exclusion

The Government supports Headteachers 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 and the DfE guidance

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.](#)

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

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

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

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

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

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

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

7 Home School agreements

There is no statutory requirement to have, or to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

On balance, and in order to continue to foster parental relationships, we have decided to continue with the home-school agreement which should be signed and returned to the school.

8 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, allegations may be made against pupils by others 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.

Guidance on dealing with cases of peer on peer abuse is included in our Child Protection Policy and procedures.

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](#)'.

8.1 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.

9 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:

- parents should telephone the school in the morning on the first day of their child's absence;
- any absence needs to be explained, on return to school, by a letter or phone call from the parent;
- parents should contact the school again if an absence is more than three days. If they do not, the school will make attempts to contact them. In some circumstances, this may also involve a home visit.

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 Headteacher will be recorded as 'unauthorised'.

10 Homework

Parents are encouraged to contact the school if it appears that homework is not being set. All homework must be completed by the due deadline. Homework should be dated and well presented.

If homework is not completed:

- parents may contact the school to provide an explanation if there is a good reason why a child was unable to complete their homework;
- the teacher should be told before or at the beginning of the lesson;
- the teacher may record non-completion of work in the child's reading record so that parents may see it;
- the teacher may keep the pupil in an informal detention at break or lunchtime to complete the work.

11 Pupil conduct and misbehaviour outside the school premises

11.1 What the law allows

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

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

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

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

At Langdale Primary School, staff believe that the responsibility of children's behaviour outside of the school premises is the responsibility of the parents. Staff will only intervene if they observe behaviours which place the child or others at risk of immediate harm. Staff will communicate with parents or other relevant agencies if it is felt that a pupil's behaviour could impact on the reputation of the school.

11.2 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 order on all transport including minibus transport to and from school, educational visits or taxi transport;
- 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.

11.3 Sanctions and disciplinary action – off-site behaviour

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

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- Whether pupils were directly identifiable as being members of the school.
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying (in all its forms) another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was acting as an ambassador for the school which might affect the chances or opportunities being offered to other pupils in the future.

11.4 Pupil support

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

- Increased communication between home and school.
- Individual support plans.
- Support from the SENDCO (Special Educational Needs Co-ordinator), teaching assistants, Headteacher
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the child's behaviour.
- Alternative curriculum provision.
- Reduced timetable.
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, Behaviour Specialists etc.

12 The use of reasonable force

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

The Governing Body have taken account of advice provided by the DfE - [Use of reasonable force: advice for Headteachers, 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 Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

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

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

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

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

12.1 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.

12.2 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.

12.3 Power to use reasonable force when searching without consent

In addition to the general power to use reasonable force, the Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for 'prohibited or illegal' items. See Section 3.2 above.

12.4 Unreasonable force

The type of force which will never be acceptable in our school includes:

- holding round the neck or any other hold that might restrict breathing;
- kicking, slapping or punching;
- forcing limbs against joints (e.g. arm locks);
- tripping or holding by the hair or ear;
- holding face down on the ground.

In addition, a panel of national experts have identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

12.5 Staff training

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

12.6 Behaviour Management Plans (BMPs)

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 Behaviour Management Plan. This Plan sets out specific ways in which the behaviour is controlled whilst on school premises and during any off-site visit. It may also include details on managing the pupil's behaviour whilst travelling to school on organised home-school transport.

By planning positive and proactive behaviour support, through the drawing up of an individual behaviour plan for more vulnerable children, and agreeing it with parents/carers, we may be able to reduce the occurrence of challenging behaviour and the need to use reasonable force.

In such circumstances, parents will always be made aware of their child's Behaviour Management 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 the Behaviour Management Plan.

12.7 Informing parents when reasonable force has been used

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

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

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

All incidents when 'physical restraint' as opposed to 'physical control' is used will be recorded as soon as possible and details passed on to the Headteacher (or senior teacher in the absence of the Headteacher) who will follow up the incident where necessary. The following must be recorded:

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

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

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

If the answer to any of the questions is 'yes', a written record should be put onto Scholarpack within the support section and a further record in the behaviour log book which is in the locked cupboard in the staffroom.

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 Headteacher/DSL or DDSL.

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

12.8 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 Headteacher 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

12.9 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.

12.10 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.

13 Mental health and behaviour

This school recognises that taking a coordinated and evidence-informed approach to mental health and wellbeing in school, as outlined in the latest edition of the [Promoting children and young people's mental health and wellbeing - a whole school or college approach](#) issued by the Children and Young People's Mental Health Coalition, leads to improved pupil emotional health and wellbeing which can help readiness to learn.

All staff and other adults are made aware through regular training updates that mental health problems and changes in behaviour can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff and other adults, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

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

14 Child on child abuse

We recognise that children can abuse their peers and all staff understand the importance of challenging inappropriate behaviours between peers. This is referred to as child on child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying, prejudice-based and discriminatory bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, abuse in intimate personal relationships between peers; the consensual or non-consensual sharing of nude and/or semi-nude images/videos and initiating/hazing type violence and rituals. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

We recognise that children with special educational needs or disabilities (SEND) or certain health conditions can face additional challenges. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

We recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.

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.

Guidance on dealing with cases of child on child abuse is included in our Child Protection Policy and procedures.

Consideration will also be given to the advice contained within the DfE statutory guidance [Keeping Children Safe in Education](#), and the UKCIS Education Group publication [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) which outlines how to respond to an incident of nudes and semi-nudes being shared.

14.1 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 child on child abuse and the issue is discussed as part of PSHE curriculum.

15 Sexual violence and sexual harassment (SVSH)

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

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

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

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

15.1 Types of SVSH conduct

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

- unwelcome sexual flirtations or propositions, invitations, or requests for sexual activity;
- sexual comments, such as telling sexual stories, making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names;
- sexual “jokes” or taunting, threats, verbal abuse, derogatory comments, or sexually degrading descriptions;
- unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.;
- physical behaviour, such as deliberately brushing against someone or interfering with someone’s clothes. Consideration will be given to when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim;
- displaying pictures, photos or drawings of a sexual nature;
- exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “upskirting” (which is a criminal offence), “down blousing”, or flashing;
- purposefully cornering or hindering an individual’s normal movements;
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of nude and semi-nude images and/or videos. Taking and having nude photographs of U18s is a criminal offence. [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) provides detailed advice for schools and colleges. Offence;
 - sharing of unwanted explicit content;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including on social media;
 - sexual exploitation coercion and threats; and,
 - coercing others into sharing images of themselves or performing acts they are not comfortable with online.

15.2 Managing a report of SVSH

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

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

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

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

A [Model Response to reports of child on child sexual violence and sexual harassment flowchart](#) is available to download from the KAHSC website.

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

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

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

- Staff who observe or suspect any form of child on child abuse (including sexual violence or sexual harassment) must inform the DSL as soon as possible so that further investigations can take place. It is important to understand that children may not find it easy to tell staff about their abuse verbally and that additional barriers such as the child's vulnerability, disability, sex, ethnicity and/or sexual orientation may be a factor.
- Staff, and this could be anyone in the school who the child trusts, must not promise confidentiality at the initial stage as it is very likely a concern will have to be shared with the DSL to discuss next steps. Information must only be shared with those people who are necessary in order to progress the report and the child should be informed what the next steps will be and to whom the report will be passed.
- When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a child protection concern. If there is a child protection concern the DSL must be informed as soon as possible.
- Reports that include an online element will be carefully managed in line with the DfE advice for schools on [Searching, screening and confiscation](#). Staff will not view or forward illegal images of a child but will discuss with the DSL whether it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the Police for inspection.
- A factual written or electronic record will be made of the concern/allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact Cumbria Safeguarding Hub (see details above) to discuss the case. It is possible that Safeguarding Hub is already aware of child protection concerns around this young person. The DSL will follow through the outcomes of the discussion and make a referral of either one or all of the pupils involved where appropriate.
- The DSL will make a written or electronic record of the concern, the discussion and any outcome and keep a copy in the files of both/all pupils.
- If the concern/allegation indicates a potential criminal offence has taken place e.g. rape, assault by penetration, sexual assault, sexual violence or sexual harassment (regardless of the age of the alleged perpetrator(s)), the Police must be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim). See '[When to call the Police](#)' for further guidance.
- The school will consider how best to keep victims and alleged perpetrators of sexual violence a reasonable distance apart while on school premises and, where relevant, on transport to and from school. While the facts are being investigated, the alleged perpetrator should be removed from any classes that they share with the victim. This is in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator.
- It may be appropriate to exclude the pupil being complained about for a period of time in accordance with this Policy and procedures.

- Where a criminal investigation into sexual assault leads to a conviction or caution, we will consider any additional sanctions in light of this Policy including consideration of permanent exclusion. In any action we take, the nature of the conviction or caution and wishes of the victim will be taken into account.
- Both the immediate and future needs of the victim, the alleged perpetrator and any other children involved/affected will be assessed and, where necessary appropriate plans and strategies put in place.
- Where neither the Local Authority Children's Social Care nor the Police accept the complaint, a thorough school investigation should take place into the matter using the School's usual disciplinary procedures.
- In situations where the school considers a child protection risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored, and a date set for a follow-up evaluation with everyone concerned.

15.3 Internal Management of reports of SVSH

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

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

15.4 Sanctions

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

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

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

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

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

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

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

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

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

Part five of [Keeping Children Safe in Education](#) provides examples of situations where specific sanctions have been utilised.

16 Allegations of abuse/concerns against staff and other adults working in the school (including volunteers, contractors and supply staff)

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).

To fulfil its commitment to the welfare of children, this School has a procedure for dealing with allegations of abuse/concerns against members of staff, supply staff, volunteers, contractors 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 has a general concern about malpractice within the school, reference can also be made to the school's Whistleblowing procedures and procedures for reporting low-level concerns about another adult who works with children in the school. Further information on how to report low-level concerns is outlined in the school's Code of Conduct for staff and other adults.

If an allegation is shown to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate against the individual who made it in line with this Policy and procedures.

The procedure complies with the framework for managing cases of allegations of abuse/low-level concerns against people who work with children, as set out in Part four of the DfE statutory guidance [Keeping Children Safe in Education](#) and the Cumbria Safeguarding Children Partnership (CSCP) [Core procedures](#)

17 Bullying

We have a section on child on child abuse in our Child Protection Policy and procedures.

17.1 What is bullying?

According to the DfE document '[Preventing and Tackling Bullying – Advice for Headteachers, 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.

17.2 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.

17.3 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 to be investigated, appropriate action taken and parents will be informed promptly using usual school procedures. 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 collective worship, 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.

17.4 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.

17.5 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 that discuss issues such as diversity and anti-bullying messages
- Poster and leaflet campaigns – designed and written by pupils
- Collective Worship - both whole school and class/form that promote a sense of community
- Class discussions and role plays in Drama, English and RE that draw out anti-bullying messages
- Circle time
- Acceptable Internet Use Agreement is signed by all and online safety is discussed in Computing lessons.
- On-going staff induction and training programme
- Adequate staff supervision at lunch and break times
- Clear and consistently applied Policies for Behaviour and Uniform
- Home school agreement (voluntary)

17.6 Strategies for dealing with the bully

- Disciplinary sanction imposed
- Engage promptly with parents to ensure their support and involvement
- Restorative justice approaches taken as appropriate
- One-to-one interview with staff
- Work with the educational psychologist or other outside agency
- Anger management strategies discussed

17.7 Strategies to support a victim

- Disciplinary sanctions as appropriate applied to the bully
- Age appropriate mediation with a member of staff
- Short term modification of school timetable
- One-to-one parental interview, parental support and involvement
- Self-assertive strategies discussed

18 Suspected Criminal Behaviour including the possession/use of drugs

In cases when a member of staff or the Head teacher suspects criminal behaviour including the use of or possession of volatile substances or illegal drugs, the school will make an initial assessment of whether an incident should be reported to the Police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and every effort will be made to preserve any relevant evidence.

Once a decision is made to report the incident to Police, we will ensure any further action they take does not interfere with any Police action taken. However, we retain the discretion to continue investigations and enforce our own sanctions so long as it does not conflict with Police action.

When making a report to the Police, it will often be appropriate to make in tandem a report to LA Children's Social Care. As set out in [Keeping Children Safe in Education](#), it would be expected in most cases that the DSL (or deputy) would take the lead.

Reports of child on child sexual violence and abuse can be especially difficult to manage and Part 5 of [Keeping Children Safe in Education](#) provides additional guidance.

18.1 When to contact the Police/sanctions

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

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

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

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

18.2 Procedures for dealing with drug-related incidents involving adults

The following examples are situations where concerns about drug misuse or related behaviour involve a parent or other adult rather than pupils:

- Adults may attend school premises under the influence of alcohol or drugs.
- A parent or adult may attempt to remove a child from school premises during or at the end of the school day whilst under the influence of alcohol or drugs.
- An adult may behave aggressively, intimidate or threaten staff or assault school staff or pupils whilst appearing to be under the influence of alcohol or drugs.
- School staff may be concerned that a parent or family member's drug misuse may put the child at risk.
- An adult may be involving pupils in drug misuse or the supply of drugs to pupils.

These examples are not exhaustive and in each case, the Headteacher will consider the safety of the whole school community including staff when determining the appropriate course of action.

Where, in the opinion of school staff, it is thought that an adult is unable to provide appropriate care and supervision of a child because they are under the influence of drugs or alcohol, they will first attempt to contact an alternative adult carer for the child before contacting the LA Social Care Services and, if necessary, the Police.

Where there are concerns over the safety of the child, school staff will attempt to persuade the adult not to leave the premises with the child until appropriate assistance arrives. If the adult insists on leaving the

school, staff will immediately contact the Police. This will also be the case if an adult becomes threatening or aggressive.

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

19 Behaviour of parents and other visitors to the School

The 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). A poster indicating that such negative behaviour is not acceptable is displayed in the school reception area.

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.

19.1 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, sexist, defamatory or other derogatory comments
- All types of sexual violence and sexual harassment as outlined above
- 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.

19.2 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 Headteacher/Senior Management Team (Chair of Governors). 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 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.

19.3 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.