



## BEHAVIOUR MANAGEMENT POLICY

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### CONTENTS

|  |    |
|--|----|
| 1. KEY PRINCIPLES .....  | 2  |
| 2. BEHAVIOUR MANAGEMENT IS EMBEDDED THROUGHOUT THE CURRICULUM AND ALL THAT WE DO ..... | 3  |
| 3. POSITIVE APPROACHES.....  | 3  |
| 4. THE CURRICULUM.....   | 4  |
| 5. STAFF POWERS TO DISCIPLINE .....  | 5  |
| 6. OUTSIDE THE PRIMARY.....  | 5  |
| 7. SANCTIONS .....   | 6  |
| 8. CATCH-UP.....   | 7  |
| 9. SUPPORT STRATEGIES. ....  | 7  |
| 10. SUPPORT STRATEGIES: THE SUPPORT STAGES.....  | 8  |
| 11. SUPPORT STRATEGIES: SCHOOL SUPPORT PLANS (SSP).....                                | 9  |
| 12. REPORTING BEHAVIOUR .....  | 9  |
| 13. DRUGS, WEAPONS AND OTHER PROHIBITED ITEMS.....                                     | 10 |
| 14. PROHIBITED ITEMS .....   | 10 |
| 15. PHYSICAL CONTACT BETWEEN STAFF AND PUPILS.....                                     | 11 |
| 16. DISABILITY .....   | 11 |
| 17. BULLYING.....  | 12 |
| 18. PREVENTING BULLYING .....  | 13 |
| 19. HOW WE MANAGE BULLYING .....   | 14 |
| 20. SUPPORTING THE VICTIM.....   | 15 |
| 21. SEXUAL HARASSMENT AND SEXUAL VIOLENCE.....   | 15 |
| 22. PREVENTING SEXUAL HARASSMENT.....  | 15 |
| 23. SEXUAL VIOLENCE.....   | 16 |
| 24. DISCIPLINE AND THE ALLEGED PERPETRATOR .....                                       | 16 |
| 25. SUPPORTING THE VICTIM AND ALLEGED PERPETRATOR.....                                 | 17 |
| 26. WHERE BOTH VICTIM AND ALLEGED PERPETRATOR ARE FROM THE PRIMARY.....                | 17 |
| 27. AT THE END OF THE CRIMINAL PROCESS.....  | 17 |
| APPENDIX 1: GUIDANCE FOR KEY WORKERS: PUPILS WITH ATTACHMENT ISSUES.....               | 18 |
| APPENDIX 2: GET READY TO LEARN.....  | 20 |
| APPENDIX 3: CHECK LIST FOR SUCCESS .....   | 21 |

## 1. KEY PRINCIPLES

- 1.1 Within this policy 'we' and 'us' means Catmose Primary.
- 1.2 This policy should be read in conjunction with the Federation Exclusion Policy, the Federation Safeguarding Policy and the Primary Searching Pupils and Confiscation Policy
- 1.3 We believe that people respond best to praise for the positive behaviour we want to see, rather than focusing on the poor behaviour we do not. Our ethos is one built on trust; believing that by trusting pupils and giving them opportunities to grow, they will respond positively, viewing themselves as active members of our community. As staff, we model the behaviour we wish to seek from pupils: picking up litter, queuing with pupils at break and lunch, having good manners and speaking with pupils in a way that maintains respect.
- 1.4 We aim to achieve a calm and purposeful learning environment where all can achieve by:
  - recognising that pupils are individuals and our approach should be tailored accordingly.
  - demonstrating good consistent classroom management.
  - having friendly, positive, but firm relationships between staff and pupils.
  - celebrating the positive achievements gained by pupils in all aspects of learning both inside and outside Primary, so that success in its broadest sense (individual or collective) contributes to positive behaviour through raising self-esteem, participation and developing individual learning.
  - managing and improving pupil behaviour, leading by example and not expecting pupils to do something they would not be willing to do themselves.
  - guiding and supporting pupils regarding the Primary's ethos and expectation at key transition points including for those who join the Primary in-year.
  - teaching within the curriculum offer the expectations within the school and wider community.
- 1.5 We believe that if pupils strive to adhere to our Get Ready to Learn rule they will find their time in Primary fulfilling and will be embodying the Catmose ethos.

The Get Ready to Learn rules are:

I will listen to my friends and teachers.

I will do my best and take pride in my work.

I will show respect and have a positive attitude.

I have the right resources and equipment to do my work.

## 2. BEHAVIOUR MANAGEMENT IS EMBEDDED THROUGHOUT THE CURRICULUM AND ALL THAT WE DO

2.1 We recognise that good behaviour is not only achieved by implementing expectations but by creating an environment where opportunities and for everyone. Good behaviour is developed the Primary providing:

- A broad and balanced curriculum with pathways that allow all to reach their full potential no matter their prior attainment, personal circumstances or individual needs.
- Well-planned engaging lessons.
- Good behaviour being taught alongside the curriculum.
- Clear behaviour management guidance and practice so that pupils understand the expectations and consequences when they are not met.
- Primary routines well established and consistently followed (Get Ready to Learn).
- A reward system that celebrates success and is applied consistently by all.
- Initiatives that seek to re-engage pupils who are not yet partaking in the breadth of the Primary offer so that they are guided to step out of their comfort zone and to avoid the potential for poor behaviour that can be a result of low self-esteem.
- Access to class teachers and teaching assistants to ensure concerns are dealt with quickly and sensitively so that such issues do not prevent pupils from engaging in their learning.
- Reward and recognition of good behaviour alongside sanctions and discipline
- Restorative approaches following poor behaviour so that all parties can speak, listen, accept and learn.
- A comprehensive range of strategies including from external agencies to help support our most vulnerable and those whose behaviour needs improvement.

## 3. POSITIVE APPROACHES

We believe that creating an environment where positive acts and achievements are recognised helps to establish a close Primary community and positive behaviour.

### 3.1 The House System

All of our pupils belong to one of four Houses: Red, Yellow, Green and Blue. Each pupil can accrue House Points that contribute to the performance of their House as well as their own total. Some classes use Class Dojo for immediate award – this is very visual for younger children – and these are turned into House Points. There are a number of ways to gain House Points:

- For outstanding attendance, progress and compliance with the school rules: get ready to Learn (indicated on reports).
- For consistently high standards of uniform and equipment (spot checks).
- For success in inter-House competitions run throughout the year, culminating in Sports Day.
- For representing us in sports and for consistent attendance at sports club.
- For representing us in other extra-curricular events.
- For representing the Primary through acts of exemplary citizenship in the community.
- For exceptional achievement, awarded by any member of teaching or support staff.

In addition to House Points, the House system also records achievement and progress in a number of ways:

- Bronze, silver and gold medals are awarded for reaching certain House Point totals;
- Good levels of attendance recognised and House Points awarded termly.
- House winners' trophy with individual prizes for pupils in that house awarded at the end of the year.

### 3.2 Roles of responsibility

To recognise the valued contribution that individuals make to the Primary over a longer period of time, we reward these pupils with key roles of responsibility. These include:

- House Captains;
- Members of School Council;
- Sports Leaders;
- Playground Buddies;
- Peer mentor.

### 3.3 Additional way of celebrating achievement

As well as the House system, we also are keen to celebrate the significant achievements made by individuals in extra-curricular activities, in their own time, or in their continued commitment to our community. These successes are key to the happiness, development and maturity of the individual and are worthy of celebration. A weekly celebration assembly is held which the whole school community is invited to. Pupil achievements are celebrated in this assembly and include:

- Star Awards for academic achievement, good manners and friendship skills, reading star and sports star.
- Certificates of achievement from clubs and groups attending out of school such as Brownie badges, or swimming certificates
- Activity Passport Award with Bronze, Silver and Gold badges to celebrate wider opportunities for children. This is linked to the '50 things to do by the time you are 11 ¾' by The National Trust.

## 4. THE CURRICULUM

The curriculum has been designed to enable children to understand the expectations for behaviour. Our PSHE curriculum is split into 3 focuses with clear progression from KS1 to lower KS2 to upper KS2.

- Health and Wellbeing
- Living in the Wider World

The curriculum has been designed to help children to develop self-awareness, motivation, social skills and be able to manage their feelings. These skills will help our children to become better learners, get on better with other people and be responsible citizens. They are part of every area of life.

Our ethos and PSHE curriculum ensure that we meet the five strands of Every Child Matters which states that every child has the right to: Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution and Achieve Economic Wellbeing.

We hold regular Values Assemblies in which our Meta-cognition focus are shared. These lead into the behaviour expectations we hold as a school asking the children to develop independent skills. Each focus is shared and discussed in assembly with class teachers following up this discussion in class. Our focuses are:

- Thinking for myself
- I am resilient
- More than just me
- Aiming high
- How well did we do?
- Daring to be different
- I can do it!

## 5. STAFF POWERS TO DISCIPLINE

We believe that by treating pupils with respect and fairness and teaching them well, they will respond positively. Discipline must be part of a positive atmosphere of achievement, rooted to the work they are being asked to complete. Staff will focus on phrases such as 'your work is not up to your usual high standards' which rather than a negative comment, implies that we still value the individual; it is their behaviour we do not approve of.

- 5.1 In order to help create an ethos where mutual respect is the norm, the Head of School will support staff's authority to discipline pupils and ensure that this happens consistently across the Primary.
- 5.2 It is a key responsibility of staff to manage the behaviour of pupils they are responsible for, supported by the Senior Leadership Team.
- 5.3 Teaching assistants and other paid staff also have the power to discipline pupils whose behaviour is unacceptable, who break our Get ready to Learn rules or fail to follow a reasonable request. They may apply any of the sanctions, saving exclusion, outlined in this policy, provided they are acting reasonably and proportionately when doing so.

## 6. OUTSIDE THE PRIMARY

- 6.1 Staff power to discipline applies to pupil behaviour in and outside of Primary, in the following circumstances:

### 6.1.1 When the pupil is:

- Taking part in any Primary-organised or related activity.
- Travelling to or from the Primary.
- Wearing our uniform.
- In some other way identifiable as a pupil at the Primary.

6.1.2 or behaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the Primary.
- Poses a threat to another pupil or member of the public.
- Could adversely affect our reputation.
- Could violate the dignity of another person.
- Creates a hostile, offensive or sexualised environment.
- Would constitute child-on-child abuse.

## 7. SANCTIONS

7.1 Unfortunately, pupils at different times do not meet our expectations. When this occurs, it is important that our procedures are followed. Our 'Get Ready to Learn' rules are key expectations that all pupils should follow, and sanctions should be applied if they do not.

7.2 Sanctions should aim to improve a pupil's behaviour to allow learning to take place. It is important only to punish those specific pupils whose behaviour falls short of our expectations; it is never appropriate to punish whole classes or large groups for the behaviour of individuals. The sanction applied must be proportionate to the circumstances, and account must be taken of the pupil's age, developmental stage, any special educational needs or disability they may have and any religious requirements affecting them.

7.3 Staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the Federation's Safeguarding Policy, including cases of child-on-child abuse.

7.4 The sanctions that staff may apply are:

- A short conversation about behaviour and its impact on learning, outlining the consequences if the behaviour does not improve.
- A cooling-off period outside of the classroom (no more than two minutes per lesson).
- The confiscation of a pupil's personal item which is preventing their or others' progress. These should be returned at the end of the day.
- Break time catch-up sessions; no notice for the pupil or parent is required.
- Lunchtime catch-up sessions; no notice for the pupil or parent is required.
- Being asked to work in another classroom for part or all of a lesson to address immediate concerns. This should not become a regular practice and the pupil should be given access to the work from the lesson they are leaving.
- Removal from some lessons ensuring that the pupil still accesses the relevant curriculum and subject specialist support. This should not become the norm and such an intervention should only be used in the short-term in order to address the behaviour and subsequently reintegrate them to their class.
- Working in the Head of School's office whilst investigating a serious incident, or as a mechanism to support a pupil.
- Contact home by phone, email, letter or in person.
- Meeting with parents or guardians.

- Restorative justice, for example asking the pupil to apologise in person and/or write a letter of apology for their actions. This may follow some 1:1 work with a pupil to address specific behaviours and teach them appropriate and acceptable patterns of behaviour.
- Requiring that pupils rectify/pay for any damage they have caused. This could be the result of either deliberate or unintentional damage to equipment or the building caused by careless behaviour.
- Intervention plan.
- Pupil Report card.
- School Support Plan for the pupil
- Pupil contracts.
- Parenting contracts.

## 8. CATCH-UP

- 8.1 The phrase 'catch-up' is used by us to describe in law what is known as a 'detention'; this is a legal power to detain pupils whose behaviour, progress or punctuality is causing a concern. Parental consent is not required to detain pupils, during the normal Primary working day.
- 8.2 Catch-ups may be issued as a sanction whenever a pupil has not made adequate progress in a lesson or piece of work, or their behaviour falls short of our expectations. Any member of staff can issue a catch-up. The length of the catch-up will be determined by the member of staff issuing it.

## 9. SUPPORT STRATEGIES.

- 9.1 We aim to offer a range of support to improve behaviour. Our school team offers additional support to pupils when their behaviour places them at a disadvantage compared to their peers; additional reasonable adjustments will be made to the way in which we normally manage pupils in order to avoid the need to exclude them. This support is normally for relatively short periods of time in order to give pupils strategies that will allow them to self-manage and become independent in the longer term.
- 9.2 The school support system from stages two to five implements a range of strategies which may include, but is not limited to:
  - Pupil report card to track behaviour over a week period to note any patterns of behaviour in order to create a support plan.
  - Internal isolation with supervised breaks and lunch times.
  - Cognitive behaviour support, ELSA and Learning Mentor support plus other group interventions.
  - Curriculum adjustments.
  - Immediate sanctions.
  - Local authority support through a multi-agency approach.
  - A key worker (see Appendix 2 Guidance for Key Workers: Pupils with Attachment Issues) with regular reporting to their key worker.
  - Managed move.
  - Parenting contracts.
  - Suspension and permanent exclusion (please see the Federation Exclusion Policy).
  - SSP – an individualised School Support Plan.



- 9.3 This support will always complement our ethos and not cause serious harm to another pupil or group of pupils as a result of the adjustments we have made. The range of strategies deployed will depend on the individual and may include some or all of those outlined here.
- 9.4 Pupils who are supported by the stages system will continue to be managed by their teachers, albeit with adjustments to their approach, in particular that poor behaviour is followed up and that it is recorded on CPOMS (see paragraph 11). This is important to ensure that the support being offered is effective; if poor behaviour continues it will require the school to consider an escalation of the support on offer and, ultimately, if unsuccessful, serious consideration to be given to permanent exclusion.

For this approach to be effective, parents and pupils will need to engage and be involved in the support offered. There will therefore be regular contact between them and the pupil's key worker to ensure that communication is effective and that parents take a consistent approach at home.

## 10. SUPPORT STRATEGIES: THE SUPPORT STAGES

- 10.1 The range of support on offer is delineated into stages which escalate the level of support and adjustments made as the pupil becomes at greater risk of exclusion. The majority of pupils are managed by their class teachers at Stage 1 using the 'checklist for success' in class, a key worker (member of teaching staff) at Stage 2, and typically a member of the SLT at Stage 3. The Head of School will consider permanent exclusion at Stage 4 and Governors will review this at Stage 5. The Federation Exclusion Policy should also be read in respect of the latter two stages. Where a pupil's developmental stage impacts on their behaviour, it is likely that they will remain with the same key worker throughout the Stages to counter the detrimental impact of change.
- 10.2 The Stages support will be regularly reviewed so that pupils can achieve progress quickly and not become 'stuck' on report. During the review, negative behaviour entries on CPOMs will be looked at, but also positive behaviours through housepoints and other such awards and engagement in Primary life to give a broader picture of the pupil's progress. The pupil may come off report, be monitored without a report card, de-escalated to a lower stage, or escalated to a higher stage.
- 10.3 The ultimate aim of our behaviour support programme is that all pupils become able to manage their own behaviour without additional support, in line with our expectations. Pupils who persistently continue to breach these expectations despite the support outlined in this policy are at serious risk of permanent exclusion.
- 10.4 The Primary will look to support pupils and their families further with involvement from the Local Authority; e.g. Early Help/Social Services, Youth Offending Service (YOS), the School Support Partnership as well as other external agencies, including health services
- 10.5 From time-to-time a pupil's behaviour may lead the Designated Safeguarding Lead to determine that contact with the Children's Duty Team is appropriate in line with the Federation Safeguarding Policy. Staff receive safeguarding refresher training at least once each academic year as part of and through relevant updates through emails, e-



bulletins and staff briefings. This training reminds staff of the signs of abuse, harm and neglect that can be seen in behaviours and how such concerns should be dealt with.

- 10.6 When dealing with any disciplinary matter, staff are to remain calm and quiet, firmly and politely taking the necessary steps in a way that does not further escalate the problem. We all expect fair treatment, and verbal confrontation often escalates a situation. Team Leaders will work with members of their teams to support them in these situations. Alongside any action, staff must remember to keep records, including behaviour tracking system entries where appropriate, informing the class teacher where possible.

Staff will receive training opportunities to refresh their understanding and application of behaviour policies and practices. This may be through staff briefings, training and specific briefings for pupils who may have a School Support Plan (SSP) instigated. All new staff will receive a behaviour induction session with a member of the Primary's senior team. This will enable staff to understand the working practices of behaviour management at the Primary and how they underpin the Primary ethos and pledge of equal value.

## 11. SUPPORT STRATEGIES: SCHOOL SUPPORT PLANS (SSP)

- 11.1 A key element of the support offered is normally a School Support Plan (SSP) which outlines the adjustments we will make in the way in that every member of staff will manage the pupil in order to address their poor behaviour. It also describes the role of the pupil and their parents/guardians in achieving positive change. Depending on the circumstances there might also be the role that should be played by other agencies such the Local Authority.
- 11.2 SSPs may be instigated for pupils whose behaviour presents a more long-term cause for concern or for those who are at serious risk of exclusion. SSPs are shared with staff (usually through a staff meeting) to ensure appropriate strategies of support are being used. The SSP will identify reasonable adjustments to our management of the pupil's behaviour so that, as a result of any disability or in anticipation of such, the pupil is not placed at a substantial disadvantage (please see section on advice regarding disability below).
- 11.3 SSPs give clear instructions for staff regarding adjustments we will make to support a pupil struggling to manage their behaviour (for example that the pupils must sit at the front of the room) and these must be adhered to at all times. As a Primary we recognise that we need to modify our approach to make the curriculum accessible for all. It is essential that staff instructions on SSPs are used. We will monitor and evaluate the success of these procedures and make changes where necessary.

## 12. REPORTING BEHAVIOUR

- 12.1 We use a behaviour tracking system called CPOMs to track and monitor pupils' behaviour. This allows all teachers and teaching assistants to monitor patterns and individual pupil concerns across the Primary. When a pupil has significantly disturbed the learning or well-being of others a behaviour tracking system entry will be made which will form part of our record.

- 12.2 The member of staff should record the nature of the incident, write a brief summary of what happened and record the action they have taken in response to the pupil's behaviour.
- 12.3 This system allows the SLT to monitor those pupils who are causing most cause for concern and offer further support for the staff and pupil as required.
- 12.4 Parents of pupils whose repeated behaviour has caused concern over the course of the term will be notified along with the details of their child's behaviour log.
- 12.5 Where behaviour would indicate that a child is in danger of being drawn into terrorist-related activity or other forms of grooming, the Primary will follow safeguarding procedures as outlined by the policy.

### 13. DRUGS, WEAPONS AND OTHER PROHIBITED ITEMS

- 13.1 We will not tolerate the presence or misuse of drugs, or the possession of prohibited items on our property and will act promptly and appropriately on such occasions. Pupils will be provided with information about the use and misuse of drugs, alcohol and smoking through an age appropriate PSHE curriculum. Similarly pupils will be educated about those items prohibited on the Primary site and those banned under the Primary rules.
- 13.2 All pupils and staff will be made fully aware that serious consequences will follow if they are caught dealing drugs, carrying offensive weapons or being in possession of any other prohibited or banned item on site. Such behaviour will lead to the Head of School seriously considering permanent exclusion for the pupils involved. Please read the Federation Exclusion Policy for more details.
- 13.3 If the SLT are concerned that a pupil is in possession of a prohibited item they might need to carry out a search. For all the details on how we would carry out a search please refer to the Searching Pupils and Confiscation Policy.
- 13.4 Prescribed drugs are dealt with according to the Supporting Pupils with Medical Conditions Policy.

### 14. PROHIBITED ITEMS

- 14.1 The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of, any person (including the pupil);
- tobacco and cigarette papers;
- fireworks;
- pornographic images.

14.2 In addition, the Primary identifies that the following items may also be searched for:

- e-cigarettes;
- vapes;
- any other item that a pupil or pupils may have in their possession that is in contravention of the Primary's Behaviour Management Policy, Exclusion Policy or stipulated in a safety plan, School Support Plan (SSP) or parenting contract.

## 15. PHYSICAL CONTACT BETWEEN STAFF AND PUPILS

15.1 There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils and children, but it is crucial that they only do so in ways appropriate to their professional role. When physical contact is made with pupils or children, this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil in one set of circumstances may be inappropriate in another, or with a different pupil or child.

15.2 The circumstances in which staff can physically intervene with a pupil or child are covered by the 1996 Education Act. Staff may legitimately intervene to prevent them from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline. Staff should have regard to the health and safety of themselves and others. Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence. Please refer to the Federation Staff Safer Care Code of Conduct for further guidance.

## 16. DISABILITY

16.1 We will make reasonable adjustments to our Behaviour Management Policy to ensure that disabled pupils are not at a substantial disadvantage compared with their peers. We will plan and put in place such reasonable adjustments to prevent that disadvantage. There is non-statutory guidance issued by the Equality and Human Rights commission (<http://www.equalityhumanrights.com/publication/reasonable-adjustments-disabled-pupils>). This guidance does not bind us in any way but is a helpful guide.

16.2 The following are some of the factors that we are likely to take into account when considering what adjustments are reasonable to make to support a disabled pupil:

- The extent to which special educational provision will be provided to the disabled pupil under Part 3 of the Children and Families Act 2014. Please see our SEN Policy.
- Our resources and the availability of financial or other assistance.
- The financial and other costs of making the adjustment.
- The extent to which taking any particular step would be effective in overcoming the substantial disadvantage suffered by a disabled pupil in respect of their behaviour.
- The practicability of the adjustment in relation to the efficient management of the Primary.
- The effect of the disability on the individual's behaviour.
- Health and safety requirements.
- The need to maintain academic, musical, sporting and other standards.

- The interests of other pupils or prospective pupils, in particular the effect of making an adjustment on the progress, emotional and physical wellbeing of other or prospective pupils.

16.3 In making a decision regarding an adjustment we will take into account the needs of other pupils or prospective ones, to ensure that any adjustment does not result in significant disadvantage to other pupils, in such cases it may not be possible to make the adjustment.

## 17. BULLYING

17.1 This policy is to ensure that we act to prevent discrimination, harassment and victimisation within or outside the Primary (as defined in this policy). We believe that a strong partnership and effective communication between staff, pupils and parents is critical to implementing this policy.

17.2 There is no legal definition of bullying. However at the Primary, it is defined as behaviour that is:

- Repeated.
- Intended to hurt someone either physically or emotionally.
- Aimed at certain groups or individual because of race, religion, gender or sexual orientation.

17.3 It takes many forms and can include:

| Type of bullying          | Definition  |
|---------------------------|---|
| Emotional                 | Being unfriendly, excluding, tormenting   |
| Physical                  | Hitting, kicking, pushing, taking other's belongings, any use of violence.  |
| Racial                    | Racial taunts, graffiti, gestures.  |
| Sexual/phobic             | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching. Such behaviours can be on-line as well as offline.   |
| Direct or indirect verbal | Name calling, sarcasm, spreading rumours, teasing both on-line and offline.   |
| Cyber bullying            | Bullying that takes place online such as through social networking sites, messaging apps or gaming sites, forwarding and/or posting inappropriate pictures/videos, setting up fake pages/accounts, hacking and resetting others' usernames and passwords inappropriately. |

17.4 We will take action whenever this happens whether face-to-face or in other forms such as via mobile phones or online (e.g. email, social networks, blogs and other electronic forms of communication). In serious cases, the Primary may inform the police or service providers; where instances occur outside of Primary, parents will be advised to contact the appropriate service. In all instances of cyber bullying, the victim has the choice to involve the police.

What can you do as a parent/guardian?

- Be proactive with your child and ensure they understand how to use technology safely and the risks associated with misusing them.
- Ensure your child understands what to do if they, or someone they know, is being bullied or cyberbullied.
- Encourage your child to talk to you if they have any concerns of inappropriate behaviour. Furthermore, pupils or parents must ensure that a relevant member of Primary staff are aware of the issue.
- To understand the parental restrictions and controls available to protect your child.
- It is vital that parents/guardians ensure that their child is engaged in safe and responsible online behaviour.

## 18. PREVENTING BULLYING

18.1 We aim to create an ethos which discourages bullying and helps all pupils feel secure and confident. Through PSHE sessions and assemblies we examine the subject of mutual respect, self-worth, confidence and bullying. We encourage pupils to feel confident about asking their Class Teachers for help when they feel ill, unhappy, lost, or are struggling with work or friendships. We emphasise the importance of attitudes and relationships, look at how we make decisions, how we react in different situations, friendship qualities and responses which help or hinder relationships.

18.2 Through the PSHE curriculum and the wider curriculum we aim to promote:

- Social responsibility.
- Success.
- Fairness through tolerance and mutual respect.
- Pupil involvement in decision making.
- The recognition of achievements.
- Understanding of equalities and tolerance of others.
- An interesting and valuable curriculum.

18.3 All pupils can expect to:

- Be treated with respect and equality by all members of our community.
- Be given every opportunity to achieve success.
- Have their progress and achievements positively recognised.

## 19. HOW WE MANAGE BULLYING

- 19.1 When bullying is reported it is always taken seriously and dealt with sympathetically. Staff are aware that pupils might be reluctant to report incidents. Prompt reporting is essential to ensure that emerging bullying issues are identified and addressed.
- 19.2 All reported incidents of bullying are taken seriously because an accumulation of minor incidents, especially if they are perpetrated by more than one person, can have a serious effect on the victim.
- 19.3 A pupil who is concerned about being bullied or has witnessed such behaviour should report it to their Class Teacher or any member of the Primary staff team.
- 19.4 If bullying is found to be occurring, we will make a decision how best to ensure that the behaviour stops and the victim/s feels safe, depending on the individual circumstances this can include:
- Restorative justice.
  - Isolation of the perpetrator in another classroom or the Head of School office.
  - Restricted breaks and lunchtime.
  - Closer supervision for example being placed on pupil report.
  - Mentoring support.
  - Safety Plan
  - Referral to Child and Adolescent Mental Health Services (CAMHS).
  - Suspension and, in the most serious cases when bullying has been persistent or violent, the Head of School will seriously consider permanent exclusion (see the Federation Exclusion Policy).
- 19.5 The intention of these responses is to ensure that the bully knows that his/her behaviour is wrong. In deciding how to respond we also consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the pupils engaging in bullying may need support themselves.
- 19.6 In addition, although bullying in itself is not a specific criminal offence in the UK, some types of harassing or threatening behaviour or communications could be a criminal offence; for example, under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If the Head of School believes that an offence may have been committed then advice from the police will be sought. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety, or to send an electronic communication which conveys a message which is indecent or grossly offensive; a threat, or information which is false and known or believed to be false by the sender.

## 20. SUPPORTING THE VICTIM

- 20.1 We will also ensure the victim has the support they need in order to ensure that the behaviour they have experienced does not affect their social and emotional wellbeing or academic progress. This may be supported by writing up a safety plan, moving spaces in class and any of the other SEMH supports we provide. We will log the incident separately for the victim so that we are able to see patterns of behaviour that might subsequently be classed as bullying due to the repeated nature of the incidents.

## 21. SEXUAL HARASSMENT AND SEXUAL VIOLENCE

- 21.1 This policy is to ensure that we act to prevent the normalisation of inappropriate sexual behaviours that constitute sexual harassment between children and/or adults. We aim to maintain an environment in which everyone feels that their dignity is valued and one in which sexual violence is not a foreseeable next step.

- 21.2 Sexual harassment is unwanted conduct of a sexual nature. It can occur online and offline and is likely to make a child feel intimidated, degraded or humiliated.

- 21.3 At the Primary, it may include but is not limited to:

- Sexual comments, such as telling sexual stories, lewd comments, sexual remarks about clothes and appearance and calling someone sexualised names.
- Sexual jokes or taunting.
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothing and displaying pictures, photos or drawings of a sexual nature; upskirting.
- Online sexual harassment such as non-consensual and consensual sharing of sexual images and videos; inappropriate sexual comments on social media; exploitation; coercion and threats.

- 21.4 We will take action whenever this happens whether face-to-face or in other forms such as via mobile phones or online (e.g. email, social networks, blogs and other electronic forms of communication).

## 22. PREVENTING SEXUAL HARASSMENT

- 22.1 We aim to create an ethos that never tolerates any form of sexual harassment, regardless of the victim's protected characteristics. Through the PSGE and SRE curriculum we examine the way language, behaviour and attitudes can lead to a hostile or sexualised environment. We explore how sexual harassment can lead to sexual violence and that both can occur between children and transgress a child's 'right to freedom from inhuman and degrading treatment' (Human Rights Act 1988 – article 3). These rights are also covered in the Equality Act 2010, which states schools must protect children from 'unlawful discrimination' on the grounds of protected characteristics. Such forms of discrimination are classed as unlawful under the Public Sector Equality Duty (PSED) and the likely impact on a victim's education is classed as an infringement of their equality of opportunity. The same education will be given to preventing sexual harassment as bullying with the addition of tackling the issues such as:

- What respectful behaviour looks like.
- Gender roles, stereotyping, equality.
- Prejudiced behaviour.



- That sexual violence and sexual harassment is always wrong; and addressing cultures of sexual harassment

22.2 Incidents of sexual harassment are managed in the same way as bullying, and all reported incidents will be recorded separately to other recorded behaviours, so that patterns are easily detected. Just as with bullying, all reported incidents are taken seriously because an accumulation of minor incidents can have a serious effect on the victim and may be an indication that sexual violence might be the next step.

## 23. SEXUAL VIOLENCE

23.1 The law is very clear about what constitutes criminal sexual violence (offences under the Sexual Offences Act 2003):

23.1.1 Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

23.1.2 Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

23.1.3 Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

23.2 If a child has been the victim of sexual violence, we will follow basic safeguarding principles and so, dependent on the degree of harm and risk of immediate danger, either a referral will be made to children's social care, the police will be informed and parents will be contacted. All normal multi-agency arrangements will be put in place as with any other serious safeguarding issue.

## 24. DISCIPLINE AND THE ALLEGED PERPETRATOR

24.1 In conjunction with the Federation Exclusion Policy, disciplinary action can and should be taken where the conduct of a pupil falls below the standard which is reasonably expected of them. If we believe, on the balance of probability, that the conduct of an alleged perpetrator has transgressed our expectations, then we will apply our own disciplinary processes up to and including exclusion. This can and should happen even if a police investigation is proceeding. However, we will consider carefully the possibility of any action prejudicing an investigation and/or any subsequent prosecution. To avoid such an outcome, we will liaise with the police and/or children's social care. In the case of a false allegation being proven or suspected on the balance of probability, we will also apply sanctions in accordance with the Federation's Exclusion Policy.

## 25. SUPPORTING THE VICTIM AND ALLEGED PERPETRATOR

25.1 We will also ensure the victim and the alleged perpetrator have the support they need so that the behaviour they have experienced does not affect their social and emotional well-being or academic progress. This may include putting in place a risk assessment which may include:

- Restricted access to internet and smartphones to limit the impact further likely continued commentary via social media.
- Staff single point of contact provided so that pupil support is consistent and established.
- Transport/access to and from Primary reviewed to reduce risk of exposure to pupils' interest, comments etc.
- Management of unsupervised time and/or movement about the Primary to reduce the opportunity for unwanted attention from other pupils. The victim will be given as much control as is reasonably possible over decisions regarding how the investigation will be progressed and any support that they will be offered.

## 26. WHERE BOTH VICTIM AND ALLEGED PERPETRATOR ARE FROM THE PRIMARY

26.1 Although delays are common as a case is being progressed through the justice system, we will not wait for the outcome before protecting victim, alleged perpetrator or other pupils. We will risk assess both victim and alleged perpetrator to ensure that:

- They do not end up in the same classroom or lesson as one another – this might mean short term chaperoning of one pupil, isolation of one pupil, a managed move to another school, or exclusion.
- External factors such as access to social media or the internet, transportation to and from Primary and involvement in external activities are considered.
- Other children are not being put at risk.
- Normal routines are maintained as far as possible.
- Neither pupil is shown preferential treatment.
- Any police investigation is not jeopardized by our actions.

## 27. AT THE END OF THE CRIMINAL PROCESS

27.1 Following the outcome of a criminal investigation, we will:

- Consider further sanctions in line with this policy and the Federation Exclusion Policy if this has not already happened.
- Continue to support both pupils even when a not guilty verdict or a decision not to progress with the case has been reached. Such outcomes do not necessarily mean that the allegation was unfounded and both pupils are likely to have found the experience very difficult.
- Update risk assessments as appropriate.
- Continue to protect both pupils, especially from bullying or harassment.
- Use other agencies to offer support such as ChISVA, (through Rape Crisis), CAMHS or other counselling services.
- Work with parents and guardians of both pupils and signpost the relevant support groups to help them come to terms with their child's involvement.



## APPENDIX 1: GUIDANCE FOR KEY WORKERS: PUPILS WITH ATTACHMENT ISSUES

Key working a pupil whose developmental stage presents a barrier to learning is a challenging role. These pupils will not come with a diagnosis, and the traits will be anecdotal and to a degree deduced through prior records and patterns of behaviour. It is therefore difficult to prescribe exactly what is needed, as all cases are unique.

### ESTABLISHING WHAT IS CURRENTLY HAPPENING

It is advisable that the key worker have a good overview of the pupil's experience across subjects and throughout the Primary day. In some circumstances it would be beneficial to either observe the interactions of the pupil in various situations.

The following may be worth noting:

- Where the pupil sits in the class.
- Who they sit next to.
- Who do they socialise with or gravitate to?
- Are there any differences in response to staff/pupils that form a pattern i.e. gender, manner etc.?
- What are their eating/socialising habits?
- Which areas of the Primary do they access?
- How do they react to structured time vs unstructured time?
- Do they experience many shared teaching groups?
- How many people are they required to relate to across a week?
- Do they have good connections with other staff i.e. non-teaching?
- Do they have any responsibilities within the Primary?
- Are they accessing trips and visits?
- Are they involved in other extra-curricular or enrichment activities?
- When do they arrive and leave Primary, and what they do if they stay late?
- What was their pattern of behaviour at primary school – can any lessons be learnt from this?

From these observations the key worker may decide to alter or shape certain aspects in order to eliminate issues that may be compounding or replicating the difficulties that the pupil may have experienced earlier in life, and that have contributed to their behaviour. As a guide, the key worker is aiming to create opportunities in which important normal developmental stages are developed. These include: trust, consistency, reliability, forgiveness, security, commitment, stability, humility and care – in short, all the characteristics one would imagine should exist in a secure and stable parent/child relationship.

Research into attachment issues would suggest that there are some approaches that should be considered as potentially harmful, in that they may well exacerbate the entrenched behaviours (usually established before the age of 2, but possibly later in early childhood), but many approaches that might well be of benefit. All suggested approaches suggested here will be positive, and even if not needed for all cases, will certainly not have a harmful effect.

## BUILDING THE RELATIONSHIP

- When assigning the pupil a key worker, assume that this will be a long-term partnership.
- Ensure that the key worker meets the pupil regularly.
- If there are meetings concerning any aspect of the pupil's education, try where possible to ensure that the key worker is there to support them.
- When things go wrong, and they will, make every effort for the key worker to be available to advocate for, or guide the pupil straight afterwards. Avoid any lapse of time where the strength of the relationship may seem to be precarious due to the behaviours.
- Where a key worker has to challenge the behaviour of the pupil, ensure that in the same meeting it is made clear that they are still there to support the pupil and that a fresh start is always given. This does not mean that sanctions are not applied, but that failure to meet expectation never results in the withdrawal of care and support.
- The relationship between key worker and pupil will be challenged. When negative behaviours occur, emotions on both sides can jeopardise the partnerships. It is vital that where either party react in a way that later could be thought unfair or harsh, that reparation is made. Apologies should be forthcoming and the focus shifted to the next steps.
- Think of more informal ways of communicating: having a drink and chat; engaging in an interest that the pupil has; supporting them through watching a performance/game they are involved in; exploring a game (for example) that they are interested in on the internet; showing an interest in an activity they are involved in outside Primary; helping them to identify new enrichment opportunities in Primary.
- Try to bridge the gap between Primary and home life by setting expectations for both. Liaise with parents to help establish these behaviours such as chores and responsibilities, bedtime and leisure expectations and conduct in general.
- Look for opportunities to celebrate success. These may be very small steps initially such as a good report for a whole day, moving to more sustained success in the longer term. If individual rewards/charts need to be created, then do so.
- If one approach is not having the desired outcome, review it and try an alternative. Pupils who present attachment issues are used to failure and therefore to counter that self-fulfilling prophecy, the key worker should be persistent in offering new solutions.



## APPENDIX 2: GET READY TO LEARN

I will listen to my friends and teachers.

I will do my best and take pride in my work.

I will show respect and have a positive attitude.

I have the right resources and equipment to do my work.



### APPENDIX 3: CHECK LIST FOR SUCCESS

|   |   |  |
|---|---|--|
| 1 | Self-Correction: Get Ready to Learn<br>I will do my best.   |  |
| 2 | Reminder.<br>My teacher has reminded me and I will try again.   |  |
| 3 | Name on the board   | First Warning.<br>I have had my first warning;<br>I need to remember Step 1.                             |
| 4 | Name on the board and second reminder   | Sent to another class for 10 minutes.<br>I now need to think about how I can improve during my time out. |
| 5 | Further reminders needed: Sent to SLT for 10 minutes<br>I need to see the Deputy Head or Head of School. I will agree a target to work towards. |  |