Behaviour and Anti Bullying Policy

Policy produced by the Go Shine CE Federation- updated 27.03.26

Adopted by Governors -Academic year 2026/27
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Our School Vision Statement

Go, shine in the world and live as Jesus lived.

Our School vision is based upon Matthew 5:14-16

Our school offers a distinctly Christian education in an inclusive environment, welcoming children and staff of all faiths and none.

The vision is for all in the school community to flourish academically, socially, spiritually so that they can 'shine in the world' now and in the future where they can be economically independent adults who have all of life's opportunities and can make a contribution to society. Thus the school vision complements the Church of England's vision to 'Serve the Common Good' and have 'life in all its fullness'.

"Our vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people. We offer a vision of human flourishing for all, one that embraces excellence and academic rigour, but sets them in a wider framework." Church of England Vision for Education - Deeply Christian, Serving the Common Good

As a community, we have identified **nine core values that stem from our Vision and** are woven in to the very fabric of the school. We expect all members of the school community-pupils, staff, governors, clergy- to model these. These are also closely linked to the **four foundations** of our **curriculum design.**

1. Educating for Wisdom, Knowledge and Skills (value link- excellence)
2. Educating for Hope and Aspiration (value link- determination and inspiration)
3. Educating for Community and Living Well Together (value link-compassion, integrity, friendship)
4. Educating for Dignity and Respect (value link- honesty, integrity, respect)

Determination This means resolution, resolve, willpower. "**Stand firm, and you will win life.**" (Luke 21:19)

Respect This means regard highly, value, honour. "**And as you wish that others would do to you, do so to them.**" (Luke 6:31)

Friendship This means mutual trust and support. "**Dear children, let us not love with words or speech but with actions and in truth.**" (1 John 3:18)

Inspiration This means the process of being given passion and/or ideas for a task. **I can do all things through him who strengthens me.**" (Philippians 4:13)

Excellence This means being outstanding or extremely good. "**Whatever you do, work at it with all your heart as working for the Lord.**" (Colossians 3:23-24)

Community This connects us with each other. **We who are many, are one body in Christ.**" (Romans 12:5)

Compassion This means having a deep awareness and sympathy for another's suffering. **When**

Jesus went ashore, He saw a large crowd and He felt compassion for them because they were like sheep without a shepherd; and he began to teach them many things." (Mark 6:34)

Honesty This means truthfulness, loyalty, fairness, sincerity. **The Lord detests lying lips, but he delights in people who are trustworthy.**" (Proverbs 12:2)

Integrity This means having strong moral principles e.g. honesty, decency, fairness, equality; having pure and balanced moral character. **Whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is lovely, whatever is commendable, if there is any excellence, if there is anything worthy of praise, think about these things.**" (Philippians 4:8)

The distinctive nature of our approach to education can be found in our explicit Christian values, our Collective Worship, our grounded Christian ethos and in our Religious Education.

As a Church of England school we believe **every** child is made in the image of God, and therefore we want the best for them. We value our school community as a place where love can flourish.

Our vision and values are at the core of everything we do. In order for us to think about and understand how Jesus lived his life, we underpin our teaching and learning with the stories and parables from the Bible. We also provide an environment which fully prepares the children to be confident, compassionate, honest and happy human beings so that they can:

Go, shine in the world and live as Jesus lived.

Where does our school vision come from?

Our school vision has its roots in the gospel of St Matthew who walked with Jesus during his ministry

"You are the light of the world. A city set on a hill cannot be hidden. Nor do people light a lamp and put it under a basket, but on a stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven."

We aim to create a welcoming, secure and positive environment at our school. We are a caring community whose values are built on the gospel and reflect mutual trust and respect for all. The school behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way. Demonstrating our nine Christian values enables pupils to 'Go, shine in the world and live as Jesus lived'.

This policy is produced in line with the Department For Education guidance 'Behaviour in Schools'

It is everyone's responsibility to promote good behaviour and this policy contains guidance to support this ethos.

Good behaviour in school is central to a good education. We must manage behaviour well so we can provide calm, safe and supportive environments 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 of our school is vital for all pupils to succeed personally.

Our school has an important role, in partnership with the family and wider community, in nurturing mutual respect, a sense of responsibility and a positive work and behaviour ethic. Our Behaviour Management Policy sets out to ensure that everyone; pupils, their families, staff and visitors to our school understands and adheres to school rules and expectations, and positively contributes towards making the school a pleasant, safe and productive place to learn.

We recognise the effect a calm, organised and productive atmosphere has on a child's learning, self- esteem and health.

It is crucial for parents to work positively with our school to support our behaviour policy and ensure good behaviour of their child when they are at school. Parents reinforcing agreed school-based rewards and sanctions makes it easier for staff to apply the policy and for children to accept the consequences of their behaviour.

When parents choose to enrol their child in our school, they also choose to support school policies, including this behaviour and anti bullying policy.

We are an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. This policy takes full account of the Public Sector Equality Duty.

The **Public Sector Equality Duty** or "general duty"

This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups

- Foster good relations between different groups

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Our approach to equality is based on the following key principles

1. To promote the ethos that all learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

2. To recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. To foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.

4. To foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

5. To have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.

6. To work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Aims and Objectives of our Behaviour and Anti Bullying Policy

- To promote a positive ethos of learning and respect for others where all groups of children make every effort to ensure that others learn and thrive in an atmosphere of respect and dignity.
- To enable children to show very high levels of engagement, courtesy, collaboration and cooperation in and out of lessons.
- To promote excellent attitudes to leaning.

- To help children become highly adept at managing their own behaviour.
- To foster a culture of responsibility for actions and consequences.
- To provide a clear, systematic and consistently applied structure of positive reinforcement when expectations are met.
- To provide a clear, systematic and consistently applied structure of sanctions towards unacceptable behaviour.
- To help children become acutely aware of different forms of bullying and actively try to prevent it from occurring.
- To promote and model positive behaviour for **citizens of the future**.

Teaching children about good behaviour

Our behaviour policy defines the expected behaviours in our school. It is centred on what successful behaviour looks like. Pupils are taught that they have a duty to follow the school behaviour policy, uphold the school rules, and should contribute to the school culture.

The children were consulted and asked to agree a set of rules that they felt would ensure the school was a safe and friendly place to be; rules that were applicable to everyone in the school community. These have become the rules for the whole school. We expect that everyone respects and abides by them. The rules are displayed in every class and can be referred to during the school day.

At our school we value and respect others. These rules are essential if we are to have a safe and productive learning environment.

The Golden Rules

Do be kind, helpful and polite. Don't hurt people's feelings by being rude or unkind.

Do be gentle. Don't hurt or play fight.

Do listen to people and follow instructions. Don't ignore people or interrupt them.

Do look after our things. Don't waste or damage things.

Do be honest. Don't lie or cover up the truth**.**

Do understand it's OK to make mistakes. Don't laugh at those who are brave enough to have a go.

Do work hard and try your best. Don't waste time or give up easily.

These Golden Rules are taught to all pupils, so that they understand what behaviour is expected and encouraged and what is not accepted.

Supporting pupils with self-regulation and taking responsibility for their behaviour

Pupils must be enabled to take responsibility for the choices they make in their behaviours.

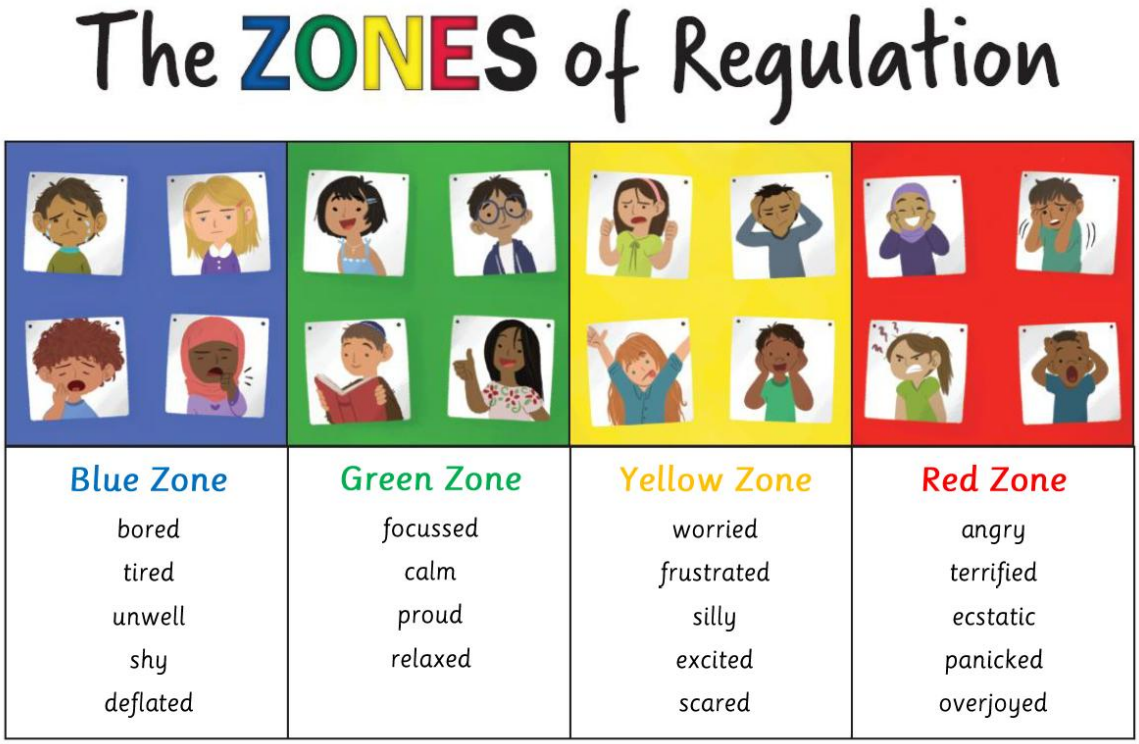
Being Whole

We teach children that we all have a full range of emotions. It is impossible to feel happy all of the time. Expecting to feel happy all the time is not healthy. Feeling 'happy' is one emotion. We have many positive and negative emotions. All of our feelings make us whole. Emotions are what we feel on the inside; behaviour is how we act on the outside. All feelings are okay, but not all behaviours are okay.

The Zones of Regulation

We have worked with psychologists and trauma-informed practice professionals to develop an approach to understanding emotions and self-regulation that is mentally healthy and promotes children's resilience.

There are four zones included in the Zones of Regulation and each zone has its own colour. The Zones of Regulation poster must be displayed at the front of the classroom. Staff should direct children to use this resource when necessary to identify which zone they are in and to help themselves get back to the green zone.



Children are taught:

- About emotions and to recognise what zone they are in.
- It is natural to experience all zones at one time or another.
- You can fluctuate between the zones throughout the day.
- All zones and all feelings are okay, but not all behaviours are okay.
- When we notice that our behaviour is not appropriate to the situation, it is a clue that we need to manage ourselves differently.
- Strategies to regulate themselves back to the 'Green' Zone eg. breathing techniques, counting, stretching, squeezing hands together, talking to someone.

Scaling

A successful strategy based on cognitive behaviour therapy is the use of scaling. This is based on the idea that emotions are automatically triggered in response to events but cognitively determining the size of the problem can support regulating the behaviours.

Scales are developed by staff alongside children to help them self-regulate in a range of contexts eg. voice volume, personal space, energy levels, emotions.

Staff should follow these steps in creating a scale with a child:

1. Determine the problem
2. Identify the skill or social concept the child needs to be taught.
3. Break that concept into 5 parts (1 smallest, 5 biggest)
4. Alongside the pupil – mutual agreement of what each number represents
5. Look at the scale before predictably difficult times.
6. Refer to it regularly.

Peaceful Primary Schools

We are a Peaceful Primary School. We endeavour to create an environment where children, staff and parents can go about their day peacefully. One aspect of this is learning the difference between silent and quiet. Children are expected to be quiet in communal areas. This makes movement around the school a more pleasant experience

for everyone. Another aspect of Peaceful Primary Schools is that adults do not shout or make shushing noises.

Advice for staff on strategies for promoting and reinforcing positive behaviour

Staff are instrumental in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should 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. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff are asked to treat children fairly and sensitively, to listen to them, to hear both sides of any disagreements and help children sort problems out in a reasonable way. Staff should aim to organise life in the classroom in such a way that children always know what they should be doing and are able to work successfully at tasks appropriate to their level of ability. Routines should be used to teach and reinforce the behaviours expected of all pupils. Any aspect of behaviour expected from pupils should be made into a commonly understood routine, for example, lining up or handing out books. These routines should be simple for everyone to understand and follow. Within such a secure structure we are able to ensure that all children understand and can adhere to what is expected of them in terms of their behaviour.

- Problems are normal when children are learning and are testing the boundaries of acceptable behaviour; don't overreact, deal with situations in a calm and constructive manner.
- Success is measured not by the absence of problems, but by the way we deal with them
- All staff should adopt the school policy of rewards and sanctions. Please do not introduce new systems that are not a part of this policy.
- Acceptable standards of behaviour, work and respect depend on **all staff setting a positive example**.
- Good order is achieved by setting high standards and applying rules firmly and fairly.
- Build and develop relationships and communicate effectively to avoid misunderstandings.
- **Shouting is never acceptable**
- **Shushing noises are not effective and should not be used**
- React to problems appropriately
- Address the problem
- Avoid confrontation
- Listen
- Establish the facts
- Judge only when certain

Out and around the school

Informal contact can contribute to good standards of behaviour. Ensure good behaviour by taking the initiative at every opportunity. Expect to:

- Deal with all unacceptable behaviour– even of those pupils are not in your class-**to ignore it is to condone it.**
- Arrive to collect your class **before** the bell goes at the end of break or lunch
- Help adults on duty to maintain discipline
- Walk your pupils around the school calmly and quietly so that they arrive ready to learn.
- Greet pupils when you see them. **Have a friendly word with them whenever you can.**
- Maintain appropriate standards of speech, manner and dress
- Be models of appropriate behaviour
- Address problems
- Avoid confrontation
- Listen
- Establish the facts
- Judge only when certain
- Use sanctions sparingly
- **Shouting is never acceptable**

Maintaining discipline

Insist on acceptable standards of behaviour, work and politeness.
Expect to:

- Establish your authority firmly and calmly
- Separate the problem from the person
- Share effective strategies with other staff.
- Keep the co-operative children 'on your side' by...

Consistently following the procedures for positively reinforcing appropriate behaviour.
Consistently following the procedures for dealing with unacceptable behaviour.
Regularly thanking co-operative children for their good behaviour.

Encourage pride in the school

- Model and insist on a clean and tidy room.
- Teach and encourage tidiness. Insist on a litter free environment.
- Leave equipment, furniture and resources in the right place after lessons.
- Report any damage or repairs needed to the office manager
- Enforce the ban on unacceptable items ie. sweets, chocolate, gum and toys
- Keep displays fresh and pertinent to learning
- Keep your teacher area tidy and uncluttered as a model to pupils.
- Deal promptly with poor behaviour– to ignore is to condone

In the classroom

Create and sustain a positive, supportive and secure environment. Well-prepared lessons generate good behaviour and earn respect.
Expect to:

- Use the 'hand up, mouth closed' method to gain children's attention.
- When you address the class insist on eye contact & pencils down.
- Never shout. Shouting is never acceptable.
- Be on time to collect your class and start lessons on time.
- Be prepared for the lesson with all your resources in place.
- Have a well organised classroom (notices, labels, resources etc)
- Have high teacher expectations set at realistic levels for each child.
- Share learning intentions– give clear instructions
- Make every attempt to engage children and provide appropriate work for children at all stages of attainment.
- Use specific praise and rewards to positively reinforce all good behaviour ie. following the Golden Rules
- Promote and encourage good behaviour by spending more time positively reinforcing good behaviour than narrating and sanctioning poor behaviour.
- **Point out that it is not OK to steal other people's learning time.**
- Mark all work promptly and constructively
- Set homework regularly to schedule
- Keep displays fresh and pertinent to learning
- Take all bullying, including cyber bullying, racism and unkind behaviour seriously

Please never leave pupils outside of classrooms. The problem needs a solution, not a complication. Seek help if you need it.

Transitions and movement around the school

Maintain a calm and quiet environment in the school at all times.

- Whispering is ok
- Talking loudly is not

All staff must insist on children whispering as they move around the school, including from the playground to the classroom.
If children are using a talking voice, stop them, remind them using a whispering voice yourself that they can whisper or they can choose not to talk. Do this even of those pupils are not in your class-**to ignore it is to condone it.**

At break times and lunchtimes

To promote positive behaviour:

- Children are supervised when they are lining up for lunch
- Children are supervised as they are eating
- Children are supervised as they move to their playground
- Children are supervised as they play
- Staff on duty use the agreed positive reinforcement strategies and sanctions.

Positively reinforcing good behaviour

Keep the children 'on your side'!

Positively reinforcing good behaviour encourages children to repeat this behaviour and make this habitual. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's expectations and values to all pupils. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

All adults should seek to promote positive behaviour through specific praise to individuals and groups. This requires adults to always explain what the positive behaviour is they are seeing so children understand what they have done well and others are encouraged to do the same.

Rewards

Good citizenship

- **Smiles on the smile chart**– to promote team spirit & cooperation.
- **Person of the week award**— to promote exemplary good citizens.
- **Special mention certificates–** to promote good social skills & exemplary good citizens through demonstration of the school Christian values.
- **Learning Hero certificates** – to promote effort & learning behaviours.
- **Praise postcards** – to promote good social skills & learning behaviours.
- **Year 6 Trust Group** - to promote good social skills & exemplary good citizens.

Good work

- positive verbal & written feedback.
- Use as a model for the rest of the class
- Showing work to another class/teacher/the Head of school

Sanctions

Unacceptable behaviour is that which does not follow the Golden Rules, nor demonstrates the school Christian values. Where behaviour is poor, other pupils suffer.

Sometimes a pupil's behaviour will be unacceptable, and pupils need to understand that there are consequences for their behaviour. Often this will involve the use of reasonable and proportionate sanctions.

When a member of school staff becomes aware of unacceptable behaviour, they should respond in a consistent, fair, and proportionate way so pupils know with certainty that unacceptable behaviour will always be addressed.

Is it ever appropriate for staff to shout at children?

The answer is no. Never shout at children.

Shouting at children doesn't work in terms of improving their behaviour. It also makes adults who shout appear undignified and signal a loss of adult self control.

It is essential for staff to speak to children firmly. There is a difference between speaking firmly and shouting.

What can you do about unacceptable behaviour?

You have implemented the school positive reinforcement of behaviour system in your class. The children's work is at an appropriate level for them. Despite this, someone behaves unacceptably…

Typical unacceptable behaviour

Poor classroom management is sometimes the cause of typical unacceptable behaviour.
Check your classroom management strategies to see if they can be improved.
Then…

1. Warn the child ONCE. Point out that they are **stealing other children's learning time.**
2. Isolate the child within the class. **In most cases this should solve the problem.**

Do not issue whole class sanctions. Sanctions for the whole class will deter children who have made good choices from doing so again. Identify who is showing unacceptable behaviour and address this.

Persistent unacceptable behaviour in lessons

1. Warn the child ONCE. Point out that they are **stealing other children's learning time.**

2. Isolate the child within the class.
   In most cases this should solve the problem,
   but if the unacceptable behaviour continues….

3. Send the child (accompanied by a TA, where appropriate) to another class with a white slip to explain their behaviour. The child must be told the reasons they have been sent to work in another class and be provided work to complete.

4. The other class accommodates the child and keeps them for an appropriate amount of time (usually the rest of that lesson).

5. Complete a white slip with an explanation of the child's behaviour and the steps taken.

   ALL WHITE SLIPS MUST BE GIVEN TO THE HEAD OF SCHOOL AT THE END OF EACH DAY.

6. **Always follow up by meeting with the child to discuss their unacceptable behaviour.**
7. **Always meet with the child's parents to discuss the child's unacceptable behaviour.**

- State the problem & give specific examples
- Does the child have problems with his/her behaviour at home?
- If the child recently joined –did they have problems at their previous school? Ask for specific examples.

REMEMBER…WHEN YOU MEET WITH A CHILD'S PARENT**, ALWAYS** FILL IN AN INFORMATION FORM AND GIVE IT TO THE HEAD OF SCHOOL AT THE END OF THE DAY.

<u>More serious unacceptable behaviour in lessons</u>

All of these sanctions need to be discussed and agreed with the Head of school

- MEET WITH THE CHILD TO DISCUSS THEIR BEHAVIOUR
- Meet with the child's parents to discuss their behaviour– BE CLEAR ABOUT THE SERIOUS NATURE OF THE PROBLEM

Use any /a combination of the following:

- Allocate the child a 'special' isolated place within the classroom where they can't interfere with others learning
- Organise 'special' indoor play/ lunchtime arrangements for the disruptive child- this may include use of 'indoor club'
- Organise special arrangements to help the disruptive child move around the premises safely
- Instigate formal behaviour monitoring using a daily report record
- Refer the child to the behaviour support service or CAMHS for behaviour support

- Refer the child to the LA if lateness/attendance problems are an issue
- Move the child to work in a different class for a specified period of time to 'predict and prevent' further unacceptable behaviour
- Suspend the child from school for a fixed term
- Exclude the child permanently

If the unacceptable behaviour involves an absolute refusal to follow an adult's instructions, rudeness to a member of staff or presents a danger to others or themselves, the adult must send a message to a senior leader for assistance immediately. (RED CARD)
eg 'Red card in Year 4'

Unacceptable behaviour during break times/lunchtimes

1. The person on duty must warn the child ONCE that their behaviour is unacceptable and it must stop.

If the unacceptable behaviour persists during that breaktime...

2. Explain clearly to the child exactly what it is about their behaviour that is unacceptable.
Sit the child on the TIME OUT bench for a short period (usually five to ten minutes).
Make sure you let the child know when they may leave the TIME OUT bench.

If the unacceptable behaviour continues to persist during that breaktime...

3. Explain clearly to the child exactly what it is about their behaviour that is unacceptable.
Sit the child on the TIME OUT bench for the remainder of break/ lunchtime.
Write a white slip clearly & briefly detailing the child's unacceptable behaviour and the sanctions imposed.
Send the white slip to the child's class teacher at the beginning of the next session.

The white slip must be placed on the Head of school's desk by the end of the school day.

The class teacher must meet with the child to discuss their unacceptable behaviour.

The class teacher must meet with the child's parent to discuss the child's unacceptable behaviour.

If the unacceptable behaviour involves an absolute refusal to follow an adult's

instructions, rudeness to a member of staff or presents a danger to others or themselves, the person on duty must send a message to a senior leader for assistance immediately. (RED CARD)
eg 'Red card in the KS1 playground'

Persistent unacceptable behaviour during breaktimes/lunchtimes

The person on duty must inform a senior leader of the nature of the persistent unacceptable behaviour
Together, the senior leader and class teacher may use a selection of the following sanctions:

- Preventing the child from using specific equipment at playtimes/lunchtimes for a specified length of time
- Moving the child to a different playground for a specified length of time
- Withdrawing the child from the playground for a specified length of time
- Using 'indoor club' to 'predict and prevent'
- Sending the child to a classroom for the duration of breaktime/lunchtime

The class teacher and a senior leader must meet with the child's parent to discuss the child's unacceptable behaviour.

Written daily behaviour reports and why we don't send them home…

The schools has taken advice on this issue from a variety of professionals as it is one which parents sometimes raise.
The Educational Psychology Service, the Tavistock Clinic and the Head of the Primary Learning Support Service confirmed that there is no evidence that a diary of daily incidents (written or verbal) sent home at the end of the day works to support improvement in children's behaviour.

They pointed out that there is evidence that daily incident diaries that are shared with parents on a daily basis are usually counterproductive, particularly for children with emotional, social and mental health problems (all of which may be forms of SEN/D.)

- Children can become anxious/frightened about going home if they know that their parent is going to hear bad news about their behaviour.

- Parents, sometimes in denial about their child's poor behaviour, can misuse it to concentrate on irrelevancies e.g. the exact time to the minute of an incident or seeking more and more information about the detail of an incident in order to try to prove that their child was not 'at fault'. This wastes the professional's valuable time and does not help the child.

For the same reasons we do not engage in daily telephone calls to parents to report on pupil behaviour.

We do meet parents face to face at a scheduled weekly meeting in order to work in partnership to resolve issues.

What is a behaviour slip (white slip)?

White slips are a form of communication between school staff.
White slips are a record of unacceptable behaviour that may form part of a more comprehensive record of a pupil's behaviour.
White slips are not a sanction.

What are white slips used for?

Together, class teachers, support staff and senior leaders use white slips to inform their discussions about patterns in a child's behaviour and make decisions about sanctions/support etc.

What happens to the white slips?

- The Head of school reads them daily.
- The slips are filed to create a record of behaviour

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

The school consistently and fairly promotes high standards of behaviour for all pupils and provides additional support where needed to ensure pupils can achieve and learn as well as possible. A good behaviour culture creates a calm environment, which will benefit pupils with SEND, enabling them to learn.

We must manage pupil behaviour effectively in order to keep children safe and provide a calm and purposeful learning environment, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, an SEN support plan sets out the support being provided and any reasonable adjustments that need to be made to ensure all pupils can meet behavioural expectations.

Strategies to manage pupils with SEND will be part of their support plan and will always be agreed with the SENCO. This may include asking to go to or being directed to go the quiet room in order to self-regulate in a calm and safe space.

Use of mobile phones, cameras and other technology in school

Pupils are prohibited from using mobile phones, cameras or any other recording equipment at school.

- **Taking** photographs, filming or recording on school premises is a breach of privacy, data protection and child protection legislation.

- **Using** photographic images or voice recordings of pupils or staff without their permission is prohibited. It is a breach of privacy, data protection legislation and child protection legislation.

Some pupils in Year 5 and Year 6 walk to and from school unaccompanied.
These pupils have permission to bring a mobile phone into school should their parents wish them to.
The mobile phone **must** be handed to the class teacher on arrival at school. It will be stored in a safe place for the duration of the school day.
The class teacher will give the mobile phones back to children at the end of the school day.

Unacceptable behaviour online

There has been a significant year-on-year increase in abusive and bullying behaviour, including sexual harassment as well as sharing of pornography between children as young as 7 years old on social media – mostly WhatsApp.

It is causing misery to children, anxiety for parents and wasting a huge amount of teachers' time investigating and following up on every incident.

The school does not allow pupils to use mobile phones in school. Online behaviour incidents amongst pupils occur outside the school day and off the school premises. **Parents are responsible for this behaviour.**

Parents must strongly consider the possible consequences before allowing their child access to social media or messaging services via mobiles, computers, video games or other devices.
Primary school age children do not have a right to a mobile phone or to use social media. Children do not have a right to privacy from their parents online.

The school strongly advises parents to protect children by:

- Not buying your child a mobile phone
- Not allowing your child to use parents' or siblings' mobile phones unless you're sitting with them
- Not allowing your child any access to social media, including messaging services such as Whatsapp.
- If you really feel, once they're old enough to go out by themselves that you want to contact them, you may wish to buy a non-smart phone so they can only make calls.

Parents are responsible for all online behaviour amongst pupils outside the school day and off the school premises. However, often incidents that occur online outside of school will affect the pupils' wellbeing and safety in school.

The school may sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school.

The school may refer pupils to the Local Authority Multi-Agency Safeguarding Hub (MASH), the Child Exploitation Online Police (CEOP) or the police if the child's behaviour is of a safeguarding or criminal concern.

Physical contact with children

This guidance below should be read in conjunction with the DfE document *Restrictive interventions, including use of reasonable force in schools-Guidance for schools in England April 2026.*

The guidance has been further informed by discussion with Camden Primary Learning Support Service (PLSS).

Are members of staff at school allowed to have physical contact with children?

Yes – it is not illegal in a school to have physical contact with a child.

Schools should not have a 'no contact policy'. Additionally, schools should not grant any requests by parents or staff members not to use reasonable force and / or other restrictive interventions. The adoptions of a "no contact" policy at a school can leave staff unable to intervene where reasonable in the circumstances to fully protect pupils. **(DFE document Restrictive interventions, including use of reasonable force in schools-Guidance for schools in England April 2026*.)***

However, staff should think very carefully before they have physical contact with a child.

The advice for all members of staff is **do not have physical contact with a child unless you absolutely have to**.

If staff are going to have physical contact with a child, they must do it mindfully and intentionally.

This means that staff are clear that they have had physical contact with the child, they know where they have touched the child and why and that they can explain their actions.

Here are some examples of when it might be necessary for staff to have physical contact with a child. This list is not exhaustive.

- If a child is about to run into the road
- To prevent a pupil from attacking a member of staff or another pupil
- If a pupil is at risk of harming themselves or others through a physical outburst.
- To give first aid
- To comfort a distressed pupil

Here are some examples of when staff should not have physical contact with a child. This list is not exhaustive

- Having a child in EYFS on your lap in assembly because they are upset or they struggle to sit still

- Guiding a child into a line by tapping them on the shoulder
- Turning a child around by touching them on their shoulders

As part of their work, staff may be required to have physical contact with some children with complex SEN needs

Some children with very complex needs (usually these children would have an EHC plan) may have specific needs that require staff to have physical contact with them e.g. to change their nappy or to guide and prompt. If this is the case, the type of physical contact that may be required must be written into the child's SEND support plan or behaviour plan.

<u>Using reasonable force and restrictive interventions</u> (DFE document Restrictive interventions, including use of reasonable force in schools-Guidance for schools in England April 2026)

This guidance below should be read in conjunction with the policy *'Restrictive interventions and use of reasonable force policy for schools, nurseries and centres'*

What is reasonable force?

Reasonable force is a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force in certain circumstances to prevent or stop a pupil from:

1. causing injury to themselves or others

2. committing a criminal offence

3. damaging property

4. causing disorder among pupils at the school, whether during a teaching session or otherwise

Reasonable force can range from guiding a pupil to safety by the arm to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

What is Restrictive Intervention?

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil.

What is Restraint?

Restraint is a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact.

<u>What is Seclusion?</u>

Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving. This should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment.

The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave. An incident involving the use of seclusion must be recorded and reported to the parent. This is in accordance with the procedures outlined in **DFE guidance Restrictive interventions, including use of reasonable force in schools- Guidance for schools in England April 2026.**

The Quiet Room

Most schools have Quiet Rooms or something similar. The Quiet Room is designed to be safe and non-threatening to the pupil.
In our school Quiet Rooms are used in two ways:

1. Children can take themselves to the Quiet Room to calm themselves down (this includes children being 'told' to go to the Quiet Room). The door should be left open. The pupil must be supervised at all times by an accompanying adult. This is not seclusion.
2. Children may be 'escorted' to the Quiet Room as a safety measure to protect themselves or others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. This is called seclusion. The accompanying adult must 'red card' an SLT member immediately. When the senior leader arrives, they will advise the member of staff about what to do next. The pupil must be supervised at all times. As soon as the immediate risk of harm is reduced, the pupil should be allowed to leave. This will be reported to parents.

Determining when use of restrictive interventions is appropriate

There will be times when school staff may need to use restrictive interventions, and they should know this option is available to them. The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation. To make this assessment, the member of staff should consider the following:

Is it necessary?

• Staff should consider whether there are other more effective, less restrictive ways to manage a situation.

• Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.

• Where possible, staff should communicate with other staff members to understand any broader risks in the environment.

Is it proportionate?

• Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.

• If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.

• Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.

• Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.

Schools do not require parental consent to use force on a student when it is necessary.

Schools cannot use force as punishment

The use of force as a punishment is always unlawful

Staff training

Staff working in schools are not required to have formal training in how to use reasonable force in order to use reasonable force and restrain a child, however the majority of staff members in our school are trained by Team Teach to restrain a child (i.e. use reasonable force). This training is revisited with staff on a regular basis.

Recording incidents of restrictive intervention (the use of reasonable force or the use of seclusion)

Incidents must be recorded as soon as practicable after the event. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day. This must be discussed with the Head of School and entered into the Bound and Numbered Book.

Telling parents when restrictive intervention (the use of reasonable force or the use of seclusion) has been used on their child

The child's parent must be informed of any incident of restrictive intervention (the use of reasonable force or the use of seclusion). This would usually take place at a meeting with the Head of School on the day that the incident occurred. A written record must be given to the parent at that meeting (a copy of the incident from the bound and numbered book.) If it appears to the school that informing a parent would likely result in serious harm to the pupil, the school will report it to any parent who it can be reported to without resulting in significant harm or, if there are none, to the local authority where the child lives.

Screening and searching pupils

In order to provide a safe and supportive learning environment, schools must ensure processes are in place to keep pupils safe from harm, and this may include screening pupils and on occasion searching pupils and confiscating items.

Our school uses the following policy

Screening and searching pupils: guidance for schools and colleges

Suspension and Permanent Exclusion

Our school uses the Department For Education Suspension and Permanent Exclusion guidance.

Suspension or permanent exclusion must be considered if the child's behaviour:

- Presents a physical danger to themselves or others
- Presents a psychological danger to themselves or others (this includes all forms of bullying including cyberbullying)
- Prevents other children from learning and teachers from teaching.

A suspension is for a fixed term. School work will be set for the suspended child by the class teacher. The child's parent or carer may collect this work from the school office.

Following a suspension the parent or carer and suspended child must meet with the Head of school to take part in a reintegration meeting. In some cases the suspended child may attend only part of the meeting. This is at the discretion of the Head of school. At the reintegration meeting the Head of school sets out a plan for the child's reintegration in to school.

A reintegration plan may include the following:

- A stepped approach towards reintegrating the child back in to their class eg spending time in another class and being slowly introduced back in to their year group alongside careful monitoring and support.
- A stepped approach towards reintegrating the child back in to the playground eg spending playtimes and lunchtimes inside or in a different playground to their class and being slowly introduced back in to the playground alongside careful monitoring and support.
- Regular meetings between the class teacher, Head of school and parent/carer.
- Referral of the child to the Local Authority Behaviour Support Service
- Referral of the child to the Local Authority Attendance Service
- Referral to the Child and Adolescent Mental Health Support Team (CAMHS)
- The use of a Parenting Contract to clarify roles and responsibilities of both the school and the child's parents.
- An application to the Local Authority for a grant to support children who are in danger of further exclusion. This money would usually provide short term 1-1 behaviour support for the child during their period of reintegration in to the school.

A permanent exclusion is when a pupil is no longer allowed to attend the school. The decision to exclude a pupil permanently can be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Anti-Bullying (including sexual harassment)

Our school uses the Department For Education Preventing and tackling bullying guidance.

Actions to Tackle Bullying

We are vigilant for signs of bullying and always take reports of incidents seriously. We use the curriculum to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

Addressing prejudice and prejudice based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

We treat all bullying incidents seriously.

Monitoring of bullying

The school monitors bullying very carefully so that instances are extremely rare. Bullying includes: cyber bullying, prejudice based bullying relating to special educational need, sexual orientation, sex, race, appearance, religion and belief, gender reassignment or disability. Incidents of bullying are reported to school governors on a termly basis.

What is bullying?

There are many definitions of bullying, but most have 3 things in common:

- It is deliberately hurtful behaviour
- It is repeated often over a period of time
- It is difficult for those being bullied to defend themselves

This is a definition of bullying that is easy for children to understand (Anti-bullying Alliance)

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online."

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

What may not be bullying?

The vast majority of unpleasant, unkind or 'physical' behaviours that young children (up to 8) display are described by child psychologists as:

"falling within the boundaries of the ordinary developmental challenges and conflicts that exist within this particular age group of children as they learn to socialise with others."

During this age children will resort to occasional name calling, physical behaviours such as pushing, pulling, hitting, grabbing, kicking because they don't yet know how to express their anger or frustration in words and their emotional self-regulation is less developed at this age. This type of behaviour is unpleasant but if it is not repeated it is ordinary and is not bullying. The school's behaviour policy has sanctions in place to address these ordinary but unpleasant behaviours.

The effects of bullying

All forms of bullying are hurtful and may have a devastating effect on those who are bullied. Whilst some children may recover from bullying, there are others who suffer lasting consequences. Children who are bullied may see themselves as inadequate and friendless and suffer from loss of confidence and low self-esteem.

Bullies may also suffer from long lasting consequences and if offered no support, may continue with bullying behaviour into their adult lives. For this reason, it is important that they receive support to enable them to change their behaviour.

Strategies in use at our school in order to address bullying

Preventative strategies

- The school behaviour policy stresses making expectations clear to children about their behaviour with others and promoting positive behaviours.
- Bullying is discussed regularly in class sessions and at assemblies. There is a strong focus on encouraging children to tell an adult if they are sad about anything.
- Adults facilitate friends to play with and include children who may be feeling lonely.
- Circle Time which allows children to talk about feelings in a safe context and to bring out bullying issues.
- Constantly improving the school's grounds, creating more cooperative play space and variety in the environment, reducing the domination of the playground by rough games and football. Providing constructive and collaborative play opportunities.

Once a bullying incident has occurred

- The children are constantly encouraged to tell someone.
- Once it has been reported, a senior leader will always speak to the children involved
- We involve parents of all parties.
- All staff are informed & asked to particularly look out for the victim & bully.
- Victims of bullying are given the space to say how they would like incidents to be dealt with (children vary– some like to talk to the bully face to face with a teacher, some like to have a member of staff deal directly with the bully, some just want the school to watch out for incidents at first, some want the chance for a supervised talk with friends to sort out relationship problems)- it depends on the nature and severity of the bullying.
- Once a situation has been resolved we ask victims of bullying and bullies on a regular basis if they are OK.

Advice to children about bullying

- If you are a victim of bullying, you can tell a member of staff (anyone you feel safe to talk to). It is not weak to do this.
- If you do not want to tell anyone at school, you can tell your parents who will tell us.
- Friends of victims should let staff know of bullying incidents.
- Nobody deserves to be bullied– remember, you have a right for this not to happen to you.

How can parents help to prevent bullying?

- Everybody gets angry. Help your child to express it without hurting others.
- Encourage your child to tell a member of staff straight away if they get hurt at school.
- Praise your child when they sort out problems by talking rather than hurting others.
- Involve yourself in school activities.
- Make immediate contact with the school at any time over bullying incidents.
- Do not intervene with other children or children's parents, but let the school know.
- Allow the school to seek further professional advice and support over difficult bullying.

Sexual Harassment and Sexual Violence

Our school uses the Department For Education Sexual violence and sexual harassment between children guidance.

Every child has the right to come to school and feel safe. We are committed to the safeguarding of all our pupils and take any allegation of sexual harassment and sexual violence seriously.

We make clear that sexual violence and sexual harassment is not acceptable, will not be tolerated and is not an inevitable part of growing up;

- We do not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- We challenge behaviour (potentially criminal in nature), such as unwanted touch eg. grabbing bottoms, breasts and genitalia, lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

We are committed to taking action and issuing consequences for incidences of child on child abuse including the behaviours below:

- Unwanted touching
- Feeling pressured to do sexual things they did not want to
- Sexual assault of any kind
- Unwanted or inappropriate sexual comments
- Rumours about sexual activity
- Sexist name-calling
- Being sent sexual pictures or videos they did not want to see
- Being put under pressure to provide sexual images of themselves
- Having pictures or videos that they sent being shared more widely without their knowledge or consent
- Being photographed or videoed without their knowledge or consent
- Having pictures or videos that they don’t know about being circulated

- Once it has been reported, a senior leader will always speak to the children involved
- We involve parents of all parties.
- Sanctions will be used as appropriate, including the consideration of suspension or permanent exclusion

The school may refer pupils to the Local Authority Multi-Agency Safeguarding Hub (MASH), the Child Exploitation Online Police (CEOP) or the police if the child’s behaviour is of a safeguarding or criminal concern.

Please see the Safeguarding policy for more information on Child on Child abuse, sexual harassment and sexual violence.