

# Pipworth Community Primary School



## Behaviour and Support Policy



Article 2: I have a right to have adults do what is best for me.

Article 6: I have a right to be supported to live and grow.

Article 12: I have a right to be listened to and taken seriously.

Article 15: I have the right to meet friends and join groups.

Article 23: I have the right to special care and education if I have a disability.

Article 28: I have the right to an education.

Article 29: I have a right to be supported to achieve in education.

Policy to be reviewed by:	May 2026
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Our vision is for all pupils to achieve their best outcomes through a creative, inclusive and engaging curriculum, enabling them to become lifelong learners.

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**Links to other guidance and policies**

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

- > [Behaviour in schools](#)
- > [Searching, screening and confiscation at school](#)
- > [The Equality Act 2010](#)
- > [Keeping Children Safe in Education](#)
- > [Use of reasonable force in schools](#)
- > [Supporting pupils with medical conditions at school](#)
- > [Suspension and permanent exclusion](#)

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

This policy is also linked to:

- The PSHE and RSHE curriculum
- British Values
- School attendance

## **1 Promoting a positive school cultural and behaviour expectations.**

### **1.1 Rationale**

This policy ensures that everyone understands their roles and responsibilities as we work together to uphold school routines and social norms, enabling pupils and staff to flourish in safety and with dignity. It is important that pupils experience rewards and sanctions consistently, fairly and proportionately at all times.

Valuing and respecting everyone, we support our children to grow with understanding that everyone has a right to be treated fairly so that they can achieve their full potential. As a school, we foster a good partnership between children, families, governors and staff in implementing this policy.

### **1.2 Expectations**

<b>We expect...</b>	<b>What will you see in school?</b>
Everyone in our school community to display a high standard of behaviour.	Pupils will walk around school in single file in quiet lines. Pupils are not to overtake or push.
Everyone to take pride in themselves and their work.	School uniform will be worn every day, no jumpers tied around waists and arms will be in the sleeves of coats. Covers on work books will be clean and neat, free from doodling and the inside be presented in line with school's presentation policy.
Everyone to respect school property and the property of others.	Staff will maintain a tidy clutter free classroom. Pupils will use school equipment appropriately and take care when using school resources to keep them in good order. Pupils will keep their work area and classroom tidy by picking items up from the floor and hanging coats up.
Everyone to listen and respect others right to listen.	When someone is talking, pupils will not talk over them, they will look in the direction of the person speaking and listen, waiting their turn appropriately.
Mutual respect and tolerance towards all members of the school community regardless of their cultural background.	When in dispute with peers, pupils will not use negative references to pupil 'difference' as way of communicating their upset.
Everyone to be polite, helpful, co-operative and caring towards each other.	Pupils will use good manners such as 'please', 'thank you' and 'excuse me' when interacting with others.
Everyone to conduct themselves in a safe and sensible manner at all times.	Pupils will not climb on furniture or outside areas that are not designed for this purpose. Feet on the ground at all times.
Children to refrain from talking during assembly times.	Pupils will enter the hall in silent lines, wait to be seated by the teacher. Children will listen during assembly and only speak when spoken to. Staff will not hold conversations with colleagues in the assembly hall.

### **1.3 School values**

We promote positive and inclusive behaviours through the **Pipworth School Values**, which form part of the school's routines and social norms.

Aspiration  
 Community  
 Respect  
 Teamwork  
 Courage  
 Determination  
 Equality  
 honesty

<b>Aspiration</b>	<ul style="list-style-type: none"> <li>High quality lessons that motivate and inspire pupils to be lifelong learners.</li> </ul>
<b>Community</b>	<ul style="list-style-type: none"> <li>A consistent approach to behaviour throughout school, with the support and involvement of families.</li> <li>Pupils, families, governors and staff have a sense of direction and feeling of common purpose.</li> </ul>
<b>Respect</b>	<ul style="list-style-type: none"> <li>Teaching pupils the behaviours that we expect to see around school and in classrooms, respecting others and their own property.</li> <li>Teaching pupils to understand difference and treat people alike.</li> </ul>
<b>Teamwork</b>	<ul style="list-style-type: none"> <li>Empowering pupils to self-regulate, thus fostering self-discipline and a positive caring attitudes towards everyone.</li> <li>Teaching pupils to work together for the greater good.</li> </ul>
<b>Courage</b>	<ul style="list-style-type: none"> <li>Encouraging a calm, purposeful and happy atmosphere within school through the use of praise.</li> <li>Supporting pupils to overcome barriers and face the challenges of life.</li> </ul>
<b>Determination</b>	<ul style="list-style-type: none"> <li>Promoting resilience and supporting children to challenge themselves.</li> </ul>
<b>Equality</b>	<ul style="list-style-type: none"> <li>To not discriminate based on any issue related to protective characteristics (race, gender, sexual orientation, disability, religion or belief, being a transsexual person or because of their age).</li> </ul>
<b>Honesty</b>	<ul style="list-style-type: none"> <li>Supporting pupils to accept responsibility for their actions and behaviours.</li> </ul>

### 1.4 A Whole school approach

At Pipworth Community Primary School the health and safety of all children is of paramount importance. Families send their children to school each day with the expectation that school provides a secure environment in which their children can flourish. Pipworth staff therefore have to ensure that this expectation becomes reality as we work together to promote positive behaviours and deter, protect from and improve unacceptable behaviours.

In order to do this a wide range of measures are put in place:

- Regular assemblies and carpet times to talk about current issues and promote positive behaviours.
- PSHE /RSHE and RE lessons include opportunities to explore and understand difference in cultures, religions and beliefs.
- All pupils are actively involved in being a 'Rights Respecting School'
- Regular celebrations of identity, culture and individuality are held
- All school policies aim to ensure that every child develops respect for other people and their feelings, and learn to think about their own behaviour both in school and in the wider community.
- We have an ethos where students and staff treat each other with respect and understand how their actions affect others
- We openly discuss any issues that could motivate targeted behaviour with staff and students
- We address issues early between pupils which might later provoke conflict

- We reflect and review and develop strategies to help to prevent targeted behaviour
- We involve students and families to ensure they know what to do to prevent and report concerns
- We work hard to create an inclusive, safe environment where pupils can openly discuss issues without fear
- We work to help staff understand the needs of SEND, disabled and lesbian, gay, bisexual and transgender pupils
- We work with the wider community and agencies to tackle issues that occur outside the school setting

## **1.5 Rights Respecting Schools - Gold accredited**

We hold the Gold Award as a UNICEF Rights Respecting School. The Convention has 54 articles (laws) that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights of the child. These rights apply to every child and the agreement entitles every child to claim their rights. Adults and governments are duty bearers and must work together to make sure all children have their rights fulfilled.

Every child has rights "without discrimination of any kind, irrespective of the child's or their parent's or guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status" (Article 2). Putting 'rights' into practice every day supports and promotes wellbeing, participation, relationships and self-esteem of children in school and beyond the school gates. At Pipworth Community Primary School adults actively promote pupil rights and gather pupil voice through interviews, School Council meetings and questionnaires to ensure that they:

- Are healthier and happier
- Feel safe
- Have better relationships
- Become active and involved in school life and the wider world

For more information please visit the UNICEF Rights Respecting website [UNICEF Rights Respecting Schools](#).

## **1.6 Praise and rewards**

- Verbal praise is given generously. This may be on an individual, group or class basis and may occur within lessons, in assemblies, in front of the whole school.
- Weekly 'Worker / Star of the week' assembly, followed by a photograph on Instagram.
- Outstanding pieces of work for standards, progress or effort are sent to the Head teacher or a member of SLT to reinforce praise already given. 'Head teacher's Award' stickers are given to the children.
- Individual house points are awarded for good work, effort, behaviour and helpfulness.
- Linked to Pipworth Values, each half a term staff and children nominate others who have displayed the focus value. All nominees are rewarded with an additional first, second and third prize awarded to children who have displayed significant effort.
- Individual class teachers have their own reward system to motivate the children and encourage positive behaviour. These may include raffle tickets, stickers, 'Star of the week' or marbles in a jar for collective good behaviour resulting in an agreed reward when a target number is reached.
- Prizes/certificates may be given for sports or special achievements.
- Teachers and learning mentors communicate with parents, verbally to praise and encourage positive behaviour.

## **2. Unacceptable behaviour**

### **2.1 Procedures when dealing with unacceptable behaviour**

Based on the principle to promote positive behavior and deter, protect from and improve unacceptable behaviors.

Teachers' will:		
<b>Step 1</b>	Give a verbal reminder of the classroom code / expectations / school values.	Deterrents
<b>Step 2</b>	Give a direct warning (one) with clear consequences if the behaviour continues	
<b>Step 3</b>	Direct a pupil to work at another table/different carpet area.	
<b>Step 4</b>	Remove a privilege – for example minutes from playtime. This needs follow up discussion, ask four questions <ol style="list-style-type: none"> <li>1. What happened and how do you feel?</li> <li>2. What school value have you affected?</li> <li>3. What can you do to fix things-what could you have done differently?</li> <li>4. What have you learnt from this?</li> </ol>	Improvement
<b>Step 5</b>	Refer the pupil to the Learning Mentors in the first instance, then SLT (or if LMs are not available), where behaviour is dangerous, aggressive or persistent. <b>It may also be appropriate to discuss behaviour with family members when appropriate at any step.</b>	Protection
<b>Step 6</b>	Removal from a class by a member of the Senior Leadership Team <ul style="list-style-type: none"> <li>• Pupil's must be supervised and provided with work so that they can continue their education</li> <li>• Pupil's will return to their mainstream classroom when they are able to regulate and engage with learning</li> </ul>	
<b>Step 7</b>	Detention issued by the Senior Leadership Team (parental consent is not required) <ul style="list-style-type: none"> <li>• Lunchtime to complete work or 30minutes</li> <li>• Afterschool for 30 minutes</li> </ul>	Deterrent Improvement Protection

Removal from a classroom is a serious sanction and must only be used to maintain the safety of all pupils, enable a disruptive pupil to continue their education in a managed environment, or to allow time for a pupil to regulate in a safe space.

Detentions will be issued as a result of non- completion of work, linked to refusal, non-compliance or defiance. Persistent disruption or aggressive incidents may also lead to a detention.

If a child continues to display unacceptable behaviour, along with school staff and parents, outside agencies such as educational psychologists, FIS (Family Intervention Service) maybe involved.

In the event of persistent or serious breaches of the Behaviour policy, the following Senior Leadership Team procedures will be actioned -

1. Behaviour report card; after each session the child reports to SLT.
2. A 'Positive Handling Plan' will be made by class teachers with the assistance of SENCOs.
3. Bespoke support from a member of SLT (in their office)
4. Suspension or permanent exclusion (depending on the severity of the behaviour and following the DfE guidance on 'Suspension and Permanent Exclusions' – see appendix for further details)

In order to ensure support is meeting the needs of a pupil and behavior is improving, school use a graduated response approach of assess, plan, do and review. Advice is sought from the local authority at the earliest opportunity if behavior does not improve or a pupil is looked after or has an EHCP.

## **2.2 Factors impacting on pupil behaviour**

Whilst we always encourage positive behaviour in all children, we recognise that there will be times that children are unable to regulate their emotions and fail to comply with school rules, leading to unacceptable behaviour that has to be dealt with.

When dealing with unacceptable behaviour, we acknowledge that the response will depend upon the severity of the incident. Staff will consider the circumstances of the pupil (SEND, looked after, complex home circumstances or known stresses) when responding to unacceptable behaviour presented by a pupil. At times this may lead to a delayed response as staff consult with family members and / or other agencies to put in place a plan that best supports the pupil's needs.

Most problems are dealt with on the spot, with the child being reminded about our school values; we will always explain why the behaviour is unacceptable and give the child an opportunity to respond and be listened to. These incidents will be reported on CPOMs by class teachers when they happen. Serious unacceptable behaviours will be referred directly to the SLT for management and response.

### **2.3 Unacceptable behaviour** is defined as:

- Disruption in lessons that stops other from learning
- Disruption on corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude and deliberate disobedience
- Rudeness, including swearing

### **2.4 Serious unacceptable behaviour** is defined as:

- Repeated breaches of the school rules
- Damage to school property
- Any form of bullying or discrimination (including cyber bullying)
- Sexual violence or sexual assault (intentional sexual touching without consent)
- Sexual harassment – refer to page 12 of this policy for further detail
- Accessing inappropriate websites, including those which pertain extremist views
- Vandalism
- Theft
- Threatening or aggressive behaviour
- Fighting and physical violence
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Biting

### **2.5 Suspected criminal behaviour**

If a member of staff suspects criminal behaviour they must only gather enough information to refer it to SLT who will then make an assessment before deciding if the police need to be contacted to carry out further investigation. Staff must document the facts and preserve any evidence.

If appropriate, the Head teacher will enforce sanctions (these cannot conflict with the police investigation or actions) and contact with social care will be considered.

### **2.6 Prohibited items and confiscation**

- **Mobile phones** – in line with the school's Acceptable user Agreement, pupils must switch off their phone whilst on school premises and hand to the class teacher.

Headteachers, and staff that they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. These items will

not be returned to pupils in order to protect pupils and staff and must be collected by an adult. These items are:

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

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

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## **2.7 Monitoring of behaviour incidents**

Teachers and support staff are responsible for logging incidents of unacceptable behaviour on CPOMS and alerting the Pastoral Support Team and school leaders. Any action taken following such an alert is logged.

Logs include time of day, area the incident occurred and de-escalation strategies that were used. All incidents are recorded objectively and statements from those involved are recorded verbatim. Logs may be amended by the DSL if it is not an accurate reflection of an incident, or once a full investigation has been taken place.

Each half term CPOMS is analysed by the DSL:

- With a view to ensuring additional support is provided in areas of school and times of day which present a concern.
- The number of behavioural incidents are examined, with particular attention to aggressive incidents.
- High profile pupils are monitored to ensure actions and are effective in supporting them to self-regulate and engage with the bespoke package of support offered.
- To identify differences between vulnerable groups.
- Use of Alternative Provision.

This information is reported to Governors termly.

## **2.8 Positive handling and physical intervention (refer to Positive Handling policy for full details)**

In order to protect, in some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical intervention must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force staff should recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

### **3. Supporting emotional health and well-being**

Pipworth staff are dedicated to ensuring that children are given opportunities to develop emotionally, physically and personally. Maria Jackson-Brown (Deputy Head) has completed the national accredited Senior Mental Health Lead training and has trained as a Positive Regard Lead Specialist. The school has a strategic approach to ensuring that everyone can flourish in safety, and with dignity, through school routines and social norms. Working together, the SLT, the Pastoral Support Team, staff, families and Governors, school offers a graduated response to emotional health and wellbeing with the aim to promote positive behaviours and deter unacceptable behaviour.

#### **3.1 Positive Regard**



'Positive Regard' is a holistic approach to meeting the needs of the child through an understanding culture of support. Recognising the challenges children face in today's society, staff at Pipworth Community primary School are trained to recognise the signs of stress, trauma and emotional imbalance, which can lead to children displaying unacceptable behaviour.

Taking the 'Positive Regard' approach, staff aim to identify the root cause of challenges and use positive behaviour support to repair relationships, build trust and decrease the signs of stress in children to increase the pupil's focus and engagement in teaching and learning, as well as increasing their opportunities to achieve in all aspects of their lives.

Staff will always seek to understand the cause of unacceptable behaviour and use de-escalation techniques as they respond to pupils' behaviour, and before issuing sanctions. Staff understand that when a pupil is unable to self-regulate the agreed steps (as outlined below) may not be immediately appropriate and the pupil may need time to calm before sanctions can be used.

De-escalation techniques include:

- o Supportive listening
- o Support to breathe calmly
- o Support to take 'time out / away' from the situation
- o Re-direction or support to refocus on work

Our whole school approach includes:

- A promotion of group work within classroom activities and an encouragement of after school teams and clubs.
- Teaching of social skills of sharing, turn taking, listening, and managing difference of opinion - both in and out of the classroom.
- Teaching of emotional vocabulary, so that children may develop the language skills to help them recognise and understand their own and others feelings. (PSHE and RSHE)
- A Safeguarding Curriculum that promotes a culture of safety and support (PSHE and RSHE)
- Using social problem-solving structures such as circle time and peer mediation to give pupils a framework for resolving difficulties constructively.
- Use of playtimes as a chance to extend opportunities for independence and responsibility, promoting role models and children's rights (linked to RRS).
- The school has a number of programmes in place for pupil to pupil support (these are supported by the Pastoral Support Team)
  - o Sports Leaders – Y5 pupils are on duty supporting children to play games
- Use of school council to help represent pupil voice and efficacy.
- Pupil voice is regularly gathered through questionnaires, interviews, school council and feedback from staff as a result of PSHE / circle time sessions.
- Frequent engagement with families, including opportunities to engage with learning activities in school, a free breakfast bar, home visits (if required), 'open door' support from the Pastoral Support Team and support to engage with other agencies
- The ideologies of 'Rights Respecting Schools'

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Additional support is offered via:

- Activities and support is offered over break and lunchtimes through clubs, access to the Learning Mentors' room, the school library and 'Youth Club' (run at lunchtimes with lots of activities for pupils who do not want to be on the yard) - all areas are supervised by a member of staff.
- 'Safe spaces' have been made available around school for pupils to go to if they need time and space to regulate (these are located in places where staff are available to offer support).
- Various courses and activities run by our Learning Mentors (e.g. Anger Management, Conflict Resolution, 'Stop, Think, Do' and Special Time etc.) for use with individual children and small groups to give pupils the opportunity to talk/ discuss any underlying causes of behaviour.
- Children are encouraged to talk to staff about their worries/concerns through support offered by Learning Mentors.
- The Pastoral Support Team meet regularly to identify any pupils showing persistent poor behaviour, so that possible reasons can be identified and support arranged.
- Additionally Resourced Curriculum (ARCs) learning groups for pupils working significantly below year groups expectations.
- Access to an onsite clinical psychologists
- The Special Educational Needs Co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying unmet needs.
- Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **3.2 Safeguarding**

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

### **3.3 Pupil transitions (refer to the Transition policy)**

We recognise that transition points during a pupil's school life can be stressful for young people. We work closely with all parties (within school, families, other schools and relevant agencies) to ensure the wellbeing of pupils is paramount during this period.

- Pupils have transition sessions with their new teacher(s). To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.
- Staff members hold transition meetings to discuss pupil strengths and areas where more support is required.
- In year admissions and leavers are supported by Learning Mentors, SENCOs and the DSL liaising with other schools.

## **4. Additional key areas**

### **4.1 Behaviour outside of school premises**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, including online conduct. This means displaying unacceptable behaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. educational visit)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the unacceptable behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised visit).

#### **4.2 Bullying including online bullying-** see also anti-bullying policy

Bullying is not acceptable behaviour in this school. Children who are being bullied often will not tell because they are frightened. We need families to work with us and talk to us if they think their child is a victim of any form of bullying.

It is usually best to see the Head teacher if you are concerned, who will then inform the relevant staff, this includes incidents that occur outside of school, or online, which are related to our pupils as this affects school culture and norms.

These are the strategies we will use to challenge this behaviour:

- The Learning Mentors will work with all involved.
- We will use assembly, classroom carpet times, and PSHE and RSHE lessons to open up the problem and to discuss it.
- We will talk to all children involved to try and find root causes and to help children think about the consequences of such behaviour.
- We will encourage children who have experienced bullying to find a friend – it is easier to stand up to bullies if you are not alone.
- We will offer support to the bully to change their behaviour and find the root cause of it.
- We will talk with parents/carers regularly so that school and home can work together to stop bullying.
- We shall follow the consequences laid out in the behaviour policy when bullying occurs in school.

Staff are advised that they must not open or look at naked or semi naked images or videos on a telephone. They must refer this directly to the DSL who will assess the situation using the Online safety and Child Protection policies.

#### **4.3 Racial Harassment**

The commission for Racial Equality's definition is 'violence (verbal or physical) suffered by individuals or groups because of their colour, race, nationality or ethnic origin.' Racist behaviour is not acceptable in this school. All incidents are reported to the Head teacher. It is made clear to pupils and parents/carers, that racial harassment will not be tolerated.

If an incident occurs we will talk to all children involved to understand the cause of the behaviour. Pupils will be counselled in the inappropriate nature of the behaviour and supported to make amends. If the behaviour persists we will follow the steps (from step 4), laid out in the Behaviour Policy. Racial incidents are reported to the Board of Governors termly (See also Racial Equality Policy).

#### **4.4 Sexual violence and sexual harassment** – refer to the school's Sexual Harassment policy

All staff are advised to maintain an attitude of 'it could happen here' to minimise the risk of incidents occurring and contribute towards to creating an environment in which children feel safe to speak out.

Year groups follow a broad and balanced curriculum which includes an age and stage appropriate, high-quality, Relationship, Sex and Health Education (RSHE) and Personal, Social, Health and Economic Education (PSHE) programme to tackle such issues as:

- Healthy and respectful relationships
- What respectful behaviour looks like
- Gender roles, stereotyping, equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment
- How to stay safe online
- Life in modern Britain

#### a) Definitions (as outlined in the KCSIE 2023)

- **Sexual violence** means rape, assault by penetration, or sexual assault (intentional sexual touching).
- **Sexual harassment** means unwanted conduct of a sexual nature – such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

#### b) Responding to reported incidents

When there has been a report of sexual harassment or sexual violence, the Designated Safeguarding Lead (or a deputy) will refer to the 'continuum of children and young people's sexual behaviours' (Hackett, 2010) as a tool to assess whether the behaviour is normal, inappropriate, problematic, abusive or violent [Hackett Continuum Model](#). A risk and needs assessment will be completed on a case by case basis and should consider:

- The victim
- The alleged perpetrator
- The other children (and, if appropriate, staff) at the school or college.

Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, the school will actively consider the risks posed to all their pupils and putting adequate measures in place to protect them and keep them safe.

Staff at Pipworth Community Primary School will:

- Always take complaints seriously
- Never ask a student for a written statement, it can interfere with a criminal investigation
- Assess needs of victim and perpetrator
- Consider referral to Police or Social Care
- Contribute to multi-agency assessments
- Convene a risk management meeting
- Record all incidents and all action taken

The school's response to sexual harassment will be:

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

After a risk assessment has been completed the DSL will consider which consequences are appropriate, these may include:

- Involving parents
- A referral to social care
- Involving the police

If appropriate, school will consider using the following sanctions:

- A verbal warning
- Keeping the pupil behind after class to apologise to their peer
- A letter or phone call to parents
- Detention
- A period of internal isolation (length dependent on incident)
- Being placed on report
- Suspension (length dependent on incident) or permanent exclusion

The response to each incident should be proportionate and balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s). The following points will be considered:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

## **5. Suspension and Permanent Exclusions**

[Suspensions and Permanent Exclusions 2024](#)

This government supports head teachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

**Only the head teacher** of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a head teacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law (it must be lawful, reasonable, fair and proportionate).

When establishing the facts in relation to a suspension or permanent exclusion decision the head teacher must apply the civil standard of proof 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' The head teacher must take account of their legal duty of care when sending a pupil home following an exclusion.

Head teachers should also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil should be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker.

### **5.1 Categories for suspension or permanent exclusions**

A **suspension** may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.

A **permanent exclusion** is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy
- 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.

In accordance with Sheffield Local Authority codes, suspension and permanent exclusions must be recorded under one of the following categories:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse/threatening behaviours against a pupil
- Verbal abuse/threatening behaviours against an adult
- Bullying
- Racist abuse
- Sexual misconduct
- Drug and alcohol related
- Damage
- Theft
- Persistent disruptive behaviour
- Use or threat of use of an offensive weapon or prohibited item
- Abuse against sexual orientation and gender identity
- Abuse relating to a disability
- Inappropriate use of social media or online technology
- Wilful an repeated transgression of protective measures in place to protect public health

## 5.2 Reporting on suspensions and exclusions

There are new reporting requirements, all to be made '**without delay**' unless otherwise stated:

Who to report to	What to report
<b>The parents</b>	<ul style="list-style-type: none"> <li>• All suspensions and exclusions</li> </ul>
<b>The governing board</b>	<ul style="list-style-type: none"> <li>• All permanent exclusions (including where a suspension is followed by a decision to permanently exclude the pupil)</li> <li>• All suspensions which would result in the pupil being suspended for a total of more than 5 school days (or more than 10 lunchtimes) in a term</li> <li>• Any suspension or permanent exclusion which would result in the pupil missing a public examination or national curriculum test</li> <li>• All cancelled suspensions and exclusions (also on a termly basis as part of your exclusions data)</li> </ul>
<b>The LA</b>	<ul style="list-style-type: none"> <li>• All suspensions and exclusions, regardless of length</li> <li>• All cancelled suspensions and exclusions</li> <li>• For permanent exclusions: if the pupil lives outside of the school's LA, also inform the pupil's home LA</li> </ul>
<b>The pupil's social worker, if they have one</b>	<ul style="list-style-type: none"> <li>• All suspensions and exclusions</li> <li>• Any cancelled suspensions and exclusions</li> </ul>
<b>The virtual school head (VSH), if the child is a LAC</b>	<ul style="list-style-type: none"> <li>• All suspensions and exclusions</li> <li>• Any cancelled suspensions and exclusions</li> </ul>

## 5.3 Involving the pupil in the decision to suspend or exclude

The pupil's view of events will be taken into account **before** deciding whether to suspend or exclude. Pupils will be given the opportunity to express their views - with the support of advocates (such as a parent or social worker), if needed - unless their age or understanding mean it's not appropriate to do so. Where pupils do get the opportunity to express themselves, they will be informed of how their views were taken into consideration in reaching a decision.

#### **5.4 Reintegration following a suspension or time at an Off-site provision**

The DfE requires that the reintegration a pupil following suspension or off-site direction includes:

- A reintegration strategy that offers the pupil a fresh start and helps them re-engage with their learning
- Communicating clearly the strategy and expectations of school behaviour at the reintegration meeting, preferably with the parents present
- Where necessary, work with multi-agency partners to identify any SEND and/or health needs
- Consider a range of measures - academic, pastoral, internal and external - to support the pupil's successful reintegration based on need

Part-time timetables for behaviour management will only be used if absolutely necessary and will be for the shortest time possible and reviewed regularly.

Follow a **Suspension**, the Pastoral Support Team or a Senior Leader will meet with the family and pupil. A discussion about behavioural expectations will be held and a plan made to support the pupil to prevent reoccurrence (this maybe include a review or introduction of a Positive Handling Plan). Once all parties are satisfied that the Behaviour and Support Policy will be upheld pupils are supported back into the classroom (the format of this will depend on the needs of the individual child).

After accessing support from an Alternative Provision centre, pupils will have a reintegration plan that is guided by advice from the local authority in negotiation with staff from the AP, school leaders, family members and the pupils to ensure a smooth and successful return to school transition.

#### **5.5 Providing education during the first 5 days of suspension or exclusion**

Schools have a duty to set and mark work for pupils in the first 5 days following a suspension or exclusion, this may be through online pathways (e.g. Google Classroom or Oak National Academy).

#### **5.6 Off-rolling and unlawful exclusions**

The head teacher will consult with the LA to ensure all suspensions/permanent exclusions are lawful.

Unlawful suspensions and exclusions include directing a pupil off-site or not allowing them to attend school:

- Without following the statutory procedure or formally recording the event, e.g. sending them home to 'cool off'
- Because they have special educational needs and/or a disability (SEND) that the school feels unable to support
- Due to poor academic performance
- Because they have not met a specific condition, such as attending a reintegration meeting

Off-rolling, a form of unlawful exclusion, can include using 'undue influence' over a parent to:

- Remove their child under threat of permanent exclusion
- Encourage them to choose elective home education or find another school place for their child

#### **5.7 Suspending or excluding children with social workers**

The head teacher and Designated Safeguarding Lead will consider the competing needs when faced with the possibility of suspending or excluding a pupil under the care of a social worker:

- The child will often have known safeguarding risks at home or in the community, and school is known to be a protective factor; **but**
- You have a duty to provide safe and calm environments for all of your pupils and staff

In order to manage these competing interests they will:

- Involve the child's social worker, your DSL and the pupil's parents as early as possible in any behaviour issues that could give rise to a suspension or exclusion
- If the child is a previously LAC, engage with their parents and your school's Designated Teacher (DT)
- And if the child is a LAC, the DT should bring the VSH into the conversation, too
- Together, you should consider the factors affecting the child's behaviour and consider what further assessments and support need to be put in place to prevent a suspension or exclusion

### **5.8 Children looked after**

Where a looked-after child (LAC) is likely to be subject to a suspension or permanent exclusion, the Designated Teacher (DT) should contact the local authority's VSH as soon as possible. The VSH, working with the DT and others, should consider what additional assessment and support need to be put in place to help the school address the factors affecting the child's behaviour and reduce the need for suspension or permanent exclusion. Where relevant, the school should also engage with a child's social worker, foster carers, or children's home workers and try to arrange alternative provision (AP) from the first day of suspension or exclusion.

### **5.9 Alternative pathways of support**

Schools are expected to work with high-quality Alternative Provision to support pupils and effectively manage behaviour to prevent suspensions and exclusions.

Any move to AP, whether temporary or permanent, will be made with the child in mind, as the best place to support that child's behaviour as well as any SEND or health needs. Governing boards in particular must have regard for statutory government guidance on alternative provision.

Before a pupil is moved to AP, the following will be defined and agreed:

- The nature of the intervention
- The objective
- The timeline for meeting these objectives

The pupil must continue to receive a broad and balanced curriculum that supports reintegration into mainstream school.

#### **a) Off-site direction**

This is when a governing board of a maintained school requires a pupil to attend another education setting to improve their behaviour.

During the period of off-site direction:

- The pupil might be in AP on a part-time schedule with continued mainstream schooling, or full-time for a limited period
- The pupil must be dual-registered
- The governing board **must** keep the placement under regular review

#### **b) Alternative Provision (refer to Alternative Provision policy)**

Alternative and Off Site Provision is educational provision for pupils who are not accessing mainstream education for a variety of reasons. The main reasons for choosing alternative provision are:

- The pupil's abilities are not being developed through the National Curriculum. Alternative Provision recognises that we are all individuals with different strengths and weaknesses.
- The pupil has had one or more fixed-term exclusions and is considered to be at risk of permanent exclusion from school. Alternative Provision is a strategy to avoid permanent exclusion for pupils and to encourage inclusion in education.

The ultimate goal of all Alternative Provision is to improve behaviour and maintaining learning so that the pupil can reintegrate back into mainstream lessons.

All procedures have been developed on the basis of the following principles:

- Pupils referred to off-site alternative provision should be referred on the basis that this provision is more appropriate for them than what Pipworth Community Primary School can provide.
- Once committed to off-site alternative provision, families must ensure pupils attend, and failure to do so will carry the same consequences as non-attendance at school.
- The school will monitor the pupil's attendance at the new provider daily and attendance will be recorded as a B category in school registers.
- All professionals have a statutory responsibility to safeguard and promote the welfare of children and young people and tracking and reporting attendance at alternative provision is an essential component in achieving this.
- There is an expectation that any safeguarding concerns are raised with the Designated Safeguarding Lead at Pipworth Community Primary School (Maria Jackson-Brown).
- All alternative providers are expected to adhere to the safeguarding policy held by the school.
- Incidents of unacceptable behaviour whilst attending Alternative Provision will be reported to a member of SLT at Pipworth Community Primary School. Staff from both settings will work in collaboration with the family and other agencies (if appropriate) to carry out risk assessments and make plans for future educational provision.

### **c) Managed moves**

This is when a pupil is transferred to another mainstream school permanently as part of a behaviour management process. Managed moves will be:

- Done strictly in the child's best interest
- Voluntary and agreed by all parties
- Offered as part of a planned intervention
- Preceded by information-sharing between the current school, receiving school and supported by an effective integration strategy

## **5.11 The role of the Governing Body in suspensions, permanent exclusions and monitoring pupil moves**

The Governing Body should review and challenge attendance data, including suspensions and exclusions and movements off-site.

In addition the head teacher will report on:

- Data for patterns, e.g. where a large number of pupils with specific characteristics are affected by pupil moves, and when this has happened
- The cost implications of educating pupils off-site
- The effectiveness and consistency of implementation of the school's behaviour policy
- The monitoring of interventions in place to support pupils at risk, to prevent suspensions and exclusions
- An analyse of exclusions challenging why it is happening and what can be done to prevent it
- How pupils that are moved off-site are reviewed, including the regularity of this

### **a) In the event of suspensions over 15 days or permanent exclusions, the following parties must be invited to the meeting:**

- Parents (and, where requested, a representative or friend),
- The head teacher
- A representative of the LA (in the case of a maintained school or pupil referral unit)
- The pupil if they are 18 or older,

- The child's social worker if the child has one
- The Virtual School Head teacher if the child is a looked after

#### b) Governors right to reinstate

Governors can consider reinstatement in cases which do not bring the pupil's total number of days of suspension to more than 5 in a term, and in doing so:

- Governors must consider any representations that are made by the parents
- Arrange the meeting occurs 'within a reasonable amount of time' (there's no deadline for arranging the meeting)
- In the absence of any representations from parents, Governors can consider reinstatement on their own.

### 5.12 The Designated Safeguarding Lead's role in exclusions and suspensions

#### a) In cases where a child is permanently excluded

The DSL of the excluding school will transfer the pupil's child-protection file to the new school:

- Within 5 days for an in-year transfer, or
- Within the first 5 days of a new term

This child-protection file should be transferred separately from the main pupil file, securely and with confirmation of receipt.

#### b) In cases involving child-on-child abuse

A safeguarding investigation may run parallel to any considerations to suspend or exclude a pupil involved in the incident. The head teacher will remain focused on their duties to:

- Safeguard and promote the welfare of your pupils
- Provide a suitable education

Decisions in cases like these ultimately sit with the head teacher, but the DSL should take a leading role and lend their professional judgement, supported by other agencies as required.

### **6. Malicious allegations against staff and other pupils** (refer to policy Managing Allegations against staff members)

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

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

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

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection, safeguarding, managing allegations against staff and complaints policy more information on responding to allegations of abuse against staff or other pupils.

### **7. Staff induction and training**

All new staff have a safeguarding induction with the DSL which includes promoting school values and positive behaviour and responding to unacceptable behaviour.

In order to ensure there is a consistent whole school approach, all staff access regular CPD related to supporting wellbeing, promoting positive behaviours and managing unacceptable behaviours. In addition all

staff can access support from the school based Clinical Psychologist to support to staff to manage pupils who are struggling to follow school rules. Staff are signposted to training as required and SLT ensure that staff voice is included when identifying training needs and updating school policies.

## **8. Roles and responsibilities**

### **8.1 The role of the Governing Board**

The school governing board is responsible for reviewing and approving the written statement of behaviour aims and expectations.

The school governing board will also review this behaviour policy in conjunction with the head teacher and monitor the policy's effectiveness, holding the head teacher to account for its implementation.

The school governing board is responsible for challenging school leaders, with regard to the impact of support offered and use of school resources.

### **8.2 The role of the Head teacher**

It is the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

- To ensure that staff implement the policy by setting the standards of behaviour.
- To support staff in the implementation of the policy.
- To keep records of all reported serious incidents of unacceptable behaviour.
- To ensure that incidents are monitored and reported to Governors.
- To issue suspensions or permanent exclusions.

### **8.3 The role of the Senior Leadership team**

- To be on duty and available in the school yard at the start and end of each day.
- To be available at break and lunch times to support pupils and staff.
- To induct new staff and volunteers so that they are able to follow school policy.
- To review and identify training needs of all staff.

### **8.4 The role of staff members**

- To promote the school's Behaviour policy and values through explicit teaching and modelling of good behaviour and positive relationships.
- To challenge pupils' to meet the expectations of acceptable conduct.
- To develop and maintain a calm and safe environment for pupils.
- To establish clear boundaries of acceptable behaviour.
- To ensure pupil voice is heard.

### **8.5 The role of pupils**

- To follow the school's Behaviour policy and act in accordance with the 'School Values'.
- To treat each other with respect and contribute to a calm school environment in which pupils feel safe to learn.
- To access support from Learning Mentors, staff and SLT when they feel unable to regulate and need 'time out'.
- To engage in learning and give their best.

### **8.6 The role of families (parents/carers)**

Having the support of families in managing inappropriate behaviour is crucial to our success. Families have a responsibility:

- To ensure communication is maintained between home and school.
- To ensure pupils attend school every day and on time, in uniform and ready to learn.
- To share information which enables school to best support pupils.
- To support the school in any procedures put in place to help a pupil.

## 8.7. Rights and responsibilities

<b><u>Children Rights</u></b>	<b><u>Children Responsibilities</u></b>
To be safe and to be listened to.	To behave in a way which keeps others safe and to listen to others.
To be treated with respect.	To be respectful of others.
To learn in a quiet environment.	To allow others in the class to learn without causing disruption. To be willing to attempt work.

<b><u>Families (parents/carers) Rights</u></b>	<b><u>Families (parents/carers) Responsibilities</u></b>
To be treated with respect and listened to.	To behave respectfully towards others. (adults and children)
To be kept up to date with their child's progress.	To make sure their child attends school regularly, to talk to their child about what he/she does in school. To attend parents evenings and talk to teachers if they have any concerns.
To have access to information on the schools approach to issues.	To read the school prospectus and to absorb information.

<b><u>Staff Rights</u></b>	<b><u>Staff Responsibilities</u></b>
To be supported by peers and leaders.	To ask for support when needed. To offer support to colleagues and leaders.
To work without the threat of violence or intimidation.	To share concerns with senior leaders.
To receive appropriate training and skills in behaviour management. To be able to discuss strategies used and receive advice on their effectiveness.	To take advice and try new approaches. To acknowledge areas of own skills which could be developed and work on them. To record incidents using CPOMs and keep records of the strategies used to promote good behaviour and address undesirable behaviour.
To be made fully aware of the schools routines, policies and expectations.	To seek information and use lines of communication and support.
To be listened to and treated courteously by all others in the school community.	To listen to others, to give opinions in a constructive manner, to model courteous behaviour.