


# Levens CE SCHOOL

## BEHAVIOUR AND RELATIONSHIPS POLICY

Approved by <sup>1</sup>	
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Signed:	
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## **Our Ethos**

**At Levens CE School, our approach to promoting good behaviours from both adults and children is not about having the right rules, but about having the right relationships.**

At Levens CE School, we strive for excellence and believe that through a culture of support and guidance, which is fair and restorative, pupils will develop and reach their fullest potential. It is our belief that every child should be given Unconditional Positive Regard. Through research, evidence and trauma-informed practice, staff are able to guide and lead pupils effectively.

Furthermore, it is recognised that in order to fully meet the needs of pupils, of which some present with complex needs, it is a necessity that the school is attuned, attachment-friendly and nurturing (Wall; 2018). Our approach is based on supporting co-regulation of behaviours, but also to provide the skills for pupils to identify their own needs and to empower them to self-regulate and allow for positive change. We believe that we work well with parents, listening and understanding their needs and difficulties, as well their experiences in order to help and provide support for them so that any unmet needs away from the school can be met.

We aim to meet the needs of our pupils through:

- the provision of a predictable and safe environment, explicitly founded on nurture and attachment principles that promotes security through consistent routines and clear boundaries;
- an unrelenting focus on celebrating, promoting and positively reinforcing positive behaviour;
- the application of Unconditional Positive Regard for all pupils, acknowledging and addressing any inappropriate behaviours which may arise by attuning to the pupil and their need; and working with them on strategies.
- all inappropriate behaviour is an expression of an unmet need – all staff seek to understand what the behaviour need is and working with the child, introduce strategies to support;
- the provision of an appropriate learning curriculum with carefully-planned learning opportunities including the development of social and emotional aspects of learning.

### **Relationships, Structure and Routine:**

Some of the pupils who attend Levens CE School have suffered trauma and many have insecure attachments, some have also experienced a fragmented school or home life which makes relationship building and following organised structure a challenge. It is, however, important to provide those things in order to help them remain and feel safe - safe from harm and safe to make mistakes in order to progress.

Positive relationships between pupils; between staff; and between pupils and staff are the building blocks to ensure everyone feels safe, secure and valued. We use Restorative Approaches to ensure that the running of the school is smooth and pupils learn, are engaged and make progress.

We recognise that our expectations are more effective when adults have formed positive relationships with young people in order to be able to reinforce and develop desired behaviours.

- expectations are clear, they are carefully developed to keep everyone safe, so that teaching and learning is successful, and pupils enjoy and achieve;
- unconditional positive regard supports an environment which remains safe; learning is at the forefront of what the school does and we have a deep understanding of Maslow's Hierarchy of Needs (1943);

- Pupils have a strong sense of belonging and experience consistency from staff who know them well; our routines provide structure and security.

Key principles underpinning this policy:

- systematic approaches to behaviour— this recognises that there are a range of factors, in and out of school, that impact on behaviour and mental health;
- humanistic approaches to behaviour — that we not only consider behaviour from an observer but also through the eyes of the person behaving;
- everyone has social, emotional and mental health needs and we all have the right to be safe, be respected and be treated fairly;
- developing children's emotional literacy through the promotion of positive values is an integral part of children learning a growth mindset — where our basic abilities can develop and improve through hard work, fostering a love of learning and greater resilience;
- a whole-school positive ethos which develops co-operation, self-respect and compassion;
- children are encouraged to take responsibility for their own behaviour and their impact on others;
- parents and carers are involved in all aspects of their children's learning and are well supported by staff;
- pastoral care for all children is strong and additional provision for emotional wellbeing is available when needed;
- reward and sanction systems are clear and consistent;
- there are clear procedures to combat bullying;
- systems are in place to enable working with outside agencies for support as required;
- fixed term and permanent exclusions are only used as a very last resort.

At Levens CE School we acknowledge that:

- all children deserve to attend a school where they feel safe and confident to learn;
- all behaviour is communication, and we resist the use of judgmental language when describing the behaviour we are seeking to manage;
- traumatic experiences, damaged attachments and insecurity both in and out of school can create dysregulated behavioural responses from our pupils;
- relationships of trust, opportunities to make choices/ decisions, attunement to individuals i.e. knowledge of that individual, individualised responses, teaching emotional literacy and understanding can help to prevent damaging and challenging incidents.

We recognise that consistency is crucial in maintaining high standards of behaviour alongside a culture that celebrates success and is not based solely on sanctions. To this end, our school ensures that we teach our children about what good conduct looks like; and is committed to promoting and rewarding good behaviour.

### **Our Christian Values:**

At Levens CE School our Christian Values are very important to us. Chosen by everyone in our school community, they underpin our ethos and lead us on the right path in our daily lives; in and out of school. We aim to explicitly teach all learners about these values through all areas of the curriculum; and in collective worship and assemblies. We also expect all members of our school community to demonstrate and model these Christian Values through their daily interactions with one another. The promotion and celebration of these is fundamental to positive behaviour in school and enables us all to learn, grow and care for one another.

Thankfulness	Respect
Koinonia	Compassion
Forgiveness	Love
Endurance	Peace
Service	Truth

At Levens CE School all staff:

- have consistently high expectations which permeate through every aspect of school life - including our assemblies and collective worship, school council meetings, in our curriculum, throughout our school environment, on educational visits, sporting events and at our after school childcare;
- implement our school reward systems such as The Golden Book, team points, certificates, stickers and reward charts as ways of recognising achievements;
- treat every member of the community as an individual and respect their rights, values and beliefs;
- sustain a zero-tolerance culture to all instances of bullying or discrimination (both on and offline) on the basis of race, gender, ability, sexuality or cultural differences;
- are positive role models;
- support all adults to be able to manage behaviour problems that can inhibit effective learning for all children, and to realise that we cannot always deal with problems by ourselves and that we have colleagues and other agencies who are able to assist;
- help all adults who work with pupils in the school to recognise and understand that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments;
- help young people to understand how behaviour affects others and the world around them;
- create a partnership of support and effective communication between home, school and the wider community;
- provide young people with an informed view of life and develop a strong sense of right and wrong enabling them to become thoughtful, caring members of society;
- value every child regardless of ability, race, gender or religion;
- promote good relationships and work closely with parents, visitors, supply teachers, volunteers and external agencies to ensure we are consistent and effective in promoting an ethos built on mutual respect and support;
- intervene early to identify and support unmet needs that are being communicated through inappropriate behaviours;
- follow and apply consistently clear guidelines when responding to instances of unacceptable behaviour.

#### **Behaviour Expectations:**

To help everyone at school enjoy happy, safe and positive experiences every day; we have clear expectations at all times of the school day:

- We treat everyone kindly;
- We listen carefully and speak politely;
- We follow instructions sensibly;
- We move safely;
- We look after our environment and our resources;
- We try our best;
- We are led by our Christian Values.

Our expectations and Christian Values are communicated with everyone in school regularly to enable a consistent approach to behaviour and relationship management throughout the school: praising and celebrating good behaviour whilst enforcing appropriate consequences for unacceptable behaviour where necessary.

### **Responsibilities of Staff and other adults**

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

All staff and other adults will communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and consistently strive to be good role models. Staff have received clear guidance about school expectations of their own conduct at school and this is set out explicitly in the Staff Code of Conduct.

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

### **What pupils can expect from staff:**

- create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated;
- be enthusiastic and develop positive working relationships with you and your peers;
- celebrate your success in lessons, after school activities and assemblies;
- develop and maintain positive working partnerships with your parents/carers;
- keep learning environments and communal areas of school tidy and organised;
- provide meaningful and motivating feedback;
- set homework appropriate for the age and abilities of each pupil and in accordance with our Homework Policy;
- treat you fairly with dignity, kindness and respect;
- eliminate or control hazards which may cause you harm;
- use a range of non-verbal and verbal cues to encourage good behaviour and limit inappropriate behaviour;
- be approachable and listen to you;
- always take seriously any complaints or incidents of bullying (both online and offline), discrimination, harassment, aggression and derogatory language (including name calling) or other inappropriate behaviour reported to them;
- set high expectations, clear boundaries and regularly review class/school rules and expectations;
- use rewards and, where necessary, sanctions consistently;
- model the behaviours you wish to see.

**What staff can expect from pupils:**

- arrive at school on time;
- enter the classrooms quietly;
- wear full school uniform correctly;
- sit where you are told to sit by the teacher or any other member of the school staff;
- follow classroom expectations and do not disrupt the learning of other pupils;
- follow instructions given by staff and other adults;
- listen attentively to the teacher who will explain the lesson, what you are going to do, why and how;
- put up your hand to indicate you wish to speak;
- treat all members of the school community with dignity, kindness and respect;
- use appropriate language;
- listen to others' ideas and work co-operatively;
- tell the truth;
- care for the classroom and resources, respecting others' property;
- value other individuals and their contributions to lessons;
- lead by example creating a good role model for younger pupils in the school;
- accept responsibility for your behaviour;
- consider the needs of all the other people in the classroom;
- use technology in accordance with our Online Safety Policy and Procedures and Acceptable Use Agreement;
- be responsible when using online technologies and not compromise staff or other adults in the school community;
- report to a teacher or other adult any bullying behaviour by others including bullying with the use of technology (cyber bullying), physical threats, abuse or harassment, intimidation, discrimination, aggression and derogatory language (including name calling);
- behave appropriately when outside school;
- be an ambassador for the school.

**What staff can expect from their colleagues:**

- treat each other with dignity, kindness and respect;
- work and co-operate together for the overall good of the school community;
- respect each other's values and individual beliefs;
- treat all pupil and staff issues with the highest standards of confidentiality;
- respect and have due regard for the roles and responsibilities of colleagues;
- use technology appropriately and in accordance with the school's Online Safety Policy and Procedures and Acceptable Use Agreement;
- be aware of and consider the possible implications for the school, colleagues and themselves when posting on social media;
- use online technology appropriately and not compromise the professional integrity of colleagues or other adults in the school community.

**What staff can expect from parents and carers:**

- treat all staff, pupils, other parents and adults with dignity, kindness and respect;
- behave responsibly whilst on school premises;
- report any incidents of bullying both online and offline (cyberbullying), physical threats, abuse or harassment, intimidation, discrimination, aggression and derogatory language (including name calling) as soon as they are discovered so that the issue can be dealt with promptly by school staff;

- ensure that their child arrives at school on time;
- ensure that their child is dressed appropriately, in school uniform with any necessary equipment e.g. PE kit;
- ensure that their child attends school regularly and contact the school as soon as possible in the event of an absence or lateness;
- encourage their child to achieve their very best in school;
- encourage their child to have high standards of behaviour in and out of school;
- support the school's policies, strategies, and guidelines for behaviour;
- work with school staff to help their child accept responsibility for their behaviour and actions;
- inform the school of any concerns or problems that may affect the child's work or behaviour;
- support their child with home-based learning activities;
- support the school in its use of rewards and sanctions;
- take some responsibility for the behaviour of their child;
- discuss any issues of concern with the class teacher or Head teacher in a calm and non-aggressive or threatening manner;
- refrain from smoking on the school premises or around entrances/exits, especially at busy times before and after school. This includes the use of e-cigarettes and vaping;
- refrain from using foul, threatening, abusive or derogatory language at any time in or around the school premises;
- refrain from bringing dogs onto the school site (regardless of their size or temperament) or stand with them close to the entrance gate at busy times before and after school;
- consider the implications of posting inappropriate or defamatory remarks on social media sites or group chats via apps like 'Whatsapp'; and the detrimental effect inappropriate comments can have on individuals and on the wider school;
- support the school's approach to online safety which includes not uploading or posting to the internet any pictures, video or text that could upset, offend, or threaten the safety or privacy of any member of the school community or bring the school into disrepute;
- recognise the need for security and not create online media "on behalf" of the school without the Head teacher's permission.

**What parents can expect from staff and other adults in the school:**

- treat all adults with dignity, kindness and respect;
- set high standards of work and behaviour for all children in their care;
- encourage your child to always do their best;
- deal promptly with any incidents of bullying (including cyberbullying, prejudice-based and discriminatory bullying) regardless of whether your child is seen as either the perpetrator or the victim;
- impose sanctions consistently in accordance with this policy and procedures;
- promote positive behaviour and reward such behaviour in accordance with this policy and procedures;
- promote positive behaviour beyond the school gates and impose sanctions for inappropriate behaviour which reflects negatively on the school and its values;
- provide a balanced curriculum to meet the needs of each child;
- keep you informed about general school matters and your child's individual progress;
- let you know if there are any concerns about a child's work, attendance, or behaviour;
- support the child's homework and other home-based learning activities.



## **The school behaviour curriculum**

Positive behaviour reflects the values and ethos of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely than poor. This behaviour strategy will be taught to all pupils so that they understand what behaviour is expected and encouraged. Positive reinforcement and sanctions are both important and necessary to support the whole school culture.

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

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

## **Celebrating success**

At our school, we regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positively reinforcing the behaviour which reflects the values of the school is essential in developing a positive culture and ethos. Some of the many ways we celebrate success are listed below:

- verbal praise in class;
- communicating praise to parents verbally, via email or text;
- written praise in marked work;
- sharing and celebrating success during lesson time;
- sharing and celebrating success in assemblies, particularly in Celebration Assemblies every Friday;
- class reward systems - for homework, good classwork, good effort, demonstrating our Christian Values, caring for others, helping others, being thoughtful or considerate etc;
- certificates in assemblies are awarded for a wide range of reasons such as exceptional work, progress, sporting achievements;
- Headteacher/Deputy Headteacher Awards to recognise individual achievement or effort;
- honorary trophies for specific disciplines demonstrated by our Year 6 leavers;
- end of term/year visits or special event e.g., disco, party etc;
- prizes and certificates awarded for good attendance at the end of every term.

## **Responding to Inappropriate Behaviour**

Although this school aims to focus on positives, there are unfortunately occasions when behaviours do not meet our expectations.

In such circumstances, staff respond appropriately and in accordance with this Behaviour and Relationships Policy and with regard to the individual needs of the child/children. The first priority will be to ensure the safety of pupils and staff and to restore a calm environment. It is important for staff across the school respond in a consistent, fair and proportionate manner. We know our children well and staff will consider the individual context of each incident and the children involved: for example, if the pupil has trauma; has SEMH difficulties or a disability; has been subject to bullying; has a health condition; has been subject to criminal exploitation, or is experiencing significant challenges at home, for example bereavement, separation or financial insecurity.

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

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

Pupils, who are persistently causing concern, including vulnerable children, those with social worker involvement or children who may have an Education, Health and Care Plan, will have a personalised plan that all staff will be familiar with. This will support staff with the identification of the individual needs of vulnerable children and allow them to adapt and differentiate their approaches to teaching and learning based on the pupil's unique profile of need. These are child-centred plans that are formulated and reviewed with the involvement of parents/carers; external professionals if relevant; and the voice of the child if possible. If inappropriate behaviour is displayed by a pupil, a consequence may then be given. The stage of the consequence will depend on the extremity and/or regularity of the behaviour. Behaviour recovery practices are used to reinforce with pupils that certain behaviour is unacceptable and to try to steer a pupil away from repeating the same behaviour, if this is within their capability.

Consideration will also be given as to whether the behaviours give cause to suspect that a child is suffering, or likely to suffer, harm. Where we consider this to be the case, we will follow the school's Child Protection Policy and procedures and staff are advised to alert the Designated Safeguarding Lead (or deputy) as soon as possible. They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

#### **Stepped Procedures in Response to Inappropriate Behaviour**

<b>Level1 Behaviours</b>	<b>Level2 Behaviours</b>	<b>Level3 Behaviours</b>
Shouting out in class.	Repeated interruptions during class activities	Persistent Disruptive Behaviour: challenging behaviour/persistent violation of school expectations
Low level disruption in a lesson.	Continued disruption to learning	Abuse – sexual orientation or gender identity
Disregard to uniform policy e.g wearing trainers or jewellery other than stud earrings.	Repeated refusal to follow instructions	Violent physical abuse towards staff including spitting, kicking, pushing, biting etc.
Unkind verbal comments	Repeated refusal to follow school/class expectations	Violence or threatening behaviour directed at any member of the school or wider school community – threatened violence, swearing, carrying an offensive weapon etc.
Running inside school	Use of inappropriate language	Abuse relating to disability.
Dropping litter in any areas of our school site – indoor or outdoor.	Leaving the classroom without permission	Bullying –(including cyberbullying, prejudice-based and discriminatory bullying) sexual violence, sexual harassment, taunting or intimidation directed at any member of the school community regardless of whether this takes place in or out of school hours.
Misuse of classroom or personal equipment e.g. banging rulers, flicking pencils	Single incidents of physical or verbal abuse, including fighting, directed at any other pupil (unless extreme – see level 3)	Deliberately invented or malicious allegations against staff or other pupils

Bringing in to school mobile phone, smartwatch, physical fitness watches, electronic gaming devices	Repeated personal or discriminatory comments directed at other pupils.	Smoking, drug and alcohol related incidents
Eating or chewing in class	Deliberate disrespect or damage to property belonging to school and/or others including defacing school resources and furniture.	Significant and deliberate damage to School property – vandalism, arson, graffiti etc.
Being late into class or moving out of the classroom without permission– loitering around corridors or toilet areas.	Disrespectful behaviour towards staff - answering back, rolling eyes, turning back, shrugging shoulders.	Online abuse to any member of school community/sharing inappropriate images or messages.
	Persistent incompleteness of homework set by the classteacher	Physical assault against pupil: fighting, wounding, violent behaviour.
Being in School during break times or lunchtimes without permission.	Undermining/personal/ discriminatory comments directed at anyone in school.	Racist abuse: taunting, racist bullying, references to racist characteristics, derogatory racist statements.
	Inappropriate behaviour outside of school which brings the school into disrepute or reflects badly on the school image and values.	Use or threat – offensive weapon.
Refusal to follow instructions from class teacher or other adults in school.	Refusal to engage in a conversation to discuss a situation/incident with an adult in school.	Sexual misconduct: sexual abuse, harassment, bullying, sexual graffiti etc.
	Refusal to engage in lessons/learning	Theft: stealing school or personal property, stealing from shops on school outing.
		Bringing an offensive item in school e.g. a knife or other sharp implement.
<b>Examples of Level 1 Sanctions</b>	<b>Examples of Level 2 Sanctions</b>	<b>Examples of Level 3 Sanctions</b>
A child will receive a warning. Child may need to complete work in own time under supervision of an adult – teacher or TA. If the behaviour continues see Level 2 sanctions. Consider need for report on CPOMS.	Loss of playtime/s and/or lunchtime/s. Conversation with Head teacher and parents – either on phone or in person – if appropriate. CPOMS incident recorded. Required to write a letter of apology or complete reflective writing/drawing exercise during lunchtime or breaktime. Restorative Justice process may be required. Behaviour monitored using a daily behaviour report and possible Individual Behaviour Plan (IBP) if behaviour continues.	Internal withdrawal from lessons, lunchtime or fixed-term suspension, Possible Permanent Exclusion, Managed Transfer, Individual Behaviour Plan, Re-integration meeting with parents, behaviour monitoring. All incidents, actions, progress and communication with parents, meetings etc recorded in full on CPOMS. Possible referral to the police.

## Recording and Reporting Incidents

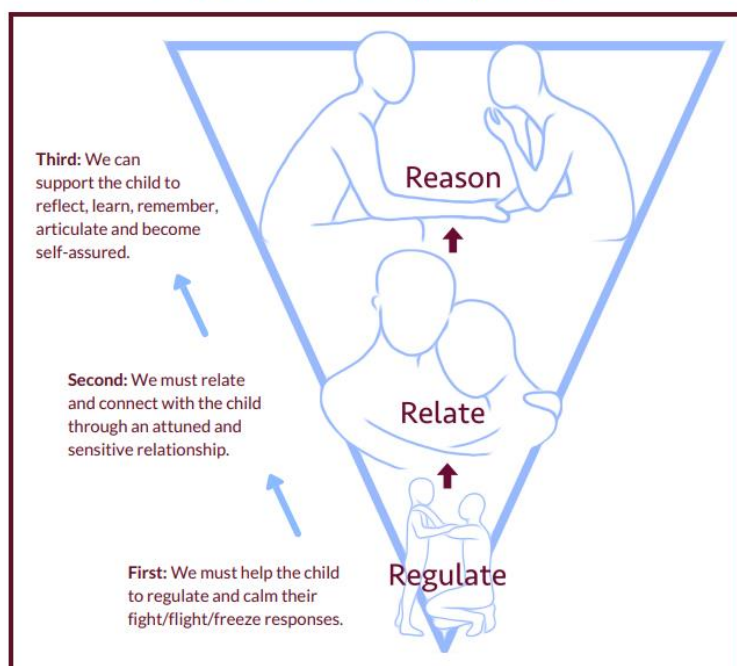
Where the pupil has behaved inappropriately, the incident is recorded on CPOMS and relevant staff are alerted. These behaviour reports enable the head teacher to monitor the behaviour of individuals, groups, classes and cohorts.

If physical aggression has resulted in an injury, an incident is also logged in our accident book with a reference to our behaviour reporting system on CPOMS.

The Governing Body receive a summary document of behaviour at every full board meeting.

### The Three R's: Reaching The Learning Brain

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence.



Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

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

The discussion enables children to reflect on their own emotions and also how their actions have affected the other person, but also the other pupils and their learning. By doing this and coming up with solutions, it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others.

Restorative justice provides a safe space to air differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again. This process works between children and can also be helpful to restore staff-child relationships.

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

Reflection on actions is normally used to allow the individual to reflect on their behaviour and to allow the pupil to decide for themselves why their behaviour was inappropriate and how it might have affected others in the school.

## Restorative Justice and Resolution

All negative behaviours are communication of an unmet need.

At Levens School, we believe that in order for children to be able to learn, think and reflect on their behaviours, we need to follow Bruce Perry's approach to 'Reaching the Learning Brain'.

The process of conflict resolution requires our pupils and the adults working with them to feel regulated first. This means that sometimes time, space and a calming activity for the child/children is required first in order for them to feel safe, calm and ready to begin the process of repair.

Restorative justice aims to restore relationships where there has been conflict. It is an opportunity for both sides to explain what happened and to try and establish a solution. Where there has been an issue the individuals involved will meet with an adult in school who will lead a discussion based around three main prompts:

## Sanctions and disciplinary action

Staff can issue sanctions at any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when inappropriate behaviours occur outside of school.

There is a clearly defined process for issuing sanctions in this school. Where possible, and appropriate, pupils are issued with a warning to enable them to rectify their behaviour though there are times when the nature of the behaviour does not warrant a warning as it is so serious.

## Searching, screening and confiscation

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

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

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

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

- knives and weapons (Further guidance is available in KAHSC Safety Series G14 – Knives, Offensive Weapons and other inappropriate items if required)
- controlled drugs
- alcohol
- fireworks
- tobacco and cigarette papers
- pornographic images (including those found on electronic devices)
- stolen items
- any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:
  - i) to commit an offence,
  - ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

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

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

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

Where items are ‘prohibited or illegal’ as outlined above, these will not be returned to pupils and will be disposed of by the school according to the DfE guidance ‘[Searching, Screening and Confiscation – Advice for schools](#)’. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will consider whether the confiscation is proportionate and consider any special circumstances relevant to the case. Pupils must

not bring any of the items listed above on to school premises. The school will automatically confiscate any of the 'prohibited or illegal' items and staff have the power to search pupils **without** their consent for such items. There will be severe penalties for pupils found to have 'prohibited or illegal' items in school. In certain circumstances, this may lead to permanent exclusion.

The Head teacher will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating so that they fully understand their rights and the rights of the pupil who is being searched.

Alcohol will be disposed of. Under no circumstances will alcohol be returned to the pupil. Tobacco, cigarette papers or fireworks will either be retained or disposed of, but not returned to the pupil.

Where a member of staff finds stolen items, these must be delivered to the police as soon as reasonably practicable. However, if there is good reason to do so, the member of staff may also return the item to the owner or retain or dispose of it if returning them to their owner is not practicable. In determining whether there is a good reason to return the stolen item to its owner or retain or dispose of the item, the member of staff will take account of all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized article.

In taking into account the relevant circumstances, the member of staff should consider the following:

- the value of the item - it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases, though school staff may judge it appropriate to contact the police if the items are valuable;
- whether the item is banned by the school;
- whether retaining or returning the item to the owner may place any person at risk of harm; and,
- whether the item can be disposed of safely.

Any weapons or items which are evidence of a suspected offence will be passed to the Police as soon as possible.

The following are items which are banned by the school:

- mobile phones;
- electronic handheld gaming devices;
- smartwatches and physical fitness devices;
- jewellery not in accordance with the School Uniform Policy;
- lighters or matches;
- knives and scissors;
- firearms/weapons;
- illegal drugs;
- alcohol;
- fireworks;
- tobacco and cigarette papers;
- correction fluid;
- caffeinated drinks;
- chewing gum and bubble gum;
- pornographic or unsuitable images;
- stolen items;
- any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:

i) to commit an offence;

ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

If a pupil brings an offensive weapon e.g. a knife or other sharp implement, staff have a statutory duty to inform the police.

Pupils wearing any accessories or jewellery which do not follow the School Uniform Policy can expect to have these items confiscated. Any confiscated items will be logged and made available for collection at the end of the school day. Where a pupil repeatedly flouts the rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. For repeated offences of this nature, parents will be asked to collect confiscated items. Where items are not collected, the school will dispose of them at the end of each term.

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

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

### **Removal from class**

Where a pupil fails to respond to repeated warnings and reminders to improve an aspect of behaviour which disrupts the learning of others, they can be removed from class to be supported by the headteacher or deputy headteacher. The length of time a pupil may be removed from the class will be explicitly determined by the Head teacher or other senior leader.

For some pupils, moving from the classroom to another space may be required to ensure the pupil feels safe, secure and calm. It is only considered where all other types of support have been unsuccessful and where the child remaining in the classroom is having a significant impact on their own learning and wellbeing, or/and that of other children in their class. On occasions, the behaviour of an individual may be so extreme as to warrant immediate removal. The use of removal will allow for continuation of the pupil's education in a supervised setting and we will design a clear process for the reintegration of any pupil in removal into the classroom when appropriate and safe to do so.

Removal will be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable vulnerable pupils who require intensive support to be in an environment where they can feel regulated and their education can be continued;
- to allow the pupil to regain calm in a safe space.

When dealing with individual removal cases, we will:

- consider whether any assessment of underlying factors of disruptive behaviour is needed;
- facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;
- ensure that pupils are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction;

- ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with;
- if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their Social Worker. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

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

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

### **Missed lunchtimes or playtimes**

Teachers have authority to instruct pupils to remain in class during playtimes or lunchtimes to discuss behaviours, complete work or reflect on behaviour through discussion or in writing e.g. apology letters, reflection sheets etc.

Staff will allow reasonable time for the pupil to eat, drink and use the toilet.

### **Other examples of sanctions**

- Verbal reprimand and reminder of the expectations of behaviour
- Moved seat or place – to sit by an adult / or to work on your own
- Loss of privileges – missed playtimes, loss of responsibility etc
- The setting of written tasks such as an account of their behaviour on a 'reflection sheet'
- Jobs or responsibilities during social times, such as tidying learning environments
- 'Time to Talk' with senior staff – usually with senior staff or the child's class teacher..

### **Suspension, permanent exclusion and managed moves:**

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

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

- In response to a serious breach of the school's Behaviour Policy.
- If allowing the pupil to remain in school would seriously harm the education or welfare of other people or the pupil themselves in the school.

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

[www.gov.uk/government/publications/school-exclusion](http://www.gov.uk/government/publications/school-exclusion)



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

### **Responding to pupils with SEND or other health conditions:**

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

Adjustments will be made to routines for pupils with additional needs, where appropriate and reasonable to ensure all pupils can meet school expectations. These adjustments may be temporary, but always to support the individual needs of the pupil. By planning positive and proactive behaviour support, e.g. through drawing up individual co-regulation plans, behaviour support plans, bespoke timetables, one-page profiles for more vulnerable children, and agreeing them with parents, jointly we can work towards a reduction in incidents of challenging behaviour and support the child to feel safe, calm and regulated in school.

Consideration will be given as to whether a pupil's SEND has contributed to behaviours and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, we will refer to the DfE guidance for schools on the [Equality Act 2010](#) to ascertain whether the pupil understood the rule or instruction and whether the pupil behaviours are as a result of their SEND needs.

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

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

### **Pupil support**

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

These include:

- 'Time to Talk' with the pupil or group of pupils, including talking about the incident; support to change behaviours; and clear explanation of likely actions if behaviours continue;
- Increased communication between home and school (call to Virtual School Head for looked after children);
- Regular TAC/TAF (Team around Child/Family) meetings – every 6-8 weeks;
- Individual support plans, co-regulation plans, one-page profiles, behaviour support plans;
- Introduction of home-school communication books;
- Increased use of positive reinforcement strategies and personalised reward systems;
- Inquiries into circumstances outside of school including at home, conducted by the DSL or deputy
- Small group work or 1:1 support in self-esteem, emotional literacy (ELSA), anger management, nurture group sessions, 5 point scale etc.
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the child's behaviour;

- Alternative curriculum provision and personalised timetable;
- Referral to outside agencies such as Educational Psychologist, CAMHS, Behaviour Specialists etc;
- Early Help Assessment.

### **Pupil conduct outside the school premises:**

#### **What the law allows**

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

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

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

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

#### **Out of school behaviour**

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

- good order on all transport to and from school, educational visits, or other placements;
- good behaviour on the way to and from school;
- positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers, or members of the public;
- reassurance to members of the public about school care and control over pupils to protect the reputation of the school;
- protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

#### **Sanctions and disciplinary action – off-site behaviour**

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

- The severity of the behaviour.
- The extent to which the reputation of the school has been affected.
- Whether pupils were directly identifiable as being members of the school.

- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g., bullying (in all its forms) another pupil or insulting a member of staff).
- Whether the behaviour was whilst the pupil was taking part in a course as part of a school programme, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

### **The use of reasonable force:**

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

The Governing Body have taken account of advice provided by the DfE - [Use of reasonable force: advice for head teachers, staff and governing bodies](#) and the school's public sector equality duty set out in Section 149 of the Equality Act 2010.

All members of school staff have a legal power to use reasonable force.

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

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

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

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

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

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

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

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

- Pupils found fighting will be physically separated;
- Pupils who behave in a way which disrupts a school event, or a school trip or visit may be physically removed from the situation;
- Pupils at risk of harming themselves or others through physical outbursts;
- Pupils at risk of damaging property or our school environment;
- To prevent a pupil from attacking a member of staff or another pupil;
- To prevent a pupil causing injury or damage by accident, by rough play, or through misuse of equipment.

### **Power to use reasonable force when searching without consent**

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

### **Unreasonable force**

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

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

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

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms are crossed behind their back.

### **Staff training**

Four members of staff have recent and relevant training from TeamTeach of proven de-escalation techniques and the use of reasonable force to enable them to carry out their responsibilities. This will include training on any restraint techniques which must not be used because they are known to present an unacceptable risk when used on children and young people.

### **Co-regulation Support Plans:**

Some children may require the support of a co-regulation plan and individual risk assessment. This Plan will set out specific ways in which the behaviour is supported whilst on school premises and during any off-site visit. It may also include details on managing behaviour whilst travelling to school on organised home-school transport.

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

In such circumstances, parents and carers will always be made aware of their child's individual plan and will be invited to contribute to the content and control measures implemented in an attempt to apply consistency of sanctions and rewards both in school and at home. Wherever possible and appropriate, the child concerned will also be involved in contributing to this plan.

### **Informing parents when reasonable force has been used:**

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

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

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

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

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

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

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

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

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

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

### **Post incident support:**

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

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

- physical consequences
- emotional stress or loss of confidence
- analysis and reflection of the incident

### **Follow up**

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

### **Other physical contact with pupils**

This school does not operate a 'No touch Policy'. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school.
- When comforting a distressed pupil.
- When a pupil is being congratulated or praised.
- To demonstrate how to use a musical instrument.
- To demonstrate exercises or techniques during PE lessons or sports coaching.
- To administer first aid.
- To apply sunscreen to the arms, face, or lower legs of very young pupils or those with special educational needs who might struggle to apply it appropriately themselves.

### **Mental health and behaviour:**

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

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

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

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

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

### **Child on child abuse:**

We recognise that children can abuse their peers and all staff understand the importance of challenging inappropriate behaviours between peers. This is referred to as child on child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying, prejudice-based and discriminatory bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; the consensual or non-consensual sharing of nude and/or semi-nude images/videos and initiating/hazing type violence and rituals.

Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

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

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

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

We will not dismiss abusive behaviour between children as ‘normal’ and our thresholds for investigating claims and allegations are the same as for any other type of abuse.

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

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

### **Minimising the risk of safeguarding concerns towards pupils from other pupils:**

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

Pupils are encouraged to report child on child abuse and the issue is discussed as part of our SCARF (RSHE) curriculum.

### **Sexual violence and sexual harassment (SVSH):**

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

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

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

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

## Types of SVSH conduct

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

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

## Managing a report of SVSH

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

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

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

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



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

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

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

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

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

### **Internal Management of reports of SVSH**

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

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

### **Sanctions**

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

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

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

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

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

The school response might include a sanction (in accordance with this Policy and procedures) such as suspension to allow the pupil to reflect on their behaviour.

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

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

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

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

### **Bullying:**

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

### **What is bullying?**

According to the DfE document '[Preventing and Tackling Bullying – Advice for Head teachers, staff and Governing Bodies](#)', bullying may be defined as:

“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”.

Specific types of bullying (cyber-bullying, prejudice-based and discriminatory bullying) include those relating to:

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

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

Acts of bullying include:

- name-calling;
- taunting;
- mocking;
- making offensive comments;
- kicking;
- hitting;
- pushing;
- taking belongings;
- inappropriate text messaging, emailing, or 'posting' on social media sites;
- sending offensive or degrading images by phone or via the internet (consensual and non-consensual sharing of nude and/or semi-nude images/videos);
- upskirting;
- producing graffiti;
- excluding people from groups;
- spreading hurtful and/or untruthful rumours.

Many experts believe that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

All staff are made aware that technology is a significant component in many safeguarding and wellbeing issues and can also adversely affect the behaviour of all parties involved. Children are at risk of abuse online (cyber-bullying) as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the consensual or non-consensual sharing of nude and/or semi-nude images/videos or other indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

Cyber-bullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyber-bullying that occurs while pupils are under the school's direct supervision will be dealt with in line with this Policy and procedures.

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

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

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

### **Tackling bullying**

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

### **Strategies for dealing with bullying:**

- ensuring that there is a promotion of an open and honest anti-bullying ethos in the school;
- investigate all allegations of bullying;
- PSHE programmes that discuss issues such as diversity and anti-bullying messages
- calendared anti-bullying week bi-annually;
- poster and leaflet campaigns – designed and written by pupils;
- assemblies - both whole school and class/form that promote a sense of community;
- class discussions and role plays in SCARF, English and RE that draw out anti-bullying messages;
- circle time;

- group or individual interventions, e.g. social skills and ELSA;
- access to worry boxes;
- Acceptable Use Agreement is signed by all, and online safety is discussed in computing lessons;
- adequate staff supervision at lunch and break times;
- clear and consistently applied policies for behaviour and uniform;

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

- disciplinary sanction imposed;
- engage promptly with parents/carers to ensure their support and involvement;
- restorative justice approaches implemented as appropriate;
- 'Time to Talk' with staff or peer mentors;
- work with the educational psychologist or other relevant agencies;
- SEMH intervention such as ELSA, social groups, Decider Skills.

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

- 'Time to Talk' with trusted adult;
- mediation/restorative work with other pupil/s;
- SEMH intervention including ELSA, social groups, ARTiculate;
- reduction in expectations in classroom if necessary and personalised timetable;
- one-to-one parental interview, parental support and involvement;
- self-assertive strategies discussed.

#### **Suspected Criminal Behaviour including the possession/use of drugs:**

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

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

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

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

#### **When to contact the police/sanctions**

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

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

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

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

#### **Procedures for dealing with drug-related incidents involving adults:**

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

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

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

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

Where there are concerns over the safety of the child, school staff will attempt to persuade the adult not to leave the premises with the child until appropriate assistance arrives. If the adult insists on leaving the school, staff will immediately contact the Police. This will also be the case if an adult becomes threatening or aggressive.

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

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

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

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

The procedure aims to ensure that all allegations are dealt with fairly, consistently, and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation. Where an allegation is made against supply staff employed by an agency, the school will take

the lead and will collect the facts when an allegation is made. In such cases, we will involve the agency in any further investigations and follow-up procedures.

If a member of staff has a general concern about malpractice within the school, reference can also be made to the school's Whistleblowing procedures and procedures for reporting low-level concerns about another adult who works with children in the school. Further information on how to report low-level concerns is outlined in the school's Code of Conduct for Staff and Other Adults.

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

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

### **Behaviour of parents and other visitors to the school:**

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

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. When formulating our procedures, reference was made to the DfES document [A Legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community](#) and DfE non-statutory guidance [Controlling access to school premises](#). A poster indicating that such negative behaviour is not acceptable is displayed in the school reception area.

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

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

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

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

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

- Racist, sexist, defamatory or other derogatory comments
- All types of sexual violence and sexual harassment as outlined above
- Sending inappropriate or abusive e-mails to school staff or to the general school e-mail address
- Publishing or posting derogatory or inappropriate comments which relate to the school, its pupils or staff/volunteers on a social networking site or chat apps like 'Whatsapp'
- Breaking the school's security procedures

Unacceptable behaviour may result in the Police being informed of the incident.

### **Procedures for dealing with unacceptable behaviour**

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

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

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

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

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

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

### **Unacceptable use of technology:**

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

We expect parents and other adults within the school community to act responsibly when using online technologies. Failure to comply with these expectations set out in this policy could result in parents



and/or other adults being banned either temporarily or permanently from the school site, and the incident may be reported to the Police.

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