

# **Lady Katherine Leveson CE Primary School**

**'Learning, Loving and Living with Joy'**



## **Behaviour policy and statement of principles**

Last reviewed: Autumn 24

Next review due: Autumn 25

### 1. Vision

---

'Learning, loving and living with joy'

We work for:

- Joy and fulfilment in aspirational learning for everyone
- Joy in loving one another as God loves us.
- Joy filled lives where everyone is included and celebrated for who they are.
- Joyful worship, celebrating God's goodness and inspiration in us.
- We look to the Gospel of John 15:11 (NIV) to guide our school's work:

### 2.Values

---

Compassion	Reconciliation	Friendship	Joy	Community	Stewardship	Respect
------------	----------------	------------	-----	-----------	-------------	---------

We value all of our children for who they are and for the talents and interests they bring with them. Our school values are the cornerstones for our vision, helping us to nurture and develop our pupils as lifelong learners and good citizens, who will contribute to making strong communities and a better world.

### 3. Rationale and aims

---

The policy is inspired by Micah 7:8

*Though I have fallen, I will get up*

*Though I sit in darkness,*

*The Lord will be my light*

This scripture acknowledges that we will all make mistakes however we will always have a chance to get back up and put it right.

The policy aims to

- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

### 4. Legislation and statutory requirements

---

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

Behaviour and discipline in schools

Searching, screening and confiscation at school

The Equality Act 2010

Use of reasonable force in schools

Supporting pupils with medical conditions at school

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

In addition, this policy is based on:

Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

DfE guidance explaining that maintained schools should publish their behaviour policy online

## 5. Definitions

---

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 6. Written statement of behaviour principles

---

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils and staff

The suspension and permanent exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

Pupils are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## 7. Bullying

---

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

## **School Policy Statement on bullying**

Our policy is:

- 1 - To make our school a calm and happy community for everyone.*
- 2 - To encourage people to feel safe in talking about being bullied*
- 3 - To encourage people to support their friends by helping them to be open about being bullied.*
- 4 - To make the bully aware of the serious effects he/she may be having on the victim.*
- 5 - To alert the parents of the bully to the effects of their child's actions.*
- 6 - All staff are constantly watchful for instances of bullying.*

### **“Bullying in any form is always unacceptable.”**

At Lady Katherine Leveson CE Primary School, we are determined to provide our pupils with a safe, secure and happy environment in which to learn. We expect high standards of behaviour and do our best to encourage our pupils to develop into responsible and valued members of the community.

### **What do we do as a school to prevent bullying?**

We want all our pupils to understand the nature of bullying and the effects it has. We want children to know that bullying in any form is not acceptable, and that they must report it immediately if they or anyone else is being bullied. We want them to know that it is not acceptable for anyone to encourage bullying by others and not acceptable to do nothing if they know it is taking place.

In school we work hard to prevent bullying taking place.

### **What you can do if you feel you are being bullied Pupils:**

Always tell an adult, any member of staff at school will always listen, or ask your parents, carers or friends to speak to someone for you.

Ring the National Bullying Helpline – 0845 22 55 787 or Childline – 0800 1111 or visit [www.childline.org.uk](http://www.childline.org.uk)

### **Parents and carers can contact:**

Please speak to any staff members at Lady Katherine Leveson CE Primary School. SLT are on the playground before school every day and teachers are on the playground at the end of school.

Alternatively, an appointment can be made via the school office.

Family Lives on 0808 800 2222 or [www.familylives.org.uk](http://www.familylives.org.uk)

National Bullying Helpline on 0845 22 55 787 or [www.nationalbullyinghelpline.co.uk](http://www.nationalbullyinghelpline.co.uk)

### **How we investigate allegations of bullying**

We will always listen and make notes to follow up. We will then investigate by speaking to people individually to build a full picture of what has been happening. We will then consider all of the information and decide how to proceed.

### **Sanction procedures**

When it is felt that bullying has occurred, the parents of any children involved will be contacted and the situation explained. Depending on individual circumstances, any of the school sanctions could be imposed. The situation would be monitored closely by Leadership and feedback given to the parents of the children involved. School would also look for underlying factors that could have triggered the behaviour and supportive and preventative measures put in place.

### **Record Keeping**

Any incidents of bullying are recorded on CPOMS. This helps to monitor patterns of behaviour and for reports to be produced to keep Governors informed.

### **Preventing bullying**

School participates each year in Anti-Bullying week. Weekly PSHE lessons are delivered using Jigsaw resources, which has a clear focus on developing respect, tolerance and acceptance. Lady Katherine Leveson CE Primary School has strong focus on its 7 values which it expects all children to follow. uniqueness of individuals.

## 8. Roles and responsibilities

---

### **The governing board**

The Governing Body will review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### **The headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **Staff**

Staff are responsible for:

- Providing a safe environment in which children can learn
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents using CPOMS.

The senior leadership team will support staff in responding to behaviour incidents.

### **Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 9. Pupil code of conduct

---

### ***Pupil code of conduct Pupils are expected to:***

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## 10. Planning for Positive Behaviour Management

---

Our values are : Community, Compassion, Friendship, Reconciliation, Respect, Stewardship and Joy  
Our values apply to everyone at all times.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

The positive recognition of good behaviour is a key element of our Behaviour Policy. The aim of positive recognition is to help motivate the children to follow the classroom rules. It is sincere and meaningful attention, rewarding a child for behaving according to the teacher's expectations.

### **The Benefits of Positive Recognition**

- It encourages children to behave appropriately
- It can increase children's self-esteem
- It can reduce behaviour problems
- It creates a positive classroom environment
- It helps to establish positive relationships within the classroom.

## 11. Rewards

---

**1) Praise:** For praise to be most effective it must be: -

**Personal:** where possible the pupil's name will be included in a praise statement.

**Genuine:** care will be taken to ensure that the words genuinely reflect the teacher's feelings and time will always be taken to praise.

**Specific and Descriptive:** where reference will be made to something specific that the child has done or achieved.

- 2) Children who demonstrate exemplary behaviour throughout the week can earn a 'silver' card. On collecting 5 silver cards, children earn a gold card. The gold awards will be presented in celebration assembly. In KS1, children will receive will receive incremental stars to indicate they are 'on the way' to getting a silver card.
- 3) **Certificates:** We believe that communication is essential to build home-school relationships and we aim to share good news about the child with the child's parents. We feel this plays a significant contribution in motivating children and increasing their self-esteem. A Class 'Values Star' is chosen every other week and parents/carers invited to share in their child's success in Celebration Assembly each Friday.

## 12. Consequences/sanctions

---

At times there will be children who **choose** not to follow the rules for the classroom. This plan allows the classroom teacher to deal with the situation quickly and calmly.

If the class teacher knows what they will do when a child chooses to behave inappropriately, they will not be caught off-guard or be forced into making inconsistent decisions. Likewise, every child will know exactly what will happen if they do not follow the classroom rules. This aids early intervention.

A premise to outlining consequences is a belief that children have a **choice** about how they behave some choices will be **unhelpful choices**. It is important that the consequences are therefore presented to the children as a choice. In dealing with the children, the class teacher will use words such as; choice, choosing and chosen. In doing this the teacher is placing the responsibility back onto the child. When the children are given a choice, they learn that they can be in control of what happens to them.

Consequences are actions that the children know will occur if they choose not to follow the rules of the classroom.

### **Guidelines to Outlining Consequences**

- Consequences do not have to be severe to be effective. The key to effective consequences is not severity but the fact that they are used consistently. It is the inevitability of the consequence that makes it effective.
- Consequences must be something the children do not enjoy but should never physically or psychologically harm a child.
- The most effective way to use consequences is to build them into some form of hierarchy.
- Under no circumstances should a class teacher leave the room unattended.
- No child should be sent out of the room and told to stand/sit in the corridor without supervision.



## The Hierarchy of Consequences

The consequences in this plan are progressive, allowing more severe consequences to be imposed each time a child continues to disrupt, always start with a warning and any hierarchy must be time-bound. For example:

- 1) The first time a child breaks one of the values in class –The child will receive a warning. The focus of the warning will be the behaviour and not the child and show sensitivity to the situation, public humiliation is never appropriate. We want children to learn to make good decisions and to know that they can make a bad situation better. An example of breaking a Value might be not being ready to start the next phase of a lesson due to a lack of concentration. This may not distract others however it prevents their own learning being as effective as it could be.
- 2) If a child continues to choose to behave in a way that breaks a Value – The class teacher will impose a consequence. This could involve being moved in class or time in at break. A warning will be reset at lunchtime allowing a child to start afresh for the afternoon session.
- 3) If the child continues to cause low level disruption to the whole class due to breaking a value , a child will be asked to complete their work in another classroom and a member of the Leadership Team will be informed. Parents will be informed on the same day of the incident.
- 4) If the child continues to cause low level disruption, over a period of time the class teacher will involve the Head Teacher. This is the highest level of consequence and enables the full powers of the Head Teacher to be used. Parents will be asked to meet with the Head Teacher at this stage. It may be appropriate for the school to contact External Agencies like the SEMH (Social, Emotional and Mental Health) team for further support and an Individual behaviour plan will then be written. Behaviour plans are written to support a change of behaviour over time and are systematically reviewed to assess their effectiveness. Where behaviour does not improve despite the school following recommendations from behaviour support services and a pupil develops patterns of behaviour where the school behaviour policy is continually breached, the Headteacher will use their right to suspend or exclude the pupil from Lady Katherine Leveson CE Primary School in accordance to the Suspension and Permanent exclusion policy.
- 5) A Critical Incident – If the child’s behaviour is too extreme to allow the child to move up the hierarchy of consequence the class teacher may need to act quickly to stop the behaviour. On such occasions, the child will not receive a warning, they have lost this right. Severe, inappropriate behaviour calls for the child to be sanctioned immediately. However, it is important to define what is meant by a critical incident or severe inappropriate behaviour since there is no clear or correct definition. In this Behaviour Policy it is seen as when the child puts themselves or others in danger or when the child significantly abuses another person either physically or verbally. The ‘significance’ of the incident will be considered in context and the final decision will be with the Head Teacher. The Headteacher may use the right to suspend or exclude pupils who cause a critical incident and it will be in accordance to the Suspension and Permanent exclusion policy.

Wherever a child reaches a stage/s of the hierarchy, once the time period is over and the consequence has been imposed, the child then has a new beginning and a fresh start. The consequences in this plan have taken into account the age and ability of the children within the class.

The use of consequences will be monitored in order to clarify problem behaviours and evaluate the whole hierarchy. If most of the children consistently reach level 3 of the consequences before behaving appropriately, this informs the class teacher that there is a need to impose higher consequences lower down the hierarchy.

We will work with children to help them to recognise errors, think about the consequences of their actions on others and consider better ways that they could have dealt with situations. As a church school, forgiveness, kindness and compassion are all important qualities that we focus on when dealing with behaviour. Inquiries into circumstances outside of school may also support the member of staff further understand the possible reasons behind behaviour.

### Issuing Consequences

- Consequences will always be provided in a calm way.
- Consequences will always be issued consistently. Inappropriate behaviour will always be followed with a consequence.
- When a child has been issued with a consequence the first opportunity will be found to recognise appropriate behaviour.
- When consequences are issued, the behaviour, not the child will be the focus. The 'choice' vocabulary will be used. For example, 'Sam, while you are choosing to tap your pencil, I cannot concentrate. If you continue, you will be moved to another table.'
- If children are behaving inappropriately because they are clearly upset or annoyed, before issuing a warning, their feelings will be acknowledged and an attempt will be made to give them a way out. For example, 'Sam, I can see that you are upset but if you continue to bang the table I will need you to move to another table. Would you like to book some time with me during your break and we can talk about what has upset you this morning.' Often by acknowledging how the child is feeling, the secondary behaviour has been stopped before reaching the hierarchy of consequence.

### ***Seclusion/isolation rooms/internal exclusion***

Disruptive pupils may be placed in an area away from other pupils for a limited period if their conduct is extreme or is affecting the opportunity for other pupils to learn in class.

Preventing a child from leaving a room of their own free will should only be considered in exceptional circumstances. School will ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare. They will be expected to complete the same work as they would in class. Pupils in quiet areas or rooms must be supervised at all times and appropriate records kept.

## ***Exclusions***

The suspension and permanent exclusion policy will be used when issuing any exclusions.

### **13. Off-site behaviour**

#### **Teachers have the power to discipline pupils for misbehaving outside of the school premises**

“to such an extent as is reasonable”<sup>7</sup> – Section 90 of the Education and Inspections Act 2006. – see paragraph 9.

School has the power to and will sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. In response to non-criminal behaviour and bullying which takes place outside of the school premises or online, Lady Katherine Leveson C of E Primary School will refer to this policy and our whole school system; the behaviour will be dealt with within school. Behaviour outside of school or online that school 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

### **14. Suspected Criminal Behaviour**

Where a member of staff or headteacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police by gathering information to establish only the facts of the case. These initial investigations will be fully documented, and school will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, school will ensure any further action they take does not interfere with any police action taken. However, school does retain the discretion to continue investigations and enforce their 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 also make a report to local children’s social care. As set out in Keeping children safe in education (KCSIE), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead.

### **15. Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy and parents will be informed. A record of false or malicious accusations will be kept by the Headteacher. The headteacher will also consider the pastoral needs of staff accused of misconduct.

### **16. Physical restraint**

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence
- causing personal injury to, or damage to the property of, any person (including the pupil himself)
- prejudicing the maintenance of good order and discipline at the school or among pupils receiving education in the school, whether during a teaching session or otherwise.

There are circumstances when it is appropriate for staff to use 'reasonable force' to safeguard children. The term 'reasonable force' cover 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 where a child needs to be restrained to prevent violence or injury. Reasonable in these circumstances means 'using no more force than is needed'. Assessments of what is reasonable and when it is reasonable to use force are matters of professional judgment within the context of the law and depend upon the precise circumstances of individual cases. There is no legal definition. This underlines the need for policies and procedures that are developed by partner agencies and scrutinised by their legal advisors before being put into operation; and for staff training to incorporate awareness of the following legal dimensions:

To be judged lawful, the force used would need to be proportionate to the consequences it is intended to prevent;

The degree of force used should be the minimum required to achieve the desired result;

Key legal words to be noted are reasonable, proportionate and necessary. Any action taken should always be in the best interests of the child/client.

The use of force may be considered necessary if any of the following applies;

- A child is hurting themselves
- A child is hurting someone else
- A child is committing significant damage to property
- A child is committing a criminal offence
- A child is preventing safety, good order and discipline within the classroom or school environment

In addition, a Headteacher or authorised member of staff, may use reasonable force when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

Please also refer to statutory guidance and the documents

'Use of reasonable force 2013'

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

'Behaviour in Schools, September 2022'

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

### 17. Confiscation

Any prohibited items (listed in section 5) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation. The Headteacher has the statutory powers to take measures to keep pupils and staff safe, these measures include:

- Confiscating items from pupils as a disciplinary penalty
- Disciplining pupils who behave inappropriately on the way to and from the school, for instance when travelling on buses.
- The Head Teacher has the power to search groups of pupils if they suspect one of them is carrying a knife, other offensive weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

### 18.Preventing Recurrence of Misbehaviour

---

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

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Early Help**

Early help is a way of supporting children, young people and their families to avoid problems, or to deal with them before they get worse. In the context of this policy, early help to support children and young people with behaviour concerns will take on a range of forms. Everyone has a role to play in providing early help. Solihull LSCB thresholds document defines early help at level 1 (universal services), level 2 (with one other agency) and at level 3 (multi-agency). <https://www.solihull.gov.uk/Children-and-family-support/localoffer/social-care/early-help-family-support>

### **Solihull Prevention and pre-court**

Solihull Prevention and pre-court help children and young people avoid becoming involved in anti-social or offending behaviour.

The aims are:

- to help young people at an early stage so they can stay on track in the future
- to make sure the right agencies work together to best support your family
- to address any underlying symptoms for their behaviour

Referral criteria

Requests for involvement can be made by any agency for a young person meeting the below criteria.

Young people between the ages of 8 to 17 who:

are already offending but who have not been arrested or charged  
or

- are engaging in anti-social behaviour and
- are exposed to four or more of the following risk factors
- sibling or child of known offender
- living in a deprived household
- inconsistent parental supervision
- parents/carers failed to show care
- difficulties with educational provision
- not using leisure time constructively
- associating with pro-criminal peers
- engaged in reckless activities
- impulsive
- easily bored
- lacks understanding of the consequences of own actions

Parent/carers or agencies are required to complete the multi agency form to make a referral. This can be found at : <https://www.solihull.gov.uk/crime-and-safety/prevention-and-pre-court>

### **Police School Liaison Officers (SLO)**

All schools should know their local police team and will have a local police officers allocated to them. Paying consideration to the fact that children and young people in need of early help often have direct or family contact with the police, school staff may wish to consider information sharing with their local School Liaison Officer (SLO) in order to support any referral into services or support the school in managing behaviour. If schools are not aware of who their local officer is they may contact the Solihull Police Partnership Team for contact details on [partnerships@west-midlands.pnn.police.uk](mailto:partnerships@west-midlands.pnn.police.uk)

### 19.Hate Crime

---

Hate crime is defined as any criminal offence which is perceived, by the victim or any other person, to be motivated by a hostility or prejudice based on a personal characteristic.

If the action is possibly not a criminal offense, but otherwise meets the hate crime definition, it is referred to as a 'hate incident'.

Traditionally the focus has been on race motivated hate crime but over recent years has broadened to include:

- disability
- sexual orientation
- faith

gender identity  
age

Guidance to support the delivery of the personal, social, health and economic curriculum in educating against hate can be found at <http://educateagainsthate.com/>

Although the reporting of a crime must occur via the above, schools should consider informing their local School Liaison officer should support need to be offered to victims, staff or the school.

If victims of a hate crime do not feel able to report to the police they should be encouraged to report the crime anonymously through the True Vision website here <https://www.police.uk/ro/report/hate-crime/hc-av1/report-hate-crime/>

### 20. Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item.

Power to search without consent for "prohibited items" 9 including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives and extreme child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

School staff should be aware that viewing and forwarding pornographic material of any child under 18 years constitutes an offence. If there is a suggestion that images of a child exist on a device, the device should be seized by school staff, securely stored and the incident and presence of the images should be reported to the police immediately on 101. Staff should not tamper in any way with the device, including turning it on or off.



## 21.Pupil transition

---

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## 22.Training

---

Our staff are provided with training on managing behaviour, including guidance on proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

## ***Anti-bullying and Anti-Harassment***

### **Aims**

The aim of this section of policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied and to provide coaching and support for both the victim and the bully in order to stop repeated incidents.

### **Child on Child Abuse Definition (p.9-10 of KCSIE 22)**

It is important to recognise that abuse isn't always perpetrated by adults; children can abuse other children and it can happen both inside and outside of educational settings and online. This is referred to as 'child on child abuse' and can include:

- bullying, including cyberbullying, prejudice-based and discriminatory bullying
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; this may include an online element which facilitates, threatens and/or encourages physical abuse
- sexual violence, such as rape, assault by penetration and sexual assault; this may include an online element which facilitates, threatens and/or encourages sexual violence
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude and semi nude images and or videos (also known as sexting or youth produced sexual imagery)
- 'Upskirting' which involves taking a picture under someone's clothing without them knowing; this is usually with the intention of viewing their genitals or buttocks for sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence and anyone of any gender, can be a victim
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

### **Bullying and Harassment Definition**



Bullying and harassment are defined as deliberately hurtful behaviour, repeated over a period of time, that intentionally hurts another individual or group. The relationship involves an imbalance of power and can happen face to face or online. If left unaddressed, bullying at school can have a serious impact on a young person's mental health, self-esteem and ability to thrive in education.

See more information from the Anti-Bullying Alliance here <https://youtu.be/U8iX-rstY9I>

#### **Bullying can/may:**

- Be physical abuse, such as: hitting, kicking, shaking, biting, violence and harassment
- Be emotional abuse, such as: name calling, spreading rumours or social inclusion
- Involve intimidation or threats of violence
- Involve racial, sexual or homophobic abuse
- Be perpetrated by an individual or a group
- Take place online or via technology (aka cyberbullying)
- Be motivated by real or perceived differences (e.g. a child who may not be, but is perceived by other children to be LGBTQ+)
- Involve an imbalance of power
- Disproportionately impact children with SEN and disabilities

#### **Sexual Violence and Sexual Harassment between Children**

Sexual violence refers to crimes under the Sexual Offences Act 2003 and includes rape, assault by penetration and sexual assault; whilst sexual harassment incorporates a wider range of 'unwanted conduct of a sexual nature', such as: sexual comments or lewd "jokes", sexualised bullying, non-consensual taking or sharing of sexual images/videos (such as upskirting), or physical behaviour such as: deliberately brushing against someone or 'pinging' bra straps.

#### **Sexual violence and sexual harassment can/may:**

- Occur between two children of any age and sex
- Be physical and/or verbal
- Occur online and/or offline
- Be perpetrated by individuals or groups, against individuals or groups
- Be a standalone incident, or part of a wider pattern of sexualised behaviour
- Be perpetrated against some children more than others, such as: girls, children with SEND or LGBT children.
- May include non-contact activities such as involving children in look at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same setting.

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

Child on Child abuse, Bullying and Harassment are anti-social behaviours and affect everyone. These behaviours are unacceptable and will not be tolerated at Lady Katherine Leveson C of E Primary School and Nursery. All issues of abuse, bullying and harassment must be taken seriously and dealt with appropriately. All school staff must be alert to the signs of child on child abuse, bullying and harassment and act promptly and firmly against it in accordance with this policy. The designated safeguarding lead will be fully engaged and make referrals for support as appropriate.

### **School policy in action**

We acknowledge that bullying, sexual harassment, abuse and violence can happen in our school and as such our RSE provision (see RSE policy) and curriculum aims to create awareness of these issues and help children understand what good and healthy sexual behaviour means.

We will endeavour to create a culture where children can recognise when they are feeling uncomfortable or unsafe and know who they can talk to in their support network to report it.

We will make clear that reporting incidents benefits everyone including

The victim(s): by stopping the problem and getting the help and support they need

Other people: by preventing it happening to someone else

The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life

The following steps will be taken when dealing with bullying and harassment (including sexual harassment) incidents:

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached

All reports will be taken seriously; all pupils involved will be listened to and supported appropriately through our restorative approach

A clear account of the incident will be recorded on an agreed pro-forma and placed in the anti-bullying / Sexualised behaviour log (in the Headteacher's office) – see appendix 1

The Headteacher will review the log on a weekly basis and will keep all staff informed on a one-to-one and collective basis

Class teachers will be the first point of call for incidents and, if it persists, they will advise the Headteacher directly

Parents will be kept informed (no matter how 'low-level') and invited to meet with the class teacher and /or the Headteacher as proportionate and appropriate

Following the school's behaviour policy sanctions will be used proportionately, as appropriate and in consultation with all parties concerned

### **Pupils who report incidents**

Pupils who report incidents, no matter how small, will be taken seriously and will be praised for sharing what they have noticed/observed. We will let pupils know that we will

Take their safety and wellbeing seriously

Listen to them

Act on their concerns

Not tolerate or accept abuse

### **Pupils who are being bullied or harassed**

Pupils who have been bullied or harassed will be supported through:

Opportunities to discuss the experience with the class teacher, teaching assistant or other member of staff that they feel comfortable with  
Reassurance of continuous pastoral support in order to restore self-esteem and confidence through Targeted Mental Health Support if appropriate

Pupils who are using bullying and / or harassing behaviour Pupils who have bullied or harassed will be helped through:

Discussion of the incident or behaviour with the class teacher or member of staff of their choice  
Establishing the wrong doing and benefits of changing their behaviour  
Teachers making regular contact with parents or guardians to help change the attitude of the pupil  
If necessary, setting up a personalised plan to help the children know how to behave appropriately

We recognise that sometimes when pupils demonstrate harmful sexual behaviour (HSB) towards one another, it may be because they are communicating their own experience of abuse. Where there are concerns about a child, support will be put in place as appropriate and in accordance with our Child Protection and Safeguarding policy.

### **Actions taken**

The following disciplinary steps will be taken when dealing with incidents of bullying / harassment:

Complaints and official warnings will be filed in the anti-bullying log  
If there are three complaints recorded during one term (6 weeks), parents will be notified and asked to attend a meeting at school. They will be made aware of the following steps which may happen if behaviour doesn't improve:  
Exclusion from certain areas of the school premises  
Fixed-term exclusion  
Permanent exclusion

Staff will work with all parties to repair the damaged relationship if appropriate. Mitigations may need to be in place to protect other pupils (eg in cases of sexual harassment, bullying or violence) to support the victim. The views and feelings of the victim will be listened to and taken into account, however the final decision around mitigations will be at the discretion of the Headteacher.

### **Monitoring and Evaluating School Behaviour**

Lady Katherine Leveson C of E Primary School has evaluative measures in place to monitor the effectiveness of our behaviour system. Documents included in the appendix are completed and analysed by SLT to identify trends and indicate where further support is required. Data is analysed from:

Behaviour incidents  
Attendance  
Permanent exclusions  
Fixed-term exclusions (Suspension)  
Use of pupil-support units and managed moves  
Incidents of searching and confiscation

Anonymous surveys for staff, pupils, governors and parents regarding their perceptions of our behaviour culture

This behaviour policy is linked to the following policies:

Suspension and permanent exclusions policy

Safeguarding policy