


## SETTLEBECK SCHOOL

# BEHAVIOUR POLICY AND PROCEDURES

Approved by	
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<b>Signed:</b>	
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## REVIEW SHEET

Each entry in the table below summarises the changes to this policy and procedures made since the last review (if any).

<b>Version Number</b>	<b>Version Description</b>	<b>Date of Revision</b>
1	Original	February 2021
2	Review: Minor amendments to terminology used and minor additions	June 2023
3	Complete rewrite	

## CONTENTS

<b>POLICY STATEMENT</b> .....	<b>1</b>
<b>1. Principles</b> .....	<b>1</b>
<b>2. Aims</b> .....	<b>1</b>
<b>3. Legislation, statutory requirements and statutory guidance</b> .....	<b>2</b>
<b>4. Communication</b> .....	<b>2</b>
<b>PROCEDURES</b> .....	<b>2</b>
<b>1. Responsibilities</b> .....	<b>3</b>
1.1 What pupils can expect from staff .....	3
1.2 What staff can expect from pupils .....	3
1.3 What staff can expect from their colleagues .....	3
1.4 What staff can expect from parents .....	<b>Error! Bookmark not defined.</b>
1.5 What parents can expect from staff and other adults in the school .....	3
<b>2. The school behaviour curriculum</b> .....	<b>6</b>
<b>3. Celebrating success</b> .....	<b>6</b>
3.1 Rewards.....	6
<b>4. Responding to misbehaviour</b> .....	<b>6</b>
4.1 Restorative justice/Reflection on actions .....	7
4.2 Sanctions and disciplinary action .....	7
<i>Searching, screening and Confiscation</i> .....	7
<i>Electronic devices/Mobile Phones</i> .....	10
<i>Removal from class</i> .....	10
<i>Detention (delete if not applicable)</i> .....	10
<i>Other examples of sanctions</i> .....	10
4.3 Suspension, permanent exclusion and managed moves .....	10
<b>5. Responding to the behaviour of pupils with SEND or other health conditions</b> .....	<b>11</b>
<b>6. Pupil support</b> .....	<b>11</b>
<b>7. Attendance and punctuality</b> .....	<b>12</b>
<b>8. Pupil conduct and misbehaviour outside the school premises</b> .....	<b>12</b>
8.1 What the law allows.....	<b>Error! Bookmark not defined.</b>
8.2 Out of school behaviour .....	12
8.3 Sanctions and disciplinary action – off-site behaviour.....	12
<b>9. The use of reasonable force</b> .....	<b>12</b>
9.1 Action as a result of self-defence or in an emergency .....	13
9.2 Circumstances in which reasonable force might be used .....	13
9.3 Power to use reasonable force when searching without consent .....	13
9.4 Unreasonable force.....	13
9.5 Staff training.....	13
9.6 Behaviour Management Plans (BMPs).....	14
9.7 Informing parents when reasonable force has been used.....	14
9.8 Post incident support .....	15
9.9 Follow up.....	15
9.10 Other physical contact with pupils.....	15
<b>10. Mental health and behaviour</b> .....	<b>15</b>
<b>11. Child on child abuse</b> .....	<b>16</b>
11.1 Minimising the risk of safeguarding concerns towards pupils from other pupils .....	16
<b>12. Sexual violence and sexual harassment (SVSH)</b> .....	<b>17</b>
12.1 Types of SVSH conduct.....	17

12.2	Managing a report of SVSH .....	17
12.3	Internal Management of reports of SVSH .....	19
12.4	Sanctions .....	19
<b>13.</b>	<b>Bullying.....</b>	<b>20</b>
13.1	What is bullying? .....	20
13.2	Reporting and recording incidents of bullying .....	21
13.3	Tackling bullying .....	21
13.4	Strategies for dealing with bullying.....	21
13.5	Strategies for dealing with the bully .....	22
13.6	Strategies to support a victim .....	22
<b>14.</b>	<b>Suspected Criminal Behaviour including the possession/use of drugs .....</b>	<b>22</b>
14.1	When to contact the Police/sanctions .....	22
14.2	Procedures for dealing with drug-related incidents involving adults .....	22
<b>15.</b>	<b>Allegations of abuse/concerns against staff and other adults working in the school (including volunteers, contractors and supply staff) .....</b>	<b>22</b>
<b>16.</b>	<b>Behaviour of parents and other visitors to the school.....</b>	<b>22</b>
16.1	Types of behaviour that are considered serious and unacceptable .....	23
16.2	Procedures for dealing with unacceptable behaviour .....	23
16.3	Unacceptable use of technology .....	24

# POLICY STATEMENT

## 1. Principles

At Settlebeck School we are ambitious on behalf of all our pupils and are committed to creating an inclusive, caring, learning environment which allows our pupils to thrive as a result of exemplary behaviour and excellent relationships. Good behaviour, excellent relationships and attitude to learning are the key foundations for ensuring excellent progress and a happy school. Everyone within the school community is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

To achieve a positive ethos, it is essential that all of the school community works well alongside each other and develop positive working relationships (this includes as adults working in school, pupils and parents). Having a positive ethos helps to ensure good behaviour from pupils in the school. Young people learn by example and as such, having high standards of behaviour expectations from all parties involved in their education will create adults with similarly high behaviour standards. We encourage and expect parental and family involvement in taking an active part in their child's education. We expect parents/carers to support out staff and value our ethos and approach.

Some children need help to manage and articulate their emotions and our behaviour policy guides staff to teach our pupils to develop self-discipline to prepare them for the rigours of adult life. It echoes our core values of **respect, responsibility and aspiration** with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions which support staff and pupils. We are committed to supporting all our pupils to be the very best they can be.

Through the promotion of pupil's spiritual, moral, social and cultural (SMSC) development within the curriculum, we will positively promote fundamental British values. To achieve this, we will;

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect of their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

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. Consistency lies in the behaviour of adults not simply in the application of procedures. A truly sustainable approach comes from the determination of all staff to hold firm, establishing clear expectations and routines and modelling the behaviour we want from our pupils. The key is to develop consistency that ripples through every interaction on behaviour. Where learners are treated as individuals and feel valued they are more likely to respect adults and their authority. Taking the diverse needs of our school community 'flexible consistency' is appropriate so that reasonable adjustments can be made for those pupils with additional needs, including social, emotional and mental health needs. The School will not tolerate bullying, discrimination, intimidation, sexual harassment and/or sexual violence of any description. A complaint made of this nature. will always be taken seriously.

## 2. Aims

We aim to ensure that every member of our community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual respect, taking responsibility for our actions and respect for self and others. This policy and procedure are therefore

designed to support the way in which all members of the school community can support each other to thrive.

Our aims are;

- To create a culture of exceptionally good behaviour for learning, for community, and for life where pupils can be the best they can be.
- To ensure all learners are treated fairly and shown respect.
- To build a community which values kindness, care, good humour, empathy for others and obedience.
- To develop a sense of self-discipline and an acceptance of responsibility for one's own actions.
- To ensure that excellent behaviour is an expectation for all.
- To create conditions for an orderly school which enables learning to take place.
- To recognise the diverse needs of our school community and ensure that behaviour management strategies consider the individual needs of our school population.
- To ensure that reasonable adjustments are made for pupils with additional needs and Mental Health difficulties.
- Value every child regardless of ability, sex, gender, race, disability, religion or belief.

The purpose of this policy is to provide practical procedures for staff and learners that;

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

### **3. Legislation, statutory requirements and statutory guidance**

This policy is based on legislation and advice from the Department of Education on:

- [Behaviour in schools: advice for headteacher and school staff 2022](#)
- [Searching, screening and confiscation in schools: advice for schools 2022](#)
- [Equality Act 2010](#)
- [Keeping children safe in education](#)
- [School suspensions and permanent exclusions 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [When-to-call-the-police--guidance-for-schools-and-colleges](#)
- It is also based on the [SEND code of practice](#)

### **4. Communication**

Communicating the school's policy to all members of the community is an important way of building and maintaining the school's culture. It makes behaviour expectations transparent to all pupils, parents/carers and staff members, and provides reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate and predictable. Settlebeck Academy Trust Governing Body is required to ensure that this policy and procedures is published on the school website. A copy of this policy and procedures is also available on request.

# PROCEDURES

## 1. Responsibilities

The commitment of staff, pupils and parents is vital in developing a positive whole school ethos. The expectations of staff, pupils and parents are outlined below.

Our school leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. The Headteacher, in particular, is responsible for implementing measures to secure acceptable standards of behaviour and will support all staff in managing pupil behaviour through successful implementation of this Behaviour Policy.

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 how they can uphold the school rules and expectations. Staff have received clear guidance about school expectations of their own conduct at school and this is set out explicitly in the school Staff Code of Conduct.

The role of parents and carers is also crucial in helping us to develop and maintain good behaviour. Parents/carers will be encouraged to get to know our school's Behaviour Policy and, where possible, take part in the life of the school and its culture. Parents will also be encouraged to reinforce the Policy at home as appropriate.

### 4.1 Governors

Governors are responsible for:

- Reviewing this policy in conjunction with the Headteacher
- Monitor the policy's effectiveness
- Hold the Headteacher to account for the implementation of the policy
- Provide advice to the Headteacher regarding disciplinary issues and exclusions
- Review the effectiveness of the policy and procedures
- Treat each other and all members of the school community with respect
- Work together with the Headteacher for the overall good of the school community

### 4.2 The Headteacher

The Headteacher is responsible for:

- Reviewing this policy annually
- Implement the positive behaviour policy, reinforcing the need for consistency throughout the school.
- Report to governors regarding the effectiveness of the policy
- Work alongside the Governing Body, staff, pupils and parents for the good of the school community.
- Communicate both success and concerns with parents
- Support staff when dealing with challenging behaviour
- Ensure the health and safety and welfare of all children

- Praise and encourage positive behaviour with rewards and dedicated assemblies
- Offer pupils the chance and choices to make the right decision
- Ensure that the curriculum meets the needs of learners
- To make reasonable adjustments for pupils with additional needs and/or Mental Health difficulties.
- Take seriously any complaints of bullying, discrimination or inappropriate behaviour reported to them.
- Offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour to support staff to fulfil their duties set out in this policy
- Ensure that the data from the behaviour log is reviewed regularly and reported to Governors.
- Treat colleagues with respect, kindness and dignity

The Headteacher may delegate areas of their responsibility to members of the Settlebeck School Leadership Team.

### **4.3 Teachers and staff**

Staff are responsible for:

Apply a fair and consistent approach to supporting good behaviour by maintaining high expectations by upholding the 3 basis expectations of all pupils

- **Be ready and equipped to learn**
- **Respect themselves, others and the school environment**
- **Aim to be the best version of themselves.**

**All staff will;**

- Ensure that the fully understand the procedures defined in this policy
- Meet and greet at the door.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly.
- Ensure consistent, calm adult behaviour
- Recognising good conduct straight away
- Applying routines relentlessly
- Focus positive recognition on those going over and above expectations
- Praise in public, Reprimand in private.
- Follow clearly defined procedures as set out in this policy
- Apply consequences fairly, consistently and proportionately.
- Use restoration not punishment to change behaviour
- Consider the individual needs of our pupils.
- Develop supportive mutually respectful relationships with staff, pupils and parents/carers.
- Inform parents/carers of their child's behaviour – positive as well as negative.
- Adapt the learning for all pupils in their class
- Provide a safe, secure and ordered environment
- Offer pupils the chance and choices to make the right decision.
- Treat other colleagues with dignity, kindness and respect
- Work and cooperate with other colleagues for the good of the school community.



- Use IT appropriately and in accordance with the school's Online Safety Policy and the staff Acceptable User Agreement
- use online technology appropriately and not compromise the professional integrity of colleagues or other adults in the school community.
- be aware of and consider possible implications for the school, colleagues and themselves when posting on social media.

#### **4.4 Parents and Carers**

Parents and carers should:

- get to know the school behaviour policy and reinforce it at home where appropriate
- support their child in adhering to the school's behaviour policy.
- Inform the school of any change of circumstances which may affect their child's behaviour
- treat all staff, pupils, other parents and other 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
- work with school staff to help their child accept responsibility for their behaviour and actions;
- 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
- consider the implications of posting inappropriate or defamatory details on Social Network sites and the detrimental effect inappropriate comments can have on individuals and the 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 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 Headteacher's express permission.

#### **4.5 Pupils**

Pupils at the school be made aware of the behaviour expectations on their induction and regularly throughout their time at the school. Pupils will be supported to meet the behaviour expectations

All pupils are expected to:

- Arrive in school and to lessons on time in full uniform, be equipped and ready to learn
- Take an active role in their learning
- Strive to do the very best they can in all aspects of school life
- Respect the right of teachers to teach and pupils to learn
- Listen carefully and follow directions the first time they are given
- Show respect to others, the property of others and the school environment
- Deal with conflict in a non-aggressive manner

- Accept consequences and engage in resolving issues with staff and others
- Value all members of the school community
- Use ICT responsibly and in line with our Online Safety Policy.
- Report to an adult any bullying behaviour by others including cyber bullying.
- Report to an adult any forms of discriminatory behaviour including when received online.

## **5. The school behaviour curriculum**

Positive behaviour reflects the values and ethos of the school, readiness to learn and respect for others. Our policy is based on helping us all learn to be respectful of one another, considerate of other's feelings and understanding of the need to express our thoughts and feelings without causing others to be uncomfortable or interrupting their learning. We aim to normalise good behaviour and our behaviour curriculum represents the key habits and routines required in the school so that pupils can learn effectively and feel a sense of belonging to our community.

## **6. Celebrating success**

We recognise and reward learners who go 'over and above' our standards. Although there are awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. 'It is not what you give but the way that you give it that counts.' The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach. We aim to catch our pupils 'getting it right'!

At Settlebeck School we regularly celebrate the success of our pupils in a variety of way as outlined below (not exhaustive);

- Verbal praise in class
- Written praise in marked work
- Phone call/email home to parents
- Notifications of positive achievement points via Class Charts
- Headteacher commendation letter for sustained effort and positive attitude to learning.
- Half Termly/Termly prize draws
- Achievement points
- Certificates
- Annual awards evening
- Achievement trip (based on attitude to learning)

## **7. Responding to misbehaviour**

Although this school aims to focus on positives, there are unfortunately occasions when a minority of pupil's behaviour inappropriately and sanctions are given as a consequence for behaving below the expected standard. We believe it is important to teach our pupils how to self-regulate and self-manage their own behaviour and that behaviour needs to be taught. We aim to give our pupils the chance to 'get it right' before imposing sanctions.

The system has 4 clear steps

- 1. Chance**
- 2. Choice**
- 3. Consequence**
- 4. Assistance**

### **Chance**

This is a verbal caution which offers pupils the **chance** to get it right. This should be delivered in a gentle but firm approach, privately. Pupils should be made aware of their behaviour. The focus should be on positive language.

### **Choice**

When a child continues not following expectations it should be made clear, in a gentle but firm approach, that the child has 'chosen' to continue with an unwanted behaviour. They should be presented with the **choice** of either complying or receiving a consequence.

### **Consequence**

If despite being given opportunities to meet expectations the behaviour continues. The pupil is informed the despite being given the chance to change their behaviour they have chosen to continue. The consequence should be issues in a firm but gentle manner and logged onto Class Charts.

A range of consequences may be given and this is down to professional judgement but staff must ensure that reasonable adjustments are made for pupils with additional needs (*the list below is not exhaustive*):

- Moved seats within the classroom
- Talk to the adult outside the classroom
- Time out (maximum 5 minutes)
- Moved to work elsewhere.
- Complete missed work at lunchtime/break time
- Behaviour log
- Whole school detention

### **Assistance**

Where the behaviour is continuing or there is a serious incident, an adult may call for assistance. The range of assistance given is dependent on the concerns raised and each concern will be assessed on a case by case basis. Outcomes might include;

- Place pupil with a colleague in another lesson
- Member of staff supervises the group while the staff member discusses the issues with the pupil concerned.
- The pupil is spoken to by a member of SLT and returned to class.
- The pupil is removed from the lesson.

## **7.1 Restorative conversations**

Restorative conversations are key to resolving issues and rebuilding relationships. Where a pupil has been removed from a lesson and/or a serious incident has occurred a restorative conversation will be facilitated to ensure that each party reflects on their actions and tries to find a solution to move forward. This forms part of our fundamental belief that we should teach our pupils to take responsibility for their actions whilst being able to move on.

## **7.2 Detentions**

The ranges of consequences issued varies and is solely dependent on the severity of the incident.

If the 'Chance, Choice, system has failed to resolve the unwanted behaviour, staff will record a behaviour log which may result in a lunchtime detention. Pupils may also lose a proportion of their social time to catch up on missed or incomplete classwork. Missed detentions will lead to an escalation of the behaviour procedures.

The Education and Inspections Act 2006 (amended by the Education Act 2011) determines that schools can issue detentions outside school hours **without parental consent** although consideration should be given to whether the parents ought to be informed of the detention. In many cases, it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and whether suitable travel

arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

### **7.3 Internal Isolation**

There are times when a pupil cannot access normal lessons as a result of their behaviour. In such instances, pupils may spend time in an alternative classroom away from their peers. Pupils are required to complete work supplied by their teachers and follow instructions from supervising staff. They are supervised at all times and reasonable adjustments are made on individual basis to ensure that pupils with additional needs are supported.

To encourage our pupils to take responsibility for their actions and understand the impact of their actions on others pupils will undertake reflection activities and offered a restorative conversation.

### **7.4 Suspensions**

We will endeavour to avoid suspensions from school where at all possible. A decision to suspend a pupil for a fixed period is taken only in response to serious breaches of the school's Whole School Behaviour Policy and procedures, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate. Please see our Suspension and Exclusion Policy for information.

### **7.5 Permanent Exclusions**

A decision to exclude a pupil **permanently** will be taken only:

- a) in response to serious breaches of the school's Whole School Behaviour Policy and procedures; and
- b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school;
- c) as a last resort.

A decision to exclude a pupil **permanently** is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and consideration of all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil and will normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a pupil for a first or 'one-off' offence.

Please see our Suspension and Exclusion Policy for information.

### **7.6 Off-site misbehaviour**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 90 of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

All pupils are expected to uphold our values both in and out of school.

Sanctions may be applied where a pupil has misbehaved off-set when representing Settlebeck School. This means misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity; or
- travelling to or from school; or
- wearing the school uniform; or
- in any other way identifiable as a pupil at the school.

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

- Could have repercussions for the orderly running of the school;
- Pose a threat to another pupil
- Could adversely affect the reputation of the school

## 7.7 Confiscation, searches and screening

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 Headteacher.

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:

- Knives and weapons
- 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.

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 Headteacher 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. Pupils will also receive sanctions for smoking/vaping near the school, in school and on their way to and from school.

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 account of 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.

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.

Staff have the power to search pupils **with their consent** for prohibited or illegal items **and** any item banned under the school rules. This includes searching lockers and bags. A condition of having a locker in this school is that it may be searched where there is a suspicion that prohibited, illegal or banned items are being held within it and reasonable grounds for the search have been established.

- 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 their pockets or if the staff member can look in the pupil’s bag or locker and for the pupil to agree.
- It is clear in our Behaviour 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 their possession, they can instruct the pupil to turn out their pockets or bag and if the pupil refuses, the authorised member of staff can apply an appropriate punishment as set out in the Behaviour Policy and procedures.

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.

### **Mobile Phones**

We want pupils in the school to be free from the distraction of mobile phones. While we appreciate that parents/carers would prefer pupils to have them on the journey to and from school, they should be switched off and kept safely in their locker/bag. Mobile phones should be out of sight while on the school premises, this includes between lessons and at social times.

Where a pupil is using a mobile phone on site, it will be confiscated and returned to them at the end of the school day.

## **7.8 Off-site misbehaviour**

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 detention, suspensions or in very serious cases, permanent exclusion. In issuing sanctions, the following will be considered:

- The severity of the misbehaviour.
- 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 another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was on work experience, 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.

### **7.9 Online misbehaviour**

The school will issue sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil;
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be issued on school premises or elsewhere when the pupil is under the lawful control of the staff member

### **7.10 Suspected criminal behaviour including the possession/use of drugs**

If a pupil is suspected of criminal behaviour the school will make an initial assessment of whether to report the incident to the Police, referring to the NPCC guidance document 'When to call the Police – Guidance for Schools and Colleges.' When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the Police. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report is made, a report will also be made to children's social care, if appropriate.

## **8. Responding to the behaviour of 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.

Settlebeck School recognises that pupil behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND.

When considering a sanction for a pupil with SEND, the school will consider whether they were able to understand the rule or instructions, whether they were able to act differently as a result of their SEND and whether the pupil is likely to behave aggressively due to their particular SEND.

Where a pupil's SEND has impacted on an incident of misbehaviour, reasonable adjustments will be made on a case by case basis.

In certain cases, the SENDco may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, they may seek further support and advice from specialist teachers, an educational psychologist and/or medical practitioners.

## **9. Responding to misbehaviour from pupils who are Looked After, Previously Looked After and other vulnerable groups defined as more at risk of permanent exclusion. #**

We always aim to consider any past experiences of looked after and previously looked after pupils and how these can impact on their behaviour before considering whether a suspension or permanent exclusions is an appropriate sanction. Where a looked after pupil is are risk of suspension or permanent exclusion, we will work with the Virtual Head, social worker and carers to ascertain what additional

assessments and/or support needs to be put in place to address the causes of the pupil's behaviour and prevent the need for exclusion.

We always consider the wider context of all our pupils before considering any suspension or permanent exclusion and consider what additional support might be needed to address their needs.

## **10. 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.

- Targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve.
- Increased communication between home and school (call to Virtual School Head for looked after children).
- Individual support plans.
- Referral to the school counsellor or mentor.
- 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, anger management, nurture group sessions 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.
- Reduced timetable.
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, Behaviour Specialists etc.

## **11. Attendance and punctuality**

The school is required by law to keep a record of pupil attendance. In an emergency, such as a fire, it is essential that we have an accurate record of who is in school. Good attendance and punctuality are essential for good learning. They are also essential skills for later life. Pupils who are late and are recorded as late on a regular basis are put in a lunch time detention.

For further information, see the School Attendance Policy.

## **12. 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 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. '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. This power also applies to people whom the Head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

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.

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

All staff including teaching assistants, admin staff and the site management 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

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

- Pupils found fighting will be physically separated.
- Pupils who refuse to leave a room when instructed to do so may be physically removed.
- Pupils who behave in a way which disrupts a school event, or a school trip or visit may be physically removed from the situation.
- Restraint may be used to prevent a pupil leaving a classroom, where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil by the arm out of a classroom.
- Pupils at risk of harming themselves or others through physical outbursts will be physically restrained.
- 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 by misuse of dangerous materials or an object.

### **12.2 Unreasonable force**

The type of force which will never be acceptable in our school includes<sup>1</sup>:

- 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 across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

### **12.3 Staff training**

Members of staff receive training about the use of reasonable force appropriate to their role to enable them to carry out their responsibilities. This will include training on any restraint techniques which must

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not be used because they are known to present an unacceptable risk when used on children and young people. Some staff will receive additional training on the appropriate techniques which may be used to physically restrain pupils. The training will be to an approved nationally acceptable level and will be regularly refreshed.

#### **12.4 Behaviour Management Plans (BMPs)**

A pupil with a known challenging behaviour, a medical condition which affects behaviour patterns, has special educational needs or where there is evidence or suspicion of self-inflicted harm (i.e., is a risk to themselves) may be the subject of a Behaviour Management Plan. This Plan sets out specific ways in which the behaviour is controlled whilst on school premises and during any off-site visit. It may also include details on managing the pupil's 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 will always be made aware of their child's Behaviour Management Plan and will be asked 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 creating the Behaviour Management Plan.

#### **12.5 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 deciding about informing parents, 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 Headteacher (or deputy in the absence of the Headteacher) 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 e.g., physically pushing a pupil out of a room;
- 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 in a secure central location or recorded in the bound Record of Physical Intervention book (blue) 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, 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 respective LA Safeguarding Hub by the Head teacher/DSL.

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

## **12.6 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. See section 4.3 above.
- (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

## **12.7 Follow up**

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

## **12.8 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.

- 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.

## **13. 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.

#### **14. Child on child abuse**

We recognise that children can abuse their peers. This is generally referred to as peer on peer abuse or 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; abuse in intimate personal relationships between peers; consensual and non-consensual sharing or nude and/or semi-nude images/videos and initiating/hazing type violence and rituals. However, we recognise that abuse is abuse and will never be tolerated or passed off as “banter” or part of growing up”. 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.

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 also recognise that children who are LGBT+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT+ (whether they are or not) can be just as vulnerable to abuse as children who identify as LGBT+. In such circumstances, staff will endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

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 nude and/or semi-nude images and/or videos being shared.

Pupils are encouraged to report child on child abuse and the issue is discussed as part of our PSHE curriculum.

##### **14.1 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 PSHE curriculum.

#### **15. Zero tolerance approach to sexual harassment and sexual violence**

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** approach in relation to any form of sexual discrimination, sexual violence, or sexual harassment amongst or directed at staff or pupils in the school. We will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Pupils and staff are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it may be.

The school's response will be:

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

### **15.1 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/or semi-nude images and/or videos. Taking and sharing 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.
  - 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.

### **15.2 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 the relevant LA Safeguarding Hub for the area in which the child normally resides 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 considered.
- 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.

### **15.3 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.

### **15.4 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 a detention, SLT supervision or a 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 Headteacher, 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.

## **16. Bullying**

Settlebeck School does not tolerate bullying and will ensure that all incidents are met with a suitable response and never ignored

Pupils, staff and parents/carers are encouraged to report bullying to any member of staff. Incidents, in the first instance are referred to the pupil's Head of Key Stage to be investigated and take appropriate action. Parents/carers will be informed promptly using the school's procedures. Pupil voice is important in this school and pupils are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or are made aware of. This is reinforced through assemblies and the PSHE curriculum.

### **16.1 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 (cyberbullying, prejudice-based and discriminatory bullying) include those relating to:

- race, religion or belief, culture, sex (gender), gender reassignment;
- 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 cyberbullying methods.

Acts of bullying can 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 and/or 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 (cyberbullying) 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 and/or 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.

Cyberbullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyberbullying 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 cyberbullying 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.

## **16.2 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 Head of Key Stage 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, Anti-Bullying Week, PSHE and during class/circle time. The Behaviour 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 regardless of the outcome of the investigation.

## **16.3 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.

## **16.4 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
- Assemblies that promote a sense of community
- Class discussions and role plays in Drama, English and RE that draw out anti-bullying messages
- Acceptable Internet 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

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

- Disciplinary sanction imposed either exclusion or time in the internal isolation
- Engage promptly with parents to ensure their support and involvement
- Restorative conversations as appropriate
- One-to-one interview with staff
- Counselling offered
- Work with the educational psychologist or other outside agency
- Anger management strategies discussed

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

- Disciplinary sanctions as appropriate applied to the bully
- Counselling offered
- Short term modification of school timetable
- One-to-one parental interview, parental support and involvement
- Self-assertive strategies discussed

## **17. 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.

## **18. Behaviour of parents/carers and other visitors to the school**

The school encourages close links with parents/carers 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.

### **18.1 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
- Breaking the school's security procedures

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

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

When a parent/carer 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/carer 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 act where behaviour is unacceptable or serious and breaches this Behaviour Policy and procedures.

### **18.3 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 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.