

# Behaviour Policy

Spring 2023



**Approved: Spring 2023**

**To be reviewed: Spring 2024**

## Vision for Behaviour:

Good behaviour is central to all we do at Penwortham Primary School. High standards of behaviour are expected and promoted at all times in lessons and throughout every aspect of the school's life. All members of staff will set high standards and learners will be given clear guidance on what is expected of them. The reward and consequence procedures will be used to underpin and reinforce good behaviour and to deter, protect and improve behaviour that is not good. We will work in partnership with parents to ensure that the school's values become central to the lives of learners. We intend our pupils to be happy, safe and secure – to acquire the skills and knowledge which will enable them to develop as individuals to be the best that they can be. We strive to develop strong values to enable them to be emotionally literate; concerned and committed to their own development, yet aware of their responsibilities to others.

## Key strategies that will help ensure success:

1. Our Personal Best Values will be promoted at all times by staff and learners.
2. The **Models of Good Behaviour System** of rewards and consequences will be used by staff to encourage, promote and celebrate good behaviour.
3. Each member of staff is responsible for the good behaviour of the children in their care.
4. The **Models of Good Behaviour System** along with House Points linked to our values will be daily practice.
5. Whole class consequences or sanctions will not be common practice. Only on the rarest of occasions would this technique be used.
6. Staff are able to access professional support, initially with either the Learning Mentor or the Deputy Headteacher. Referral to these will be the first stage in seeking assistance, before involving the Headteacher and outside agencies.
7. Incidents of behaviour which result in pupils being moved to consequence on the 'Models of Good Behaviour' system and which cause concern will be logged on CPOMs.
8. The class teacher will involve parents at an early stage where a learner is experiencing problems with behaviour.
9. When there is a serious problem with a learner's behaviour, Senior Leaders will, where appropriate, involve outside agencies.
10. In extreme cases, a learner's negative behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from school by the headteacher in accordance with Statutory Guidance.
11. This policy should be read alongside the Health and Safety Policy, Online-Safety Policy, Safeguarding and Child Protection Policy, Child on Child Abuse Policy, Anti-Bullying Policy including pupil leaflet of support and others that may be appropriate.
12. This policy has been written following the guidelines set out in "Behaviour in Schools – Advice for headteachers and school staff" September 2022.

## Our School Values

*'Happy Children Who Achieve'*

The curriculum at Penwortham Primary School has been developed to provide an inclusive environment where *all* learners enjoy their education and are inspired to learn through an exciting curriculum. Our aim is to equip our children with personal characteristics and skills, as well as academic knowledge, required to succeed in life.

Our school values are embedded throughout the curriculum by our '**Personal Best**' values. We aim for our pupils to be their very best '**Social Me**', '**Thinking Me**' and '**Healthy Me**' through the values of: **Respect, Communication, Trust, Resilience, Honesty, Responsibility, Problem Solving, Reflection and Curiosity.**

We work within the guidelines of promoting British Values in schools and these values are taught discretely through the PSHE curriculum, through assembly and links are made throughout the curriculum delivery and through themed days (e.g. anti-bullying and online safety days).

Our **School Values** are implemented through all we do in school. They are embedded into our daily lives and learning and are communicated to our school community through our weekly whole school assemblies, the school newsletter and school website.

### **The 'Models of Good Behaviour' system**

In all Key Stages we use a **Models of Good Behaviour System** which is clearly displayed in each classroom. The children all own a named wooden peg. At the start of each lesson/session, this peg is placed on the 'READY TO LEARN' card. This acts as a reminder to the children that their teacher expects to see a readiness to learn and good behaviour for learning. Remaining on this descriptor enables all children to feel recognised for meeting the behaviour expectations of the school. During the lesson/session, the children may be recognised for 'SUPERB EFFORT' and as a result will move their peg to the appropriate card. Further recognition enables children to move their peg to 'ROLE MODEL'. This recognises children that have gone above and beyond the expectations of good behaviour. Children on role model receive an instant sticker reward so that they can share this news with their family at the end of the day.

If children make a negative behaviour choice, eye contact, the mention of the child's name and then praise for doing the right thing again may be all that is required. However, if a negative behaviour choice is repeated, children will be asked to move their peg to 'THINK'. At this point staff are encouraged to speak to children 1:1 in a brief chat to defuse or prevent escalation. This will involve:

- Indicating which element of their behaviour is not meeting expectations,
- Explaining why it is an issue,
- Informing them that this is a warning and what could happen if the behaviour continues,
- Reminding them that they have shown good behaviour on \*this\* occasion today,
- Encouraging them to show a particular behaviour instead.

If the negative behaviour choices continue or become more serious, this would result in children putting their peg on 'CONSEQUENCE'. This card is kept on the teacher's desk. In those rare instances where further consequences need to occur, behavioural consequences are progressive. Sanctions will be given on a case by case basis and could include:

- A 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. This may also include advising them to apologise to the relevant person, if appropriate;
- A breaktime seclusion (the pupil is not allowed outside with peers) and may be indoors with staff or outside with a staff member on duty.
- A lunchtime seclusion (the pupil is not allowed outside with peers) and may be indoors with staff or outside with a staff member on duty.
- An internal seclusion (the pupil is not allowed in class –they will work in a partner class to complete their work)
- A telephone call home and meeting with parents
- The use of a home/school log
- Involvement of the Learning Mentor and Deputy Headteacher
- Involvement of the Headteacher
- Inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy

- Consideration as to whether the support for behaviour management being provided remains appropriate

### **Other Keys to Success:**

- **Respect** – to ensure that all are treated fairly, and both give and receive respect. Everyone should be treated with consideration and courtesy.
- **Relationships** – to promote good relationships between everyone in school showing patience and interacting in a positive way.
- **Consistency** – to ensure high standards of behaviour are communicated with all and rewards and consequences are applied consistently and fairly.
- **Curriculum** – to deliver a curriculum that meets the needs of learners and supports them in developing values to live by thus enabling them to be the best versions of themselves.
- **Community** – to build a community with high values of empathy.

### **Rewards for Good Behaviour:**

Pupils who consistently show good standards of behaviour and effort set by the school will be rewarded. Rewards will include:

- Verbal praise
- House Points
- Recognition of success within the Models of Good Behaviour system
- Champions of Learning certificates given out in Celebration Assembly
- Stickers and stamps
- My Personal Best trophy awards at the end of each term.

### **Our School Staff's Role:**

All staff have a responsibility for encouraging pupils to behave well at all times and to act as role models for positive behaviour.

Some key characteristics of good practice are:

- A prompt start to lessons
- A calm and purposeful classroom atmosphere
- Clear procedures and instructions
- Appropriate work set to support success
- Pupils encouraged to reflect on progress and set goals
- High emphasis on achievement
- High recognition of positive attitude
- A wide understanding of the needs of all pupils and how they respond differently to situations
- Key behavioural issues logged using CPOMs

In addition, staff will refer to both Appendix A (The Behavioural Law) and Appendix C (The Use of Reasonable Force).

### **Our Pupils' Role:**

All pupils will be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes.

Pupils will be encouraged:

- To respect each other's right to speak and give opinions
- To let teachers teach and children learn
- Not to put other people down or laugh at them
- Not to make personal comments
- To help each other
- To be honest
- To be polite
- To do as they are asked by an adult

### **Our Parent's Role:**

We believe that parents have a vital role in promoting good behaviour in school.

We will:

- Involve parents when behaviour problems arise, at an early stage rather than as a last resort
- Recognise that pupil's behaviour at school may be different than at home
- Aim to reach an agreement with parents about the nature of a problem and what needs to be done
- Share examples of positive behaviour, as well as negative behaviour
- Be sensitive and supportive to families experiencing difficulty
- Establish partnership, home-school links and expectations of behaviour at induction meetings
- Encourage parents to fulfil their responsibilities in supporting their child's education and behaviour by supporting school policies and ethos

Parents will:

- Be responsible for their child's online behaviour outside school
- Support the school to improve their child's behaviour
- Recognise that pupil's behaviour at school may be different than at home
- Communicate concerns with school in a timely manner and work together to find resolutions

### **Behaviour Outside of School:**

It is the headteacher's responsibility to ensure that unacceptable behaviour that occurs outside of school time does not impact on the well-being of pupils; have repercussions for the orderly running of the school; pose a threat to another pupil; or adversely affect the reputation of the school.

Incidents of this nature may occur when pupils are travelling to or from school; wearing school uniform and may be witnessed by a staff member or reported to the school. The Behaviour Policy will apply in these instances.

### **The Learning Mentor and Behavioural Support**

Penwortham Primary School is keen to support positive behaviour. We have a Learning Mentor to support this. Once children join Key Stage 2, they begin a program called Conflict Resolution. This consists of six one-hour sessions in a small group over a period of six weeks. The focus is on giving pupils the opportunity to practise skills needed to resolve conflict between their peers in an appropriate manner without needing to rely on adult intervention. This is to prepare them for High School. We encourage our pupils to be reflective and correct behavioural choices as we believe this will lead to greater success.

### **Behaviour, Additional Needs including Mental Health and Special Educational Needs**

We recognise that whole school behaviour systems will work well for the majority of pupils but reserve the right to apply teacher discretion and additional systems dependent on the needs of the

child so that every child is treated fairly and with equity based on their needs. Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred. Appropriate and reasonable adjustments could be made which may be temporary. Where needed, resources may be used, following advice from external professionals or SEND lead, to help the children remain calm and reflective thus ensuring that they can return to their learning at the earliest opportunity. Staff will use the **Models of Good Behaviour System** as far as possible alongside the child's personal support plan which will include likely triggers and the support in place to prevent these. Any preventative measure should consider the specific circumstances and requirements of the pupil concerned and personal plans should be amended/updated to ensure needs are met.

All behaviour is a form of communication and school will consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of Keeping children safe in education, school staff should follow the school's child protection policy and speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Confiscation of inappropriate items**

Teachers and leaders have the legal provision in place to confiscate items from pupils that they believe are inappropriate for use in school. Items such as: mobile phones, knives and weapons, alcohol, drugs, tobacco and cigarette papers or any other items that a professional feels would be detrimental to the behaviour and/or safety of the pupil or other pupils.

### **Seclusion and Exclusion**

In rare instances where more serious consequences need to occur, the school uses the following terminology:

- **Internal Seclusion:** Pupil is not allowed in their class for a set period of time – they will work in a partner class to complete work.
- **External Seclusion:** Pupil is directed to attend another school for a fixed amount of time (usually one day in the first instance) to complete work and think about previous actions and correct them. The pupil will be accompanied by a member of our staff team. Parents will usually be expected to drop-off and collect their child at the alternative school.
- **Fixed Term Exclusion:** The pupil is not allowed to attend the school premises for a fixed number of days. The number of days is set in law by the Headteacher. See Appendix B for further detail.
- **Managed Move:** A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should only occur when it is in the pupil's best interests
- **Permanent Exclusion:** The pupil will no longer be able to attend the school. See Appendix B for further detail.

### **Removal from classrooms**

Removal from classrooms (which does not include nurture rooms) could be used for the following reasons: a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption; b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and c) to allow the pupil to regain calm in a safe space.

### **Specific Behaviour Issues**

#### **Child-on-child sexual violence and sexual harassment**

Following any report of child-on-child sexual violence or sexual harassment offline or online, the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5 and the Child-on-Child Abuse Policy will be followed and considered on a case-by-case basis.

#### **Behaviour Incidents Online**

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy. Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. School may sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

### **Mobile Phones**

Pupils in Years 5 and 6 are permitted to bring a mobile phone into school as it is at this stage that parents begin to allow their children to walk home unsupervised. Parents must inform school of this decision and pupils hand in their mobile phone to the class teacher on entry. The mobile phones are then stored in the school office until the end of the day. Pupils must not access their phone until outside the school premises.

### **Suspected Criminal Behaviour**

In cases when a member of staff or headteacher suspects criminal behaviour, school can make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. Once a decision is made to report the incident to police, schools should ensure any further action they take does not interfere with any police action taken. However, school retains 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 make in tandem a report to local children's social care.

### **Additional Behavioural Support**

- The school is keen to support positive behaviour. We have a Learning Mentor to support this and have links to a range of outside agencies including termly Inclusion Hub Meetings, support of the Golden Hill Outreach Team and the local schools WRIST network which together offer specialist support and staff training. The focus is on giving pupils the opportunity to be reflective and correct poor behavioural choices as we believe this will lead to greater success.
- In consultation with the Learning Mentor, teachers can develop individual reward/consequence systems for individual children if this is appropriate.
- Parents will be informed if their child has needed to be internally secluded because of their behaviour. They will also be informed if their child is having to regularly miss breaktimes, although one-off incidences will not usually be reported to parents.
- The parents of a child who has been directly affected by the negative behaviour of another pupil will usually be informed of the event and assured that the incident has been dealt with effectively in line with school policy.
- Pupils with more complex Special Education Needs or Disabilities (SEND) may be managed on a case-by-case basis, as part of their wider support plans. Progress within these plans will be monitored on a regular basis.

## Appendix A



### **Behaviour Policy – What the Law says for Maintained Schools (taken from DfE Guidance “Behaviour and discipline in schools” January 2016)**

1. The headteacher must set out measures in the behaviour policy which aims to:
  - promote good behaviour, self-discipline and respect;
  - prevent bullying;
  - ensure that pupils complete assigned work;  
and which
  - regulate the conduct of pupils.
  
2. When deciding what these measures should be, the headteacher must take account of the Governing Body’s statement of behaviour principles. The headteacher must have regard to any guidance or notification provided by the governing body which may include the following:
  - screening and searching pupils;
  - the power to use reasonable force and other physical contact;
  - the power to discipline beyond the school gate;
  - when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and
  - pastoral care for staff accused of misconduct.
  
3. The headteacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.
  
4. Teachers’ powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.
  
5. The Headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.
  
6. The school’s behaviour policy must be published on its website (School Information (England) Regulations 2008). Where they do not have a website the Governing Body should make arrangements for the behaviour policy to be put on a website and to make the address and details (of the website) known to parents.

**Our policy reflects the *Equality Act 2010 and Schools* in respect of safeguarding and in respect of pupils with special educational needs (SEN).**

## Appendix B



### **Fixed-Term and Permanent Exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. The school therefore follows the standard guidance '*Exclusion from maintained schools, academies and pupil referral units in England (Statutory guidance for those with legal responsibilities in relation to exclusion) September 2017*'. We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:

<https://www.gov.uk/government/publications/school-exclusion>

Only the headteacher (or the acting Headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. It is the duty of the school to sustain education for an excluded child after day 5 of a fixed period exclusion.

If the headteacher excludes a child, s/he informs the parents immediately and, in writing, will give reasons for the exclusion. At the same time, the headteacher makes it clear to the parents, in writing, that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The headteacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Governing Body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

The Governing Body has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the Governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by Parents and the LEA, and consider whether the child should be reinstated. If the Governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

## Appendix C



### Use of Reasonable Force

#### **USE OF REASONABLE FORCE Advice for Head Teachers, Staff and Governing Bodies**

A Summary of Government advice, Ref. No. DFE-00295-2013

\*This advice is currently undergoing a consultation period (closing at the end of May 23) in preparation for review.\*

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**This Summary reproduces *in full and verbatim* the newly published guidance on the use of force to control or restrain pupils which is part of the Government's new guidance relating to behaviour and discipline in schools. It applies to *all* schools, including academies, free schools, independent schools and maintained schools.**

#### **1. KEY POINTS**

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

#### **2. WHAT IS REASONABLE FORCE?**

- I. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- II. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- III. Reasonable in the circumstances' means using no more force than is needed.
- IV. As mentioned above, schools generally use force to control pupils and to restrain them. Control means 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 a classroom.
- V. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- VI. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

#### **3. WHO CAN USE REASONABLE FORCE?**

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

#### **4. WHEN CAN REASONABLE FORCE BE USED?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

##### **Schools can use reasonable force to:**

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

##### **Power to search pupils without consent**

- In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:
  - 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.
- Force cannot be used to search for items banned under the school rules.

##### **Schools cannot:**

- Use force as a punishment – it is always unlawful to use force as a punishment.

#### **5. COMMUNICATING THE SCHOOL’S APPROACH TO THE USE OF FORCE**

- Every school is required to have a behaviour policy and to make this policy known to staff, parents and pupils. The governing body should notify the headteacher that it expects the school behaviour policy to include the power to use reasonable force.
- There is no requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).
- Schools do not require parental consent to use force on a student.
- Schools should not have a ‘no contact’ policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

## **6. USING FORCE**

A panel of experts 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. Physical Control in Care Medical Panel - 2008

## **7. STAFF TRAINING**

Schools need to take their own decisions about staff training. The headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so. Some local authorities provide advice and guidance to help schools to develop an appropriate training programme.

## **8. TELLING PARENTS WHEN FORCE HAS BEEN USED ON THEIR CHILD**

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.

In deciding what is a serious incident, teachers should use their professional judgement and consider the following:

- 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;
- The child's age.

## **9. WHAT HAPPENS IF A PUPIL COMPLAINS WHEN FORCE IS USED ON THEM?**

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance (see the 'Further sources of information' section below) where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

## **10. WHAT ABOUT OTHER PHYSICAL CONTACT WITH PUPILS?**

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

***\* In addition to the above guidance, in this school staff may administer, with appropriate written consent, intimate care/personal hygiene as appropriate.***



Penwortham Primary School is a place where every person has a right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and should treat each other with respect and kindness.

Bullying of any kind is unacceptable and will not be tolerated at our school. At our school the safety, welfare and well-being of all pupils and staff is a central priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

We actively promote our 'Personal Best' values and work to ensure that difference and diversity is celebrated across the whole school community. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study.

We are committed to tackling bullying and monitor, assess and review the number of reported cases of bullying and our response to these. The number of reported cases of bullying are anonymously shared with Governors via the termly Headteacher's Report.

### **1. Definition of Bullying:**

Bullying is hurtful or unkind behaviour which is deliberate and repeated (ongoing). Bullying can be carried out by an individual or group of people towards an individual or group. The **STOP** acronym can be applied to define bullying - **Several Times On Purpose**.

The nature of bullying can be:

- Physical - such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
- Attacking property - such as damaging, stealing or hiding someone's possessions
- Verbal - such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone
- Psychological - such as deliberately excluding or ignoring people
- Cyber - such as using text, email or other social media to write or say hurtful things about someone

No form of bullying will be tolerated and all incidents will be taken seriously.

### **2. Reporting Bullying:**

**PUPILS WHO ARE BEING BULLIED:** If a pupil is being bullied they are encouraged to not retaliate, but to tell someone they trust about it, such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:

- Report to a teacher
- Tell a friend, who in turn can help them tell a teacher or other member of staff
- Tell any other adult member of staff in school - such as lunchtime supervisors, Teaching Assistants or the school office
- Tell an adult at home

- Call Child Line to speak with someone in confidence on 08001111 (posters with this number on are displayed within school)

### **3. Reporting - Roles and Responsibilities:**

**STAFF:** All school staff, both teaching and non-teaching have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff are aware of bullying, they should reassure the pupil(s) involved and inform the headteacher and deputy headteacher.

**PARENTS AND CARERS:** Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should encourage their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report any incident of bullying to the school either in person, or by phoning or emailing the school office.

**PUPILS:** Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult.

### **4. Procedures for Responding to reports of Bullying:**

When bullying has been reported, the following actions will be taken:

1. Staff will record relevant details within our CPOMs system.
2. Senior Leaders will oversee these CPOMs entries and discuss these with staff members and members of the school senior leadership team as appropriate – initial investigations will take place by an appropriate member of staff to assess the specifics of each situation.
3. Following the initial assessment, actions and procedures will be agreed and put in place with staff to support pupils. Individual meetings will then be held with identified pupils. In the vast majority of cases these procedures will be discussed with all key pupils involved and also with key parents/carers of these pupils.
4. Following a period of monitoring the school will discuss with pupils/families the effectiveness of the procedures. Procedures will then be adjusted/amended as necessary.
5. Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.

### **5. Bullying Outside of School:**

Bullying is unacceptable and will not be tolerated, whether it takes place in school or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities.

### **6. Derogatory Language:**

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded within CPOMs by the member of staff involved. Follow up actions and sanctions, if

appropriate, will be taken for pupils found using this language, in line with the school's Behaviour Policy.

### **7. Prejudice-based Incidents:**

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored within CPOMs. The response to a prejudiced based incident follows the same cycle as within the Responding to Bullying Procedures section, above.