

Behaviour Policy

Golcar Junior, Infant & Nursery School



Created by:	Senior Leadership team	20/09/2023
Version No.	1.2	
Approved By	Samantha Gallant	29/01/2025
Last Reviewed on	20/11/2024	
Next Review due by	29/01/2026	
Update change log	January 2025 - Updated governor principles, put new links in to guidance document, added super seven and consequences.	

**“The children who
need love the most
will always ask for
it in the most
unloving ways.”**

— Russel Barkley

*All **behavior is** a form of
communication. Pay
close attention to what is
being said!*



Dr. Kristin M. Kosmerl, BCBA-D, LBS, CAS

At Golcar School our central purpose is to provide a safe, challenging and child friendly environment in which everyone is inspired to learn and achieve. We follow current guidelines when dealing with behaviour and developing children's understanding. This guidance can be found at [Behaviour in schools guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk)

Our three core values which underpin this are **nurture, aspire and achieve**.

We promote, teach and reinforce positive behaviour through the use of praise and recognition of good behaviours. We actively look for children demonstrating good behaviours. It is never the child but their behaviour which may need modifying. The success of this policy will be determined by its consistent application by all school stakeholders.

At our school we believe that every child will:

- Be successful and confident
- Learn to make informed choices
- Be friendly, polite and show respect and empathy for others
- Be an active learner
- Be well prepared for their future and leave school with happy memories
- Be happy and feel safe and secure
- Recognise their own needs, rights and responsibilities and those of others

We value:

- Consistency
- Honesty
- Fairness
- Cooperation
- High expectations
- Mutual respect
- Encouragement, praise and support
- Partnership between home and school
- Responsibility
- Relationships

Aims of the policy:

- To enable children to develop a sense of self-worth, responsibility, independence and a respect and tolerance for others;
- To produce an environment in which children and adults feel safe, secure, respected and able to learn;
- That all stakeholders have a clear understanding of our high expectations of behaviour and attitudes and are a positive role model for children
- To praise and promote good behaviour and create a happy and positive environment for all
- To build secure and safe relationships with each other enabling everyone to thrive
- To prevent negative relationships forming for children which lead to negative actions

Objectives for children to develop:

- Responsibility for their learning and their environment;
- To understand what the school rules look like in practice;
- The understanding of the need for rules;
- Behaviour and attitudes which respect and develop all of the 9 protected characteristics;
- An ability to make informed choices;
- A sense of fairness;
- A respect and tolerance for others' ways of life and different opinions;
- The ability to restore relationships and reframe behaviour
- The ability to make and learn from mistakes and misunderstandings

These objectives are taught both discretely and as part of our curriculum.

Staff will:

- Treat all children fairly (based on differing needs), irrespective of gender, race, religion, socio-economic or physical differences;
- Build positive relationships with all children in their class;
- Work together to uphold and implement the behaviour policy consistently;
- Be a good role model for behaviour throughout school;
- Consider the impact of their own behaviour on the school culture, remain calm;
- Consistent use of emotion coaching language;
- P.I.P - Praise in public
- R.I.P - Reprimand in private
- Be alert to signs of bullying and racial harassment and respond in line with school policies;
- Deal sensitively with children by listening to them and responding appropriately using a restorative approach;
- Create a calm and safe environment which caters for all learners;
- Recognise and actively seek to meet the different needs of individual children;
- Use Class Dojo as a form of recognition board which displays the desired behaviours the class are working towards achieving and recognition of children demonstrating that behaviour;
- Display the school rules and school values in their classroom and use these to reinforce and teach expected behaviour with children;
- Confiscate pupils' property which is inappropriate. In the unlikely event of knives / weapons/drugs/alcohol/unsuitable material, these will be passed to the HT;
- Record problematic negative behaviours on CPOMs and any use of positive handling in the school's bound and numbered incident book.

Children will:

- Understand the school's behaviour policy, including the stepped process;
- Treat others as they would like to be treated;
- Accept responsibility for their own choices and actions;
- Be aware of clear boundaries, rewards and consequences and work within these;
- Be given opportunities to show responsibility by taking turns to do appropriate jobs;
- Cooperate with other children and adults;
- Respect property and the environment;
- Keep their class promises.
- Learn from their past mistakes and develop understanding and empathy for others

Parents will:

- Be aware of the school's behaviour policy and support the school's expectations for behaviour
- Inform us of any changes at home which may affect their child;
- Encourage independence and self-discipline;
- Foster good relationships with the school;
- Work with school to support behaviour interventions in place.

Leadership Team will:

- Be visible and maintain a behaviour culture in school;
- Support all stakeholders so that they are able to consistently implement this policy;
- Provide staff with support with drawing up individual behaviour plans where necessary;
- Follow up on serious incidents with all involved parties, when informed by members of staff;
- Use a restorative approach when dealing with behaviour incidents;
- Update staff with information and training on using restorative approaches;
- Search children and their property where suspicion arises around theft or safety;
- Use reasonable force (Team Teach physical restraint) to prevent children committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom;
- Investigate any incidents of reported or witnessed misbehaviour within the local community;
- Refer to LA any malicious accusations made by children against school staff, where agreed protocol will be followed;

- Review and amend the behaviour policy annually and publicise it to parents on the school website;
- Hand over anything of inappropriate nature to the police after confiscation.
- Ensure that guidance is followed and any confiscation is carried out by the headteacher

The Governing Board will:

The governing board will monitor the policy's effectiveness, holding the headteacher to account for its implementation. The governing body have written a set of behaviour principles which they want school to use:

Golcar J I & N School January 2025 Governors' Written Statement of Behaviour Principles

The ultimate aim under these principles is to create a calm, safe and supportive environment in school, that limits disruption.

Rationale and purpose.

This Statement has been drawn up in accordance with the Education and Inspections Act, 2011 and DfE guidance (Behaviour in Schools, 2022).

The purpose of the Statement is to provide guidance to the Headteacher in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of all stakeholders in the school; governors, staff, parents and pupils, as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of recognition and reward for good behaviour, discipline and sanctions for unacceptable behaviour and how to use them. Staff should be confident that they will always have the Governors' support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the school's behaviour policy, though the Headteacher must take account of these principles when formulating this policy. The Headteacher should also take account of the current guidance from the DfE

The Behaviour Policy is to be published on the school website and distributed to all members of staff via e-mail and available to all on request

Principles

High standards of behaviour: *The governing body of Golcar J I & N School believe that high standards of behaviour lie at the heart of a successful school which enables all of its pupils to make the best possible progress in all aspects of their school life and that all staff should be able to teach and promote good learning without interruption. There should be a whole school approach to tackling behaviour and, for those who need it, additional support to meet behavioural expectations.*

This means that schools should ensure high standards of behaviour that runs through all aspects of school life including the culture, ethos, and values of the school, how pupils are taught and encouraged to behave. Behaviour should therefore run through the curriculum. Staff should have training on the behaviour policy and model the expected behaviour and pupils should be routinely reminded of expectations.

The right to feel safe at all times: *All pupils, staff and visitors have the right to feel safe at all times in school and free from the effects of unacceptable behaviour. There should be mutual respect between all members of the school community and the policy should help to foster this.*

Inclusivity: *Golcar J I & N School is an inclusive establishment. All members of the school community should be able to work or study, free from any form of discrimination, harassment or bullying. (As laid down in the Equality Act, 2010). To this end the school must have a clear and comprehensive Anti-bullying Policy that is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation or background should be clearly set out and regularly monitored for their effective implementation.*

Equality: *The school's legal duties under the Equality Act, 2010 in respect of safeguarding pupils with Special Educational Needs and all vulnerable pupils should be included in the Behaviour Policy.*

School Rules: *The School Rules should be clearly stated in the Behaviour Policy. These should set out expected standards of behaviour, should be displayed in all classrooms and shared with and explained to all pupils. The governing body expect the rules to be consistently applied by all staff.*

Supporting pupils with additional needs: *There should be a focus on support and interventions for pupils who need it to be able to meet the school's behaviour expectations. The school should anticipate likely triggers of misbehaviour in such pupils and provide appropriate support.*

Where pupils are identified as having Special Educational Needs (SEN), the school should consider whether the pupil understood their misbehaviour and whether it is appropriate to impose a sanction. Where sanctions are imposed, the school should consider what support to offer following the sanction.

Preventing Misbehaviour

There should be an emphasis on prevention of misbehaviour and putting support in place through re-integration strategies and targeted interventions. This falls in line with the cultural/whole school approach.

Again, there should be a focus on pupils who will need more support than others and this support should be provided as proactively as possible.

Data analysis: *should be used to help inform policy and practice. This will assist schools in identifying where they are failing to offer appropriate support.*

Rewards: *The governing body would like to see a wide range of rewards consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere.*

The school should create a culture of positive behaviour and an environment where expected behaviour is modelled and rewarded, and misbehaviour prevented.

Unacceptable/poor behaviour: *Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied. The range of sanctions should be described in the Behaviour Policy so that pupils, staff and parents can understand how and when these are applied. The governing body strongly feel that exclusions should always be a last resort. permanent, must be used only as a very last resort. The goal should always be integration.*

Relationships and behaviour at Golcar JIN school

The school promotes positive behaviour management and intrinsic motivation. We try to find every opportunity to praise children when they are showing appropriate behaviour. Children learn by example and behaviours need to be taught and reinforced regularly

All school staff have a responsibility in setting a good example as well as ensuring that everyone follows the school rules:

- **Ready**
- **Respectful**
- **Safe**

Children will be taught what each of these rules would look like across school, in classrooms and on the playground. In each classroom it will look different because of the teacher, ages of the children and the necessary routines in place.

We work on a set of expectations we call our 'super seven':




Super 7

How we do it here

1. Kind hands, feet and words
2. Listen to instructions
3. Look after equipment
4. Use our good manners
5. Show respect
6. Make safe decisions
7. Tell the truth



We teach the children there is always a consequence of our behaviour choices, positive and negative and for themselves and for others:



Poor decisions always have a consequence

I will lose free time

I will have to clean up

I will miss something I like to do

I will spend time in a different classroom

I will miss a chance to represent school

I will feel unhappy & disappointed

I will know I have hurt someone

I will be suspended from school

We reward children for applying the super seven. Some examples of rewards for positive behaviour include:

- Verbal descriptive praise
- Rewards applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture and ethos
- Message/postcard/phone call home to parents
- Team/table points
- Certificates
- Start chart/sticker chart/stickers
- Smiley faces
- Agreed class reward
- Daily Star/Star of the Week
- Headteacher's Award
- Achievement assembly
- Treasures/ Class Dojos
- Photographs on Twitter/ClassDojo/ Facebook/ Weekly reminders and newsletters

At Golcar Junior, Infant and Nursery school we will not tolerate the following behaviour:

- Bullying including cyber bullying
- Inciting others to take part in violence
- Aggression – physical and verbal
- Discriminatory behaviours against the 9 protected characteristics (e.g. comments or verbal abuse related to race, gender, sexual orientation, gender reassignment, age and disability)
- Absconding from class/school
- Refusal to complete allocated work
- Repeated shouting out (e.g. in lessons/assembly/when lining up)
- Answering back/disrespect to adults
- Threatening behaviour
- Deliberately breaking equipment/damage to property
- Name calling/put downs
- Lying
- Stealing
- Inappropriate use of technology (including mobile phones)
- Offsite poor behaviour
- Using mobile phone or device in school
- Continuous patterns of poor behaviour/non-compliance to instructions and routines

Sanctions we may use at Golcar JIN to help children reflect on the consequences of their behaviour include

1. Loss of free time
2. Cleaning/Fixing what has been dirtied/broken
3. Letters of apology
4. Removal of privileges
5. Parental/Carer contact
6. Removal from class
7. Confiscation of items
8. Supervised 'isolation' within school – working in a room without other children but with a senior member of staff present
9. On very rare and serious occasions, official 'fixed term' suspensions from school can be issued— children are asked to stay away from school whilst the incident is investigated
10. For extreme negative behaviour, schools can use permanent exclusion -

See guidance document at:

[Suspension and permanent exclusion guidance](#)

Support will be put in place for children for serious or repeated incidents.

11. Involve parents/carers

- 12. Put support plans in place if necessary
- 13. Meet with other professionals together to plan next steps
- 14. Meet with children involved and discuss feelings/impact etc

Responses to unacceptable behaviour

Our Behaviour Response: A Stepped Approach

1. Reminder (s)	Refer to 3 school rules of Ready, Respectful, Safe – use the Super 7 to reference this , deliver privately if possible. Identify the need for the reminder and make reasonable adjustments if necessary.	Gesture/ look/ quick comment/ visual prompt Reminder 1
2. Last Chance	Verbal warning, private wherever possible. 'You will stay with me for 2 minutes to discuss your behaviour at the end of the lesson'	I noticed you are and that is the rule about Think carefully about your next step to avoid a consequence. This is your last chance to.....
3. Time out	If needed give child a few minutes for the child to calm down and reflect. Keep post it note of who needs consequence later and talk to children about this at a time at the end of the lesson.	You have chosen to (give the child a consequence) Possible consequences: temporary loss of privilege, loss of free time, tidy up/rectify damage, talk to parents, removal from classroom in extreme cases – class teacher to judge what consequence will have an impact for that particular child and the circumstances
4. Repair	IN PRIVATE- restorative conversation – repair, restore and recover	THINK- body language, calm, you are the adult (don't fight fire with fire). Wait until the child is calm. 'What happened?' 'What were you feeling/thinking at the time?' 'How did this make the other person feel?' 'Who has been effected by what you did? In what way?' 'What should we do to put things right?'

The vast majority of children will respond to this stepped approach. However, there are children who have additional social and emotional needs who need a personalised plan. These plans will be drawn up with the SENDCO and the class teacher and be appropriate to the needs of the child.

Steps 1 and 2 may be skipped when presented with unsafe behaviours.

Steps 1 and 2 should be skipped if a child has physically hurt another child or adult. This is unsafe behaviour and the child needs removing from the situation as soon as possible by one of the adults in the classroom or playground. The child will receive a consequence for hurting another person which will be one of the following depending on what the personal situation is for that child and what has already occurred over time: removal from their classroom, internal isolation, time spent in another classroom, time with a member of SLT or removal of a privilege/favoured activity. This consequence will involve some reflection

and thought about how to avoid this in the future and what the impact has been on the other person. If this behaviour follows a similar pattern, or has resulted in a serious injury to another person, this will lead to a suspension from school.

During break/lunchtimes, the stepped approach will still be followed as appropriate. At step 3 the child will be asked to stand out (at the side of the playground/dining hall or alongside a staff member).

Additional and different provision will be in place for extreme and recurring behaviours. Identified children are likely to have a behaviour plan/pastoral support plan/positive handling plan and outside agency involvement is likely to be in place.

Searching and confiscation of items

Headteachers, and any school 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 item listed in paragraph 31 or any other item that the school rules identify as an item which may be searched for. The list of prohibited items is: • knives and weapons; • alcohol; • illegal drugs; • stolen items; • any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil). • an article specified in regulations: • tobacco and cigarette papers • fireworks; and • pornographic images. Guidance is available at: [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

The use of 'reasonable force' in school

Under section 93 of the Education and Inspections Act 2006, all members of school staff have a legal power to use reasonable force on and off school premises where the member of staff has lawful control, or is in charge, of the pupil concerned. The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and has to be judged on a case-by-case basis.

At Golcar Junior, Infant and Nursery school, we work on positive relationships and mutual understanding. We ensure children feel safe and can regulate their emotions and respond appropriately. However, there are times when children cannot control their emotions and may put themselves or others at the risk of harm. During these times, school staff may have to intervene and use positive handling to ensure the safety of the children. The decision to use positive handling would always be for safety reasons. The guidance is available at:

[DfE advice template](#)

School staff are trained how to de-escalate as a first response to a child who may be struggling to contain emotions. On the rare occasions where this de-escalation does not work, staff may need to use strategies such as a 'caring C' or a 'help hug'. More information can be found in the Positive Handling policy which can be obtained from the school by request.

Bullying (See also Anti-bullying policy)

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy

Links to other policies

Anti-bullying

RSHE

Acceptable Use

Mobile Phone

Equality

SEND and SEN Information

Exclusion

Safeguarding

Child on Child

Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Suspensions and permanent exclusions

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

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

Appendix: Supporting Information

Pupils with Special Educational Needs and Disabilities (SEND)

Children with educational needs have the same rights and responsibilities as all children. However, children with behavioural needs will receive a differentiated approach to their behaviour management relevant to their needs. All staff involved with the child will help to form the child's behaviour plan and will ensure that needs are met. All staff in school will adhere to the SEN code of practice and remain mindful of the guidelines for exclusions relating to children with SEN. For more information visit <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Pupils who may be at risk or vulnerable

Staff need to be mindful of children who demonstrate inappropriate behaviour and whether this is a sign of other issues. The issues may be developing due to threats at home from harm, educational needs not being met or other safeguarding issues. Discuss this with the safeguarding team and the Designated Safeguarding Lead (DSL). Log all concerns as per the safeguarding policy in school.

Children becoming dysregulated

We understand that some children, very rarely, may exhibit extreme behaviours and that these require managing in a caring and positive way. Staff know that every behaviour is communication and will seek to understand why the dysregulation is happening. Staff will use individual emotional response plans, risk assessments, EHCP plans and other supporting information to identify a safe space in agreement with the child and go to this space when the child is struggling with emotions.

Children will work with the adults they have a strong and positive relationship with and agreed strategies will be used to help the child to regulate their emotions. On very rare occasions, children in a dysregulated state can put themselves and others in danger. Positive handling strategies may have to be used to gain safety for the child. All staff who deal with children at risk of extreme behaviour are trained on how to use positive physical handling strategies to help children to stay safe.

Suspensions and permanent exclusions

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. We do not wish to suspend/permanently exclude any child from school, but sometimes this may be necessary in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. Therefore, when all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any available support), suspension/exclusion is the next option for the school. Suspensions/exclusions will be undertaken in-line with the Kirklees exclusions protocols and school policy.

To ensure clarity for all stakeholders: a suspension is when a pupil is temporarily removed from the school. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Suspensions/exclusions from school may result from very serious behaviours such as:

- Verbal abuse or threatening behaviour against a pupil or adult
- Physical assault (against another pupil or an adult)
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by the school's behaviour policy
- Bullying
- Racist abuse
- Sexual misconduct
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Absconding from school – placing self in danger

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive.

In all instances, what is best for the child will be at the heart of all our decisions. We will always be the child's champion and will always consider every option to support and develop positive behaviour. Children's right to be safe will also be central to our decision making.

All suspensions will be followed-up with a reintegration meeting with the head teacher and child involved, the parents/carers and either the assistant head teacher and/or DSL. The aim of the meeting is to support the child in returning to school agreeing on positive next steps for all involved. The agreed actions will be recorded and used to support the child and their family in a successful reintegration. All meetings and agreed actions will be followed-up within 2 weeks of the child's return to school by a member of the SLT. A record of the meeting will be kept on CPOMS.

Physical assaults on staff

At Golcar JI&N School, we take incidents of violence toward adults very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe and manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Physical Intervention and Use of Reasonable Force Policy and should call for support if needed.

All staff should report incidents directly to the Head teacher and they should be recorded on CPOMS. The 'Red Bound and Numbered book' also has to be filled in with the details of what was in place to avoid the incident and what was done to help the child regulate emotions and return to class. We appreciate these incidents can cause distress for the adults involved, therefore all staff are invited to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, all staff understand that every action and reaction is as a result of a build-up of inconsistency of approach or maybe due to the child's context or influences. It is important for us as adults to reflect on the situation and learn from our actions. Children who lose control and are physical towards adults may do this for several reasons but as adults we need to still show compassion and care for the child.

Positive handling and the use of 'reasonable force' in school

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. 'Reasonable' in these circumstances means 'using no more force than is needed'.

There may be times when it is necessary for school staff to physically intervene to help a child stay safe, or to keep other children safe from harm. It may also be necessary to maintain the discipline and order of the classroom. We do have trained staff who know the safest ways to use reasonable force and these members of staff would be allocated to the children who need this approach the most. However, there may be times in emergency situations where other members of the paid staff have to make the decision to use reasonable force to keep the children safe.

Offsite behaviour

Misbehaviour outside of the school premises, including online conduct, can include when pupils are;

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

or

misbehaviour at any time, whether or not the conditions above apply, that:

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

Sanctions may be applied where a pupil has misbehaved offsite (including non-criminal poor behaviour, bullying or online activity) and this has been reported to the school. Sanctions regarding offsite behaviour will be decided, discussed and agreed with parents/carers of the pupil as well as the pupil involved.

Suspected criminal behaviour

In cases when a member of staff or headteacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and school will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, school will ensure any further action they take does not interfere with any police action taken. However, the school may use discretion to continue investigations and enforce our own sanctions so long as it does not conflict with police action.

Management and analysis of behaviour information

We use CPOMS to record all negative behaviours which have led to an impact on others. We record incidences of:

- Child on child incidences
- Child to adult incidences
- Persistent low-level non-compliance

We record whether these incidences are related to any of the protected characteristics – gender, race, religion, sexual orientation, disability or gender reassignment.

We record any actions, referrals to professionals and contact with parents/carers as a result of negative behaviour incidents.

Staff induction, development and support

Our staff are provided with training on managing behaviour as part of their induction process and it forms part of continuing professional development. Our behaviour policy is reviewed at least annually with all stakeholders.

We access training through Positive Guidance Ltd, including Team Teach training (which promotes de-escalation strategies and supports the reduction of risk and restraint) and through the Kirklees Mental Health in Schools Team (providing an emotionally aware and relational approach and tailored response to behaviour in school).

Pupil support

We promote a 'Quality First' approach to providing pupil support for behaviour within our school. We believe in the importance of maintaining strong relationships between pupils and the adults in their classrooms. Pupil support is offered by classroom-based adults as a first and foremost approach. Pupils who require higher levels of support may receive this via identified key adults, our SENDCO, our behaviour and inclusion worker, counsellors, educational psychologists or other relevant professionals. Higher levels of support will be identified and planned for in partnership with parents/carers and frequently reviewed for effectiveness.

Child on child abuse

This school recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child-on-child abuse will not be tolerated or passed off as part of "banter" or "growing up". We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of child-on-child abuse within our school and beyond. In cases where child-on-child abuse is identified, we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation.

We recognise that girls are more frequently identified as being abused by their peers and, girls are more likely to experience unwanted sexual touching in schools however all child-on-child abuse is unacceptable regardless of gender and will be taken seriously.

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.

All children can abuse their peers. This can manifest itself in a whole spectrum of behaviours including:

- physical abuse
- prejudice-based and discriminatory bullying
- bullying including cyberbullying
- youth produced imagery (sexting, sharing nudes and semi-nudes)
- abuse in intimate personal relationships between peers

- criminal and sexual exploitation
- upskirting
- initiation/hazing type violence and rituals
- inappropriate harmful sexualised behaviours

All reports of child-on-child abuse will be made on a case-by-case basis with the designated safeguarding lead or their deputy taking a leading role using their professional judgement and supported by other agencies such as social care or the police as required. The school will follow Kirklees Child on Child Abuse Policy when dealing with child-on-child abuse allegations.

Banned items (including screening, searching and confiscation)

The school follows the Department for Education Advice for Schools 'Searching, Screening and Confiscation' (July 2022). Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe. The DfE Searching, Screening and Confiscation document provides guidance to support headteacher decisions to search, screen and/or confiscate items within a legal framework. The headteacher will follow guidance and advice contained in the document (linked below) should it be deemed necessary to search any pupil in the school.

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

The headteacher (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/banned item listed or any other item that the school rules identify as an item which may be searched for.

The **list of prohibited/banned items** is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
- tobacco and cigarette papers;
- fireworks;
- pornographic images.

Appendix 1: 30 second script:

Appendix 2: Restorative questions:

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

Alternative restorative questions to mix in where needed:

9. What was unusual about today's lesson?
10. Why do you think things went wrong?
11. What would make it easier for us to work together?
12. What would make the next lesson go really well?
13. Where do we go from here?
14. Who could help us with the next steps?
15. If you had the lesson again, what would you change?