



School Behaviour Policy Pupil Discipline including Anti-Bullying Policy and Child on Child Abuse Policy

Category: Statutory	Approved by: Full Governing Body
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Initial Review by: Head Teacher	Formal Review by: Teaching Learning & Care Committee
Linked Policies: Equality Policy	

Our Christian vision:

Built on the rock of Christian faith, we work as a community to create an environment which enables all to flourish. Jesus welcomed all and we embrace diversity, celebrating our different gifts and successes. Like St Peter, we are motivated by our values, learn from our mistakes and strive for the best outcome for everyone.

Introduction

We will encourage children to develop considerate, responsible and appropriate attitudes to themselves and towards others, both in school and in the community, based on our Christian Values. We will help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. This policy has been created in consultation with staff, governors and children. Parents can access the policy and we welcome their comments.

Policy Statement

1. Aims and Objectives

- Working together to create a secure, relaxed atmosphere of mutual respect and support.
- Providing a purposeful, happy but well-ordered and stimulating working environment.
- Nurturing children's self-esteem and self-discipline whilst valuing their individuality.
- Providing curriculum and teaching methods which are matched to the needs of each child, thereby offering equal opportunity regardless of race, religion, gender and ability.

- e. Treating children courteously, respecting their ideas, valuing their individuality and listening carefully to what they have to say.
- f. Responding to allegations of bullying or child on child abuse effectively.

We also believe that in order to encourage the development of a high standard of appropriate behaviour, it is necessary to have a positive policy that establishes clear and defensible principles backed by a balance of supportive rewards and clear sanctions.

2. Our Expectations

We expect children at Woolhampton Church of England Primary School to:

- a. Uphold our Christian Values
- b. Show tolerance and understanding of different opinions, beliefs and backgrounds.
- c. Behave respectfully towards all members of our school community.
- d. Develop self-regulation and the ability to reflect and evaluate upon their own behaviour.
- e. Respect and care for personal property and property belonging to others.
- f. Promote our school community by wearing the correct school uniform.
- g. Not bring valuable items e.g. mobile phones into the school.
- h. Respect and care for school property and the school environment.
- i. Remain within the school grounds at all times, unless permission is given to go off site.

3. Christian Values

Our Christian values, based around the life of the patron saint of our village church St Peter – ‘The Rock’, are very important to us and are at the centre of everything we do.

It is our belief that Woolhampton CE Primary School will be ‘the rock’, a safe and secure place that will ‘enable all to flourish’.

Our school is a place where, regardless of background or ability our children will flourish, and we will empower them to take responsibility within their communities and become courageous advocates for change.

We will celebrate success and everyone will know what it feels like to achieve and be the best they can be.

By the time a child leaves Woolhampton CE Primary School they will have had the opportunity to become a valued member of a Christian family where they are loved and cared for. Everyone will have experienced a rich, varied and exciting curriculum, gaining the knowledge and skills to be resilient and thrive.

We have identified 4 core Christian values that are particularly special to us

Respect

We believe in upholding high levels of respect for all, where everyone is valued and appreciated.

Optimism (in biblical terms 'hope')

We believe that optimism doesn't mean pretending life is always wonderful. Optimism means embracing reality. We accept that there will be bad days, but also many good days. When we are grounded in reality, we know where we are and how far we need to go. Once we know how far our goal may be from where we are, optimism can give us the motivation to make plans to get to where we want to go.

Compassion

We believe that compassion, kindness and care are at the core of good human nature and are the basis for successful futures and positive relationships. Compassion is about 'standing in someone else's shoes' when they are having a hard time. In other words, trying to understand how they might be feeling and doing our best to try to help.

Koinonia (community)

How Christians come together as a family. The members of our school family are interdependent: all are needed and valued and each person is important to the whole. We are working together to ensure all feel included and valued. Koinonia comes from the Greek word meaning community or fellowship. This shows the special relationship we have with each other where as a community we look after each other, where we are welcomed and accepted, no matter who we are. We come together with Christ at the centre of our school.

We encourage all children to reflect on and articulate our Christian values. These are our motivation for valuing every child, inspiring us to strive for the best outcomes for each individual. These core Christian Values underpin our practice, guiding how we deal with day to day life.

4. Therapeutic Thinking

Our behaviour policy is underpinned by the principles of Therapeutic Thinking.

Therapeutic thinking is an approach to behaviour that prioritises the pro-social experiences and feelings of everyone. It also recognises that 'Trauma is not just an event that took place in the past, it is also the imprint left by that experience on the mind, brain and body.'

Children can display behaviours externally, but some are internalised. Therapeutic Thinking makes close links between behaviour and anxiety/SEND. All children need to learn specifically about behaviour, how and why we behave pro-socially. As learners, they will not get it right all the time, but we believe that every behaviour incident (anti-social) has a root cause and presents a learning opportunity, and over time we expect to see a change in behaviour.

Following the principles of Therapeutic Thinking, we use the following definitions:

- **Pro-social behaviour** encompasses all actions that are positive, helpful and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of other people and benefits the individual and society.
- **Self-regulation** involves children's developing ability to regulate their emotions, thoughts and behaviour to enable them to act in pro-social manner.
- **Unsocial behaviour** is essentially that which inhibits the performance of others. Left alone it will get worse, affect more people and continue to incur hidden costs for the school and community in which it occurs. Most unsocial behaviour is accidental, but it can also be the result of intentional thought.
- **Anti-social** is any behaviour or act by a person or group likely to cause others harassment, alarm or distress or which causes a nuisance to the community or impact on the environment.
- **Dangerous Anti-social behaviour** is defined as behaviour that presents an imminent danger of physical harm to self or others.
- **Educational consequence** is the learning, rehearsing or teaching necessary to establish why the behaviour is anti-social or dangerous and how it affects others. Educational consequence also aim to develop an understanding of alternative pro-social behaviour in the identified context of the behaviour incident. This will unlikely be a single event and may require reteaching and reminding. Educational consequences take a longer period to be effective.
- **Protective consequences** are immediate and for all parties involved. We are aiming to protect the victims and any other child, adults or property that has been affected by the behaviour. Protective consequences are short term to ensure safety and give time for restorative and preventative measures to be in place

Planning and managing children's behaviour creates a link between children's mental health and behaviour. (See DfE White Paper: Mental Health and Behaviour in Schools November 2018).

Types of Behaviours

Pro-social

Relating to behaviour that is positive, helpful, and intended to promote social acceptance. Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people. Behaviour which benefits other people or society.

For example;

- Being gentle
- Being kind and helpful
- Inviting others to join in
- Trying hard to complete work
- Looking after property (their own, other people's and the school)
- Listening to people and waiting their turn
- Being honest

Unsocial Behaviour

Unsocial behaviour is not enjoying or making an effort to behave sociably in the company of others.

- Not following instruction, but not to the detriment of others.
- Leaving their desk without permission
- Leaving the carpet during input/story without permission
- Refusing to complete the work set
- Refusing to get changed for PE
- Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc)
- Rocking on their chair
- Calling out/talking to a friend
- Not listening or responding to instructions
- Playing/fiddling with equipment

All of these behaviours could be a sign of needing help, attention or that they are bored or impatient.

Unsocial behaviour should need leadership team support unless it is persistent and disruptive.

Anti-social Behaviour (some are referred to as 'dangerous')

Behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour that is likely to cause injury, harassment, alarm or distress.

Behaviour that violates the rights of another person.

Anti-social Behaviours	Dangerous Anti-Social Behaviours
Aggressive shouting/calling out disruptively Continued interruptions Swearing Answering back, mimicking Name calling Lying Refusal to carry out an adult's request Distracting and/or disrupting others' learning by shouting, banging, making noises	Leaving the school building Leaving the premises Spitting (directly at another) Pushing aggressively Scratching Pinching Hair pulling Hitting Kicking Fighting

Throwing small equipment Leaving the classroom without permission Damage to property/pushing over furniture Stealing	Biting Punching Throwing furniture Physical or verbal bullying (see Bullying Policy for definition) Self Harm
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All of these behaviours could be a sign of needing help or attention and pupils may be in a very heightened emotional, anxious state – possibly due to factors outside of school – please be aware and sympathetic of this and that their behaviour may be a cry for help.

Staff wellbeing

Therapeutic Thinking relates to all people within the school dynamic. The wellbeing of staff is of high importance. Following an incident of anti-social behaviour, staff will be supported by the Senior Leadership Team. This may be a short conversation, it may be important to plan a time, shortly after the event to talk more fully. These approaches may look different; however, they all have the same aim; to best support the individual/team.

Staff wellbeing is paramount and the ability to communicate and debrief with regards to anti-social behaviour is vital. Staff need to feel supported, valued and listened to in order for therapeutic approaches to flourish.

5. Responsibilities

The Headteacher's role is to determine the standard of behaviour acceptable to the school community. They have the overall responsibility for maintaining prosocial behaviour in the school, which will include making rules and provision for enforcing them.

The Headteacher will:

- Implement the school's Behaviour Policy
- Maintain an up to date working knowledge of Therapeutic Thinking
- When reviewing other school policies, ensure they align with the Therapeutic ethos and culture, particularly with links to safeguarding (child on child abuse/online safety), school attendance (avoidance/anxiety)
- Ensure that staff maintain an up to date working knowledge of Therapeutic Thinking and have tools to support a consistent approach across the school
- Budget appropriately for sustainable therapeutic practices
- Model therapeutic practices and language
- Support staff to model therapeutic practices
- Encourage pro-social behaviour and respect for others
- Improve Therapeutic practices through effective observation, reporting and monitoring systems
- Review the impact of Therapeutic Thinking on progress, attendance, and exclusions over time
- Address behaviour considered to be dangerous, pro-socially and in a prompt, open and transparent manner, to provide protection to all members of the school community

- Share information with those directly involved with the child so that they may further support them

Staff will:

- Follow the school's policy and practice on Therapeutic Thinking
- Maintain an up to date working knowledge of Therapeutic Thinking
- Model therapeutic practices and language
- Provide transparent information verbally with those directly involved or in written form on CPOMS to describe both pro-social and anti-social behaviours accurately and factually, avoiding the use of emotive language
- Treat all children fairly and with respect and encourage them to show respect for others
- Endeavour to raise children's self-esteem through adopting pro-social practices
- Create a safe and stimulating environment, physically and emotionally
- Develop an awareness of recommended strategies, language, approaches, and scripts to ensure equity
- Implement and maintain school routines to support predictability for children.
- Actively teach about behaviour and how to become a good citizen with intrinsic morals and values, teaching tolerance and acceptance

Children will:

- Follow adult instructions.
- Work to the best of their ability and allow others to do the same.
- Show respect for the school and wider community, their learning, and their environment.
- Communicate and cooperate with other children and adults.
- Know how to seek support and advice when needed.
- Learn how to take responsibility for their own behaviour and work to develop internal discipline and self-regulation.
- Accept support for recovery time and engage in restorative conversation if an anti-social experience occurs.

Parents/carers will:

- Respect the ethos, vision and values of our school.
- Support the Therapeutic Thinking ethos, practices, and decisions of the school
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Work with staff to help their child to learn how to self-regulate
- Recognise and understand the context and need for equity in the school and the benefits it can have for all.
- Encourage their child to complete any work sent home as part of an educational consequence.

Governors will:

- Maintain an up to date working knowledge of Therapeutic Thinking.
- Support the Headteacher and senior leaders when reviewing and redeveloping school policies so that they align with Therapeutic Thinking.
- Apply sound financial planning to ensure capacity for therapeutic thinking approaches.
- Model therapeutic practices.
- Monitor, review and evaluate the Behaviour Policy.

- Monitor data on suspensions and exclusions by protected characteristics.
- Conduct visits to understand the Therapeutic Thinking culture of the school.

6. Planned response to pro-social behaviour

Rewards are given when children follow the school's Christian values and model pro-social behaviour. Types of rewards include:

- a. Specific verbal praise and congratulation
- b. GEM points
- c. Rock Awards, which relate to the school's Christian values and are given to children during sharing assemblies
- d. Children's successes are shared with another adult in the school
- e. Celebration time may be awarded within individual classes
- f. Children's achievements may be shared with the wider school community

GEM Points

Children earn GEM points by demonstrating the following pro-social behaviours:

- Being motivated and enthusiastic and challenging themselves
- Trying their best and persevering
- Believing in themselves and others by working as a team
- Not being afraid to have a go and make mistakes
- Looking after themselves and others by working as a team
- Looking after themselves and each other and respecting one another
- Knowing we are unique and wonderful and celebrating this
- Living the Christian Values of Respect, Optimism, Compassion and Koinonia
- Listening to others and taking turns
- Demonstrating the British Values of respect and tolerance, individual liberty, the rule of law and democracy.

GEM points are collected within individual classes and contribute towards celebration time awards.

7. Planned response for anti-social behaviour

A range of protective and educational consequences may be used for incidents of anti-social behaviour or where the school's Christian values have not been followed. The consequences are progressive, except in the event of dangerous anti-social behaviour, which may trigger a higher order consequence e.g. a suspension. Parents may be informed depending on the severity and frequency of the incidents and consequence imposed.

- a) Verbal reminder of pro-social behaviour
- b) Restorative Conversation and educational consequence within the classroom / playground (at break times)
- c) Restorative Conversation and educational consequence in another area of the school (e.g. another classroom)
- d) Restorative Conversation and educational consequence with the headteacher

- e) Parents may be informed depending on the severity and frequency of the incidents.
- f) Meeting with a child's parent in school to discuss school expectations and help support the child to maintain pro-social behaviour. The outcome of such a meeting may be Therapeutic Thinking Plan (TTP) written and shared with the child and parents.
- g) Internal suspension to enable all children to continue their learning in a safe environment
- h) Suspension from the school premises at lunch times.
- i) Suspension from school for a minor fixed period (one or two days).
- j) Suspension from school for a major fixed period, not more than 15 days.
- k) Managed move to another school.
- l) Permanent exclusion.

We use consequences which are appropriate to the offence in a flexible manner, i.e. by considering individual circumstances and needs. A clear distinction is made between unsocial, anti-social and dangerous anti-social behaviour.

Whatever consequences are imposed the staff ensure that they are applied without infringement of the School's Christian values - indeed their application should reinforce the School's Christian values e.g. an educational consequence such as collection of litter re-enforced respect for the school community and environment.

Where anti-social behaviour is a persistent cause for concern, an Therapeutic Thinking Plan will be written. External agencies e.g. Therapeutic Thinking Team, may be consulted when drawing up the IBP. Parents will be sent a copy of the IBP.

After a fixed term suspension a Therapeutic Thinking Plan (TTP) will detail how the child will be reintegrated back into the classroom. A reintegration meeting will be held with the parents/carers and child prior to returning to school to review the IBP and discuss school expectations.

Scripted Language

Scripted language is a communication strategy which can support children to regulate their emotional and behaviour. Scripted language encourages nurturing and emotionally supportive relationships and provide optimal contexts for the promotion of the child's outcomes and resilience. Scripted language can be used in pro and anti-social contexts.

Staff are guided to use positive scripting to ensure a consistent approach. It is important that staff are consistent when using a script with a child. It is also important that staff's body language and tone reflect the calming influence the script is delivering.

De-escalation scripts are generally beneficial when used to support a child in conflict with another person or within themselves. Scripts can be used repeatedly with the view to support a child to de-escalate heightened emotions.

The following table serves as guidance and support for staff to ensure consistency in implementation of the therapeutic approach. The examples are non-exhaustive and staff

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may use their professional judgement to adapt scripts and consequences based on the context and a child's individual needs.

Behaviour	Positive Phrasing	Limited Choice	Consequence
Unsocial Behaviour			
Leaving their seat/carpet without permission	<p>Wonderful sitting [class]. I can see you are all ready to learn.</p> <p>I can see you may not be comfortable there but stay seated until we have finished our learning.'</p> <p>'Stay seated in your chair [name]. Thank you'</p>	<p>Examples:</p> <p>'Would you like to sit with the group or here?'</p>	<p>Educational Consequence: We will check your understanding at the end of the lesson.</p> <p>Restorative Conversation to understand why it is important to remain seated? How could I remind you next time?</p>
Not completing the work set	<p>'I can see that you may be finding the task challenging. I will help by explaining the task again.'</p> <p>'What have you tried already?'</p> <p>'I know you want to do... First, I need you to..., then you can...'</p>	<p>'Would you like to complete the task sat here or independently over there?'</p>	<p>Educational Consequence: We will check your understanding at the end of the lesson.</p>
Not listening to/ following instructions	<p>'Fantastic listening from.... I like the way you are staying still and listening so you can follow my instructions.'</p> <p>'I can see you have something on your mind. Is there something you don't understand?'</p> <p>[name] I need you to listen so that you understand the task/ are safe. Thank you.'</p>	<p>'You can choose to listen now or I will repeat the instruction for you when everyone once everyone has started.'</p>	<p>Educational Consequence:</p> <p>Restorative Conversation to understand Why do you think it's important to follow instructions?</p>
Calling out/talking to a friend.	<p>'We are taking it in turns to listen. Who else can I see listening carefully?'</p> <p>'I can see you know the answer/having something to say. We need to give everyone a chance to talk and learn.'</p> <p>'You could write your answer on the whiteboard and show me once I have heard from other children.'</p>	<p>'Can everyone share their answer with their partner? I will then ask one or two children to share their answer with the class.'</p> <p>'I will hear from [name] and then it will be your turn.'</p>	<p>Educational Consequence:</p> <p>Restorative Conversation to understand Why do you think it's important to give every child a turn?</p>
Playing/fiddling	<p>'I can see you want to fiddle</p>	<p>'You may choose one</p>	<p>Educational</p>

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with equipment or rocking on a chair	with the pen/rubber when we are listening – Remember, it may be distracting others.’ ‘You may fiddle with the [...] quietly. But I need to know you are listening.’ ‘[Name] are you ready to learn?’ Thank you.	fiddle toy that is quiet. Which would you like?’ ‘Put it on your table or give it to me.’	Consequence: We will check your understanding during/at the end of the lesson.
Anti-Social Behaviour			
Continued interruptions Disruptively shouting/ calling out Answering back or mimicking	‘I can see that you are not ready to learn. When you are ready, we can talk about the learning before you go out to break.’ ‘I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?’ ‘I can see you know the answer but at the moment it is’s turn to share their thoughts.’	We can talk about ensuring others are able to learn when you are ready – who would you like to talk to, me or?’ (repeat).	Educational Consequence: Apologise to staff member. Restorative Conversation to understand why it is important to take turns? Why do schools have these rules? Is there a reason why you find it hard to listen?
Swearing Name Calling Being dishonest	I can see that you are not happy at the moment.’ ‘I can see you are upset.’ ‘We can talk when you are ready.’	‘When you are ready we can talk here or in the library/ office/classroom.’ (repeat). ‘We will carry on when you are ready.’ ‘We can talk when you are ready – who would you like to talk to, to me or?’ (repeat when calm)	Educational Consequence: Apologise to other children involved or staff member. ‘Thank you for telling me/showing me how you are feeling – if you tell me more I can listen/help.’ Why is it important to be respectful and use kind words?
Refusal to carry out an adult’s instructions	‘Put the pen on the table.’ ‘I can see you are not ready to do this right now.’ ‘I can see something is wrong, if you want to talk I will listen – I am here to help.’	‘Walk with me, to the library or the book corner.’ (repeat)	Educational Consequence: Apologise to the adult Restorative conversation. If you talk, I will listen. Is there a reason why you were unable to follow the adult’s instruction?

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			Why is it important to be respectful and follow adult instructions?
Damaging property	'I can see that you are not happy at the moment.'	When you are ready we can talk here or in the library/ office/classroom.' (repeat).	<p>Educational Consequence: Assisting with repairs or planning the repairs</p> <p>Restorative conversation: Why is it important to look after our things/school?</p> <p>How would you feel if ... ?</p> <p>How do you think the other child felt when they saw their [...] broken?</p>
Dangerous Anti-Social Behaviour			
<p>Leaving the school building during learning time</p> <p>Leaving the premises or leaving the group while on an external visit</p>	<p>'I can see you are upset. I am not chasing you. I'll be standing here to make sure you are safe.'</p> <p>'When you are ready, go to [adult] and we can talk.'</p> <p>'[name], you have left the school, so I am going to call the police to make sure you are safe.'</p>	<p>'I can see there is something wrong. Come inside and you can talk to [adult] or [adult].'</p> <p>'When you come in, would you like to go to the [library] or [ELSA room].'</p>	<p>Educational Consequence:</p> <p>Restorative conversation about keeping safe and the reasons for school rule. Why did you want to leave school?</p> <p>Protective Consequence (options):</p> <p>Adult support in social situations/ break times</p> <p>Restricted off-site activities.</p> <p>Limit access to outside space.</p> <p>Review site security and future visits.</p>
<p>Spitting (directly at a person)</p> <p>Pulling Hair/ Pushing aggressively/ Scratching/ Pinching/ Hitting / Kicking/ Fighting/ Biting/ Punching/ Throwing furniture/ Physical or</p>	<p>'I can see you are upset. Use your words and I will listen.'</p> <p>'Your actions have hurt [name]. Stop and I will listen to you.'</p> <p>'I am here to help you.'</p>	<p>I can see there is something wrong. Come inside and talk to [adult].</p> <p>'Go to the [library] or [ELSA room/safe space]. I will listen to you.'</p>	<p>Protective Consequences (options):</p> <p>Adult support in social situations/ break times</p> <p>Passive blocking</p> <p>Guide child to another location (or safe space).</p> <p>Physical restraint</p> <p>Remove other children from</p>

verbal bullying			<p>area of the incident.</p> <p>Suspension to enable processes and procedures to be reviewed, advice sought and an Therapeutic Thinking Plan to be written.</p> <p>Managed move.</p> <p>Permanent Exclusion</p> <p>Educational Consequences:</p> <p>Restorative conversation about keeping safe and the reasons for school rule. Work with child to understand triggers for anti-social behaviour. Verbal or written apology.</p>
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8. Physical restraint/ Reasonable force

Woolhampton school follows the DfE guidance [‘Use of reasonable force Advice for headteachers, staff and governing bodies July 2013 \(reviewed 2015\)’](#)

What is reasonable force?

1. 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.
2. 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.
3. ‘Reasonable in the circumstances’ means using no more force than is needed.
4. 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.
5. 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.
6. Where staff and pupils are in danger the first course of action will be to remove them to a place of safety. 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.
7. The use of any reasonable force will be recorded on the physical restraint form, see appendix 1.

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 headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit. Section 93, Education and Inspections Act 2006

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 be used:

- 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.

There is no legal definition of when it is reasonable to use force and each case must be judged on its circumstances and those exercising the power to use force must also take proper account of any particular special educational need and/or disability (SEND). Reasonable adjustments will be made for disabled children and for children with special educational needs. However, if a child with SEND shows behaviour which is putting themselves at risk of personal injury or injury to others or damage to property – physical intervention may be used.

Parents will be informed about serious incidents when physical restraint is used (appendix 1). In deciding what is a serious incident, teachers should use their professional judgement and consider the pupil's behaviour and level of risk presented at the time of the incident; degree of force used; effect on the pupil or member of staff; and the child's age.

9. Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

POLICY ON BULLYING

Introduction

We believe that it is a basic entitlement of all children to receive their education free from intimidation, threatening behaviour or abuse. We are committed to providing a caring, friendly and safe environment for all our pupils so that they can learn in a relaxed and secure atmosphere.

Policy Statement

1. What Is Bullying?

Bullying is the use of aggression with the intention of persistently hurting another person or where there is an imbalance of power and a person is unjustly using power against someone younger, roughly the same age (child on child bullying), weaker or less able than themselves. Bullying results in pain and distress to the person who has been harmed.

Bullying can be:

1. Emotional: persistently being unfriendly, excluding or tormenting (e.g. hiding books, threatening gestures).
2. Physical: persistently pushing, kicking, hitting, punching or any violent actions
3. Racist: persistent racial taunts, graffiti or gestures.
4. Sexual: repeated unwanted physical contact or sexually abusive comments.
5. Homophobic: repeated comments That make reference to sexual orientation
6. Verbal: persistent name-calling, sarcasm, spreading rumours or teasing.
7. Cyber: persistent use of information and communication technologies such as email, chat rooms and mobile phones to sustain hostile behaviour.

Signs of distress shown by the person who has been harmed:

- a. Become withdrawn
- b. Unusual behaviour – more distracted in class, not paying attention, reduction in standard or volume of work, unwilling to work in a group
- c. Unhappy
- d. Seeking more adult attention
- e. Less confident

2. Aims

- a. To understand what is meant by bullying.
- b. To prevent bullying, by developing the school's Christian Values in which it is regarded as unacceptable.
- c. To produce a safe and secure environment where all can learn without anxiety, because measures are in place to reduce the likelihood of bullying.

- d. To produce a consistent school response to any bullying incidents that may occur.
- e. To make all those connected with the school aware of our opposition to bullying, and to make clear each person's responsibilities with regard to the eradication of bullying in our school.

3. Objectives

- a. Bullying will not be tolerated.
- b. All governors, teaching and non-teaching staff, pupils and parents should be familiar with the school anti-bullying policy.
- c. All governors, teaching and non-teaching staff should follow the school policy when bullying is reported.
- d. All pupils and parents should be familiar with the school policy (accessible via the school website).

4. The role of the pupils

- a. Pupils who are being bullied should tell someone they trust e.g. friend, school buddy, or an adult.
- b. Pupils who are aware of someone being bullied should tell someone they trust e.g. parents, teachers or support staff.

5. The role of the parents or carer

- a. Parents who are concerned that their child might be being bullied should express their concerns to their child's class teacher. This information will be passed straight on to the head teacher.
- b. Parents have a responsibility to support the school's anti-bullying policy, by actively encouraging their child to be a positive member of the school and upholding the Christian Values.

6. The role of the teacher and support staff

- a. All the staff take children's complaints of bullying seriously and seek to prevent it from taking place.
- b. **All staff should be clear as to Woolhampton CE Primary school's Behaviour policy and procedures with regards to child on child abuse, and be aware of the dedicated NSPCC helpline a helpline to support victims of sexual harassment and abuse in education settings. (0800 1111)**
- c. If staff witness incidents of bullying they will investigate it themselves and refer the matter to the head teacher. Teachers and support staff will do all they can to support those who have been harmed by bullying. If a child is being bullied then, after consultation with the head teacher, the teacher will inform the child's parents.
- d. When bullying has taken place between members of the class, the teacher will deal with the issue immediately. Counselling and support will be given to the child who has been harmed and the teacher will, where appropriate, take into account their wishes as to how to deal with the issue. Time will be spent talking to the child who has displayed bullying behaviour, explaining to them

why their action was wrong and how they should change their behaviour in the future. Sanctions may be imposed. The child's parents will be invited into school to discuss the situation. The behaviour of the children involved will be monitored and if no improvement is evident then action will be taken in accordance with the Behaviour Policy. In more extreme cases e.g. where these initial discussions have proved ineffective, the head teacher may contact external support agencies. When working with the child who has displayed bullying behaviour, it will be borne in mind that children who bully other children may have experienced bullying themselves and may be vulnerable or in need of support.

- e. Teachers will use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. Drama, role-play, social stories etc, within the formal curriculum, will be used to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour.

CHILD ON CHILD ABUSE POLICY

1. Allegations of abuse made against other pupils

We recognise that children are capable of abusing other children. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of child on child abuse. However, all child on child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our policy on bullying, but this child on child abuse policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

2. Procedures for dealing with allegations of child-on-child abuse

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the child(ren) who has been harmed(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed

- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate
- The DSL will seek advice on the best way to talk to parents.

3. Creating a supportive environment in school and minimising the risk of child on child abuse

We recognise the importance of taking proactive action to minimise the risk of child on child abuse, and of creating a supportive environment where children who have been harmed feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between children, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems
- Ensure staff reassure children who raise allegations that they are being taken seriously

Ensure staff are trained to understand:

- How to recognise the indicators and signs of child on child abuse, and know how to identify it and respond to reports
- That even if there are no reports of child on child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
- That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that children who have been harmed may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child’s behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a child harming another child could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child on child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns

4. Sharing of nudes and semi-nudes (‘sexting’)

Children are taught through PSHCE and Computing about sharing personal information and about safe relationships.

Staff responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), staff must report it to the DSL immediately.

Staff must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if Staff have already viewed the imagery by accident, Staff must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved
- Staff should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13

- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the deputy DSL and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through contacting the police directly, using 101 in non-emergency cases.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded in the Safeguarding Folder..

5. Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

Put systems in place for pupils to confidently report abuse

Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils

Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

- We will have posters around school encouraging children to speak out.
- We will encourage children to speak out to the Safeguarding Lead and other adults in school.
- We will provide a box in each class to encourage children to write down their concerns, if they feel unable to discuss with adults.
- We will make pupils aware of reporting systems through School Voice, Collective Worship and PSHCE lessons.

- We will make pupils aware that it is safe to speak out and provide reassurance that that they are safe after having spoken out.
- We will address the feelings of those harmed during the behaviour reflection meetings, where appropriate,
- We will provide the opportunity to write or have scribed a 'My Voice Heard' form.

Monitoring and Review

The TLC (Teaching Learning & Care) Committee of the Governing Body monitors this policy annually. This Committee reports its findings and recommendations to the full Governing Body, as necessary, if the Policy needs modification.

Appendix 1



Physical restraint (use of reasonable force)

Name of Child				
Date of Incident				
Antecedents				
Behaviour requiring use of force. (Tick all that are relevant)	<i>Physical behaviour towards others</i>	<input type="checkbox"/>	<i>Damaging school property</i>	<input type="checkbox"/>
	<i>Threatening behaviour towards others</i>	<input type="checkbox"/>	<i>Leaving premises</i>	<input type="checkbox"/>
	<i>Damaging own property</i>	<input type="checkbox"/>	<i>Risk of injury to themselves</i>	<input type="checkbox"/>
	<i>Disruption</i>	<input type="checkbox"/>	<i>Risk of injury to others</i>	<input type="checkbox"/>
	<i>Other</i>			
Staff members involved (Include names of any witnesses)				
Discussed with Headteacher (Record any outcomes)	Yes <input type="checkbox"/>			
	No <input type="checkbox"/>			
Details shared with parents/carers				