

Behaviour Policy

Summer 2026

Contents

1. Relevant legislation, statutory requirements, and guidance

2. Definitions

3. Aims

4. Staff training and development

a. Induction

b. Annual training

c. A culture of learning and support

d. Targeted support

5. Roles and responsibilities

a. Governors/Trustees

b. Headteacher

c. School leaders

d. All members of staff

e. Parents

f. Pupils

6. **Valued behaviour**

a. Behaviour Curriculum - Intent

b. Behaviour Curriculum - Implementation

c. Behaviour Curriculum - Impacts

7. Detrimental behaviour

a. Responding to detrimental behaviour

b. Analysing patterns of detrimental behaviour

c. Responding to dangerous behaviour

8. Links to other policies and documents

Appendix 1: Behaviour principles summary

Appendix 2: Anti-bullying

Appendix 3: Searching and confiscation

Appendix 4: Mobile Phones

Appendix 5: Exclusion Policy

Appendix 6: Physical Intervention and Use of Reasonable Force

1. Relevant legislation, statutory requirements, and guidance.

- Behaviour in Schools: Advice for headteacher and school staff (DfE, February 2024)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, August 2024)
- Searching, Screening and Confiscation: Advice for schools (DfE, July 2022)
- Evaluating behaviour and attitudes; School inspection handbook (Ofsted, September 2024)
- Keeping children safe in education 2024 (DfE, September 2026)
- Special educational needs and disability code of practice: 0 to 25 years (DfE, January 2015)
- Equality Act 2010, Part 6: Education (April 2010)
- Education and Inspections Act 2006, Section 89 (November 2006)

2. Definitions

Behaviour: anything that individuals say and do.

Valued behaviour: anything that provides a positive experience, creates helpful feelings, and is in line with the school's values. A more detailed description of the valued behaviours linked to school values can be found in Section 6a.

Difficult behaviour: anything that creates a negative experience, leads to unhelpful feelings, and is in opposition to the school's values. Examples of difficult behaviour and how adults should respond at Bures Primary School can be found in Section 7.

Dangerous behaviour: a form of detrimental behaviour which will imminently result in injury to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Being Therapeutic: An approach to behaviour that prioritises the helpful feelings of everyone within the dynamic. A school's policy establishes the methodology by which valued behaviour replaces detrimental behaviour through planned and sustained positive experiences.

Discrimination: any behaviour that disadvantages or treats differently individuals and/or groups as a result of one or more protected characteristics.

Protected characteristics: as defined in the Equality Act (2010): age, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sex, sexual orientation, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave.

Bullying: the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. More detail on bullying and Bures Primary School's responses can be found in Section 7c.

Abuse: a form of maltreatment of a person. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill-treatment that is not physical as well as the impact of witnessing ill treatment of others.

Special educational need (SEN): a learning difficulty or disability that calls for provision different from or additional to that normally available to pupils of the same age.

Protective consequences: necessary measures to reduce the risk of harm. Protective consequences may limit freedoms. More detail about protective consequences at Bures can be found in Section 7.

Educational consequences: the essential learning, rehearsing or teaching that is required to enable behaviour change. Educational consequences progress the pupil's understanding and engagement, should allow the gradual removal of adaptations, and return freedoms.

3. Aims

At Bures Primary School we recognise the links between behaviour, feelings, and experiences.

Our approach to behaviour management is aligned with the Therapeutic Thinking training. This policy outlines the purpose, nature and management of behaviour in our school. Every school relies on its members behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's learning and their overall well-being.

Therefore, this policy, and its application, aims to:

- Create positive experiences for all pupils
- Protect the physical and emotional wellbeing of all members of the school community
- Maintain a safe, calm environment that enables all pupils to learn
- Analyse and interpret all behaviour as a form of communication
- Ensure all pupils are provided with what they need to develop valued behaviour
- Explicitly teach valued behaviours, so that pupils make progress
- Analyse and reduce suspensions and exclusions
- Eliminate prejudice, discrimination, bullying, and all forms of abuse

4. Staff training and development

At Bures Primary School we recognise every adult at the school has an important role to play in developing pupils' valued behaviour and reducing detrimental behaviour. We also recognise that every member of staff requires support and training to achieve this.

a. Induction

i. *Permanent staff* will receive training about the school's approach to behaviour from a senior leader. This will focus on core principles, as well as the roles and responsibilities of key staff. This will take place wherever possible before the new colleague starts working directly with pupils, or as soon as possible thereafter.

ii. *Peripatetic staff and external providers* routinely working with pupils on an ongoing basis will be asked to attend induction training in line with permanent colleagues (see above). Where this is not

possible, these staff will be asked to read and accept a summary document (see Appendix 1), explaining the principles of the school's approach to behaviour and the responsibilities expected of all adults working at the school. Colleagues with questions or queries about the principles and responsibilities will have these answered by a senior leader before starting to work directly with pupils.

iii. *Agency / supply / ad hoc staff* will be asked to read and accept a summary document (SEE Appendix 1) before starting to work with pupils. This document explains the principles of the school's approach to behaviour and the responsibilities expected of all adults working at the school. Colleagues with questions or queries about the principles and responsibilities will have these answered by a senior leader before starting to work directly with pupils.

b. Annual training

The school will provide regular reminders and updates about the behaviour policy and its application for all staff. This will be led by a senior leader at least once annually.

c. A culture of learning and support

At Bures Primary School we recognise that in order to teach valued behaviour and modify detrimental behaviour adults at the school need to be emotionally available to pupils. When an adult does not feel they are emotionally available to manage a situation with an individual / group they will ask for, and be provided with, support from colleagues. Where requests for support form a pattern, a senior leader will explore with the colleague what ongoing support and training they may find beneficial.

All adults working at the school are expected and supported to reflect on their practice. This is designed to identify how they can enhance ways of teaching valued behaviour and modifying detrimental behaviour. These reflections will take many forms and may include the following; personal / internal reflection, informal discussion with a skilled colleague, co-reflection following observation, professional learning conversation linked to appraisal, supervision.

d. Targeted support

If a colleague is not regularly and routinely following the principles and approaches outlined in this policy, targeted support will be provided. This may take many different forms and is likely to include one or more of the following:

- Joint planning with a colleague
- Co-delivery with a colleague
- Observations and co-reflection with a colleague
- Supervision (a structured reflection) with a colleague or external provider such as Educational Psychologist
- Formal training
- Performance review

5. Roles and responsibilities

a. Governors

The governing body are responsible for:

• Reviewing and approving the written statement of behaviour principles (Appendix 1)

• Reviewing this behaviour policy in conjunction with the headteacher

• Monitoring the policy's effectiveness through conversations, feedback and data.

• Holding the headteacher to account for its implementation.

b. Headteacher

In addition to all elements of Section 5a and 5d, the Headteacher is responsible for:

• Reviewing and approving (with governors) this policy

• Ensuring that all staff understand the principles and approaches to pupils' behaviour described in this policy

• Ensuring that all stakeholders (staff, pupils, parents/carers, governors, wider community) are involved in reviewing and updating this policy.

• Ensuring all staff have appropriate training and support to teach valued behaviour and reduce pupils' detrimental behaviour

• Reviewing data relating to pupils' behaviour to ensure no groups of pupils are disadvantaged by the policy and its implementation.

c. Senior leadership team

In addition to all elements of Section 5a, school leaders are responsible for the following:

• Supporting colleagues to reflect on and develop their practice, for example through informal conversations, observations with co-reflection, and performance review

• addressing and subsequently supporting colleagues where the implementation of this policy is found to be inaccurate and/or inconsistent

• Analysing patterns of pupils' behaviour, using this information to support Bures Primary's stated aims and the principles of this policy

• Providing updates, reminders, and training for colleagues about pupils' behaviour and this policy, as requested by the Headteacher

• Contributing to the induction of new staff (see Section 4a)

- Creation and review of a behaviour curriculum
- Ensuring staff have access to training or support to develop skills and understanding

d. All members of staff

All members of staff are responsible for:

• Teaching valued behaviour

• Modelling valued behaviour

• Analysing and interpreting pupils' behaviour as a form of communication

• Applying the principle that all behaviour is linked to feelings, which result from experiences

• Creating positive experiences for pupils

• Supporting pupils to reduce detrimental behaviour

• Maintaining their own physical and emotional welfare

• Supporting colleagues to maintain physical and emotional welfare

• Working in partnership with pupils' parents / carers

• Proactively engage with continuous professional development

• Implementing this policy consistently.

e. Parents and carers

Parents and carers, where possible, should:

• Collaborate with the school around the support provided for their child

• Get to know the school's behaviour policy and reinforce it at home where appropriate

• Support their child in understanding and following the school's behaviour policy

• Inform the school of any changes in circumstances that may affect their child's behaviour

• Discuss any behavioural concerns promptly with the class teacher, in the first instance

• Raise any concerns about the teaching of valued behaviour or reduction of detrimental behaviour with the school directly

• Engage in the life of the school and its culture

• Commit to working in partnership with the school to secure the best possible outcomes for their child.

The school will endeavour to build a positive relationship with parents and carers and is committed to working in partnership to meet the needs of children. The school will inform parents / carers about their child's valued and detrimental behaviour.

f. Pupils

Pupils will

• Be taught about valued behaviour at Bures Primary School, and that by attending the school they understand these ambitions

• Recognise and celebrate valued behaviour

• Follow this policy beyond school, for example on the way to and from school, on trips and visit, as well as in the community when they can be identified as a member of the school

•Contribute their views about valued and detrimental behaviour to support the evaluation, improvement, and implementation of this policy

• Accept that some pupils will need more teaching and support than others, in order to secure valued behaviour and reduce detrimental behaviour

• Share if they feel that not all adults implement this policy consistently

• Understand how to raise concerns or ask for support.

6. Valued behaviour

Valued behaviour creates helpful feelings in self or others. It includes actions that are characterised by a concern for the rights, feelings and welfare of self or others. Valued behaviour is linked to our three core values of reflection, responsibility and relationships. (See below)

Behaviour Curriculum – Intent

At Bures Primary School our key values are responsibility, reflection and relationships. Successful relationships are underpinned by the positive ethos promoted in our school culture; a culture which demands high expectations of staff and pupils and which also demonstrates respect, tolerance and understanding of difference, in the drive towards equity of opportunity and high aspirations for all. We aim to create a culture of exceptionally good behaviour: for learning, for community and for life. We aim to build a community which values kindness, care, respect, acceptance and empathy for others and to help learners take control over their behaviour and be responsible for the consequences of it. We encourage pupils to value the diversity in our society and the environment in which they live whilst becoming active and responsible citizens, contributing to the community and society. Through encouraging positive behaviour patterns, we can promote good relationships throughout our school community built on trust and understanding. We believe that as pupils practise these behaviours, over time they become habits that positively shape how they feel about themselves and how other people perceive them.

Our curriculum is underpinned by the following principles:

- Having clear and concise expectations. routines, rewards and consequences that everyone follows
- Teaching, not telling, children how to behave
- Ensuring all adults are calm, consistent and fair in their response to behaviour
- Focusing explicitly on valued behaviours: recognising, describing and explaining what we want to see
- Adaptive approaches, where needed, for specific children with additional needs

Our school values

Reflection- We want children to think carefully about their actions, choices, and learning. Pupils are supported and enabled to reflect:

- **I learn from mistakes** – I know mistakes help me grow, so I try again.
- **I listen to feedback** – I accept advice and use it to improve.
- **I think about my choices** – I consider how my actions affect myself and others.
- **I notice my progress** – I recognise what I have achieved and what I can improve.
- **I ask questions** – I am curious and want to understand more.
- **I think before I act** – I pause and make positive choices.
- **I keep improving** – I reflect on my learning and behaviour so I can do my best.

Relationships- We want children to have positive relationships with one another and the whole school community. Pupils are supported and enabled to build relationships:

- **I am kind and respectful** – I use kind words and actions, good manners and show respect to everyone.
- **I work together** – I cooperate, share and contribute positively.
- **I include everyone** – I help others feel welcome and valued.
- **I listen carefully** – I give others my full attention and value their ideas.
- **I show empathy** – I try to understand how others feel.
- **I am kind and respectful** – I use kind words and actions, good manners and show respect to everyone.
- **I solve problems peacefully** – I use calm words and seek help when I need it
- **I celebrate differences** – I value and respect everyone's unique qualities.
- **I encourage others** – I support and celebrate the success of my classmates.

Responsibility- We want children to act with honesty, reliability, and respect for their community. Pupils are supported and enabled to take responsibility:

- **I make good choices** – I choose behaviours that help everyone learn.
- **I try my best** – I persevere even when learning is challenging.
- **I take responsibility** – I am honest about my actions and work to put things right. I accept consequences and move forward positively.
- **I take ownership** – I accept responsibility for my words and actions and understand the impact on others. I accept consequences calmly.
- **I am ready to learn** – I come prepared and follow classroom routine so everyone can learn together.
- **I look after my school** – I care for resources, equipment and our environment.
- **I keep everyone safe** – I follow rules and make sensible decisions.
- **I am reliable** – I complete my responsibilities and keep my commitments.
- **I help my community** – I contribute positively and take pride in making our school a great place to be.

Behaviour Curriculum – Implementation

i. Recognising and celebrating valued behaviour

Adults must take every opportunity available to recognise and celebrate valued behaviour. This should happen as soon as possible once the valued behaviour has been observed. At Bures Primary School we recognise that specific praise is the best recognition for pupils because it is immediate, genuine, and reinforces valued behaviour. Some pupils will benefit from additional recognition and celebration because of their needs. There are different ways in which adults can recognise and celebrate valued behaviour. In all cases the pupil's individual needs should be considered and may alter the approach taken. The strategies adults deploy at Bures Primary School are likely to include some of the following:

- Non-verbal recognition / affirmation such as smiling, nodding, thumbs up
- Specific verbal praise / recognition (e.g. telling the pupil what they have done and how it made you feel)
- Contact with home: Dojo points, phone calls, termly reports
- Celebration awards: Dream Big award / values badges / thanks / cups / trophies.

Some pupils, because of their emotional, mental health, or special educational needs will need greater recognition and celebration than others.

Some children may thrive when their valued behaviour is publicly identified, while others may find the experience negative, resulting in unhelpful feelings.

Private feedback can be a powerful motivator, boosting confidence and reinforcing valued behaviours.

ii. School routines (See Behaviour curriculum on website)

At Bures Primary School, we explicitly teach routines and expectations so that every child understands how to contribute to a calm, safe and purposeful learning environment. Clear, consistent routines help children feel secure, reduce uncertainty and enable them to focus on learning. Our expectations are rooted in our Christian vision and values of **Reflection, Relationships and Responsibility**, promoting respect, independence and self-regulation. By teaching, modelling and practising these routines throughout the school day, we help all children develop positive habits that support their learning, wellbeing and their ability to flourish as valued members of our school community.

Behaviour Curriculum - Impact

The school will continuously analyse and review the progress pupils make in relation to valued behaviour.

The progress measures that pupils make as a result of the education they receive may include:

- reduced frequency and/or severity of detrimental behaviours
- increase in attendance
- greater engagement in learning activities
- deeper understanding of emotions and feelings
- increased co-regulation and self-regulation
- setting themselves goals
- having more confidence in their own abilities
- greater perseverance and more able to wait for what they want

- looking after their bodies, including healthy eating, and managing personal needs independently
- developing friendships
- co-operating
- resolving conflicts

The way we will analyse these measures are:

- Data recorded regarding severity and frequency of detrimental behaviours using CPOMS
- Termly reviews of celebrations and recognitions. All staff should record dojo points to inform termly judgement
- Regular discussion in meetings about the progress of groups and individuals seen in observation and using professional judgement
- Collection of pupil voice through debrief, school council meetings, PSHE lessons, circle times etc

7. Difficult/dangerous behaviour

At Bures when valued behaviour is not displayed by pupils, it is defined as either difficult or dangerous behaviour. (See behaviour poster)

Difficult behaviour is defined as anything that hurts or hinders an individual, the community or the environment. This behaviour contributes to negative experiences and leads to unhelpful feelings.

At Bures Primary School we recognise that all behaviour is a form of communication and it is the responsibility of adults to analyse and interpret what the behaviour is communicating. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences. For some pupils, incidents and patterns of difficult behaviour may indicate an unknown or unmet need which requires further consideration (see Section 7bi). For some pupils their known additional / special educational needs may influence their behaviour. For more information on pupils' special educational needs please refer to the school's SEND Information Report and SEND policy.

Adults should respond to difficult behaviour with the aim of reducing it and identifying opportunities to teach pupils about valued behaviour. Adults' responses should be consistent, logical and happen as soon as possible after the difficult behaviour. The responses will always consider the needs of the pupil(s) displaying this behaviour and be adapted accordingly.

e. Responding to difficult behaviour

i. Some behaviours may not be unusual at Bures Primary School and as far as possible staff are expected, encouraged, and supported to respond to these themselves. Examples may include (but are not limited to): talking over instruction, not attempting work, interrupting, lack of care for equipment or the environment, not following instructions. Adults' responses to detrimental behaviours of this kind could include one or more of the following, listed broadly in sequential order:

   - Restating the expected valued behaviour – calmly making clear what the pupil should be doing.
   - Non-verbal intervention – moving closer to the pupil(s), using simple hand gestures, whilst continuing to teach, using other non-verbal communication techniques such as symbols and visuals etc.

- Proximal praise – recognising and celebrating those pupils who are doing what has been asked; restating the specific valued behaviour is helpful.
- Check-in – asking 'are you ok?' 'What do you need?' or 'how can I help?' during or immediately after a detrimental behaviour.
- Refocus – gain the pupil's attention, use their name, then restate the specific valued behaviour that is expected at that moment.
- Describe the behaviour – use the pupil's name then tell them simply and calmly what they are doing that is not acceptable.
- Positive phrasing – gain the pupil's attention, give a clear, unambiguous instruction, delivered with clarity. End with 'thank you'. *E.g. Adam, put the pen down on the table. Thank you.*
- Limited choice – provides two options of equal value to give the pupil an element of control over what happens next, withing the boundaries set by the adult. E.*g. Adam, shall we talk here or in the corridor?*
- Disempower the behaviour – a planned response to difficult behaviour to make the difficult less successful and effective in the moment for the pupil. *E.g. Adam, you can listen from there.* The adult should then focus on catching the pupil getting it right.
- Intervene – gain the pupil's attention, use their name, then deliver an intervention or protective or educational consequence designed to enable change behaviour by increasing the level of support / scaffolding / teaching. This may require the pupil to move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of difficult behaviour as well as the significance and impact of the valued behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.

ii. Some difficult behaviours may be less common and/or have increased severity. Examples may include (but are not limited to): increased frequency of difficult behaviour (examples above in 7ai), dismissive/offensive language, significant or repeated disruption to others' learning, invading others' personal space, aggression, withdrawal, internal truancy.

Responses to these behaviours are likely to include to those outlined in 7ai. In addition, adults may need to:

- Intervene – gain the pupil's attention, use their name, then deliver an intervention or protective or educational consequence designed to enable behaviour change by increasing the level of support / scaffolding / teaching. This may require the pupil to move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of difficult behaviour as well as the significance and impact of the valued behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.
- Apply consequences - any pupil displaying dangerous behaviour may be subject to protective consequences designed to mitigate harm. More information can be found below in Section 7c. Educational consequences will always be implemented following incidents or patterns of difficult behaviour. These must be designed to enable behaviour change by teaching pupils about valued and difficult behaviour, based on the principle that all behaviour is a result of feelings, which are influenced by experiences. Educational consequences are best applied by those working directly with pupils. They may include one or more of the following:

- reteaching valued behaviour during the lesson, undertaken where possible away from other pupils
- scaffolding the valued behaviour, for example through a social story, visual reminders, or modelling
- increasing adult input / supervision for a defined period of time
- use of limited choice; (e.g. 'we are all sitting quietly now; will you sit quietly on your chair or mine?')
- increasing / adapting praise and celebration of valued behaviour when it is displayed

f. Analysing patterns of difficult behaviour

All adults with leadership and management responsibility have a duty to collate, analyse, and act on data relating to difficult behaviour. All adults may be asked to contribute information relevant to the analysis of behaviour.

i. Individual pupils - where pupils frequently display difficult behaviour, the class teacher will record these incidents and be supported by a senior leader to analyse patterns. Continued difficult behaviour needs to be interpreted; it can often be a sign of an unknown or unmet need. The Early Prognosis tool will be used to undertake this analysis. It provides a structure for staff to describe patterns of behaviour, consider what may be influencing the child (risk and protective factors), explore functions of behaviour (e.g. sensory, emotional, social, tangible), capture pupil and family voice, and plan adaptations.

ii. Groups of pupils - the school's senior leaders are responsible for regularly monitoring difficult behaviour across the school through observations, stakeholder voice, and scrutiny of data. A full analysis will be presented to the Governing body at least once per term. This information will be used to inform practice and develop strategy. All information will be evaluated according to pupils' protected characteristics, including age, sex, race and ethnicity, and disability. Where groups of pupils are noted to be disadvantaged by the behaviour policy and its implementation senior leaders will need to take action to remedy this and support all staff to secure more equitable outcomes in line with the school's aims and values.

g. Responding to dangerous behaviour

Dangerous behaviour is defined any action(s) which will imminently result in serious harm (physical, emotional, mental, reputational) to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility.

Incidents and patterns of dangerous behaviour may well require protective consequences to be applied for the specific aim of mitigating risk. To enable adaptation of provision or approach to be planned and implemented one or more of the following may be used:

- separation from adults and/or peers,
- limiting access to named areas of the school,
- accessing different activities / equipment to peers,
- increased levels of adult support and supervision,
- temporarily reduced timetables,
- suspension, or exclusion (more detail can be found in the appendix 5).

Parents will always be informed as soon as possible once the decision to apply protective consequences has been made. In all cases educational consequences will be applied with the aim of reducing future risk and enabling behaviour change.

Dangerous behaviour could be categorised in one of the following four areas, for which there are specific considerations in addition to those detailed in the previous paragraph.

i. **Bullying**. Bullying is the repetitive, intentional harming (physical, emotional, mental, reputational) of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is always unacceptable at Bures Primary School and the school will always take action to address it. A full description of the school's response can be found in Appendix 2.

ii. **Prohibited items**. These include: knives or weapons; any article a staff member reasonably suspects has been used or has been threatened to be used to commit an offence, or to cause personal injury to, or damage to the property of, any person; illegal drugs; other toxic or psychoactive substances; stolen items; fireworks or other explosives; pornography or sexual imagery; alcohol; tobacco; e-cigarettes and vapes. 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 item listed above. More detail about searching and confiscation can be found in Appendix 3.

iii. **Prejudice and discrimination**. All actions that intentionally (or otherwise) disadvantage or treat differently individuals and/or groups as a result of one or more protected characteristics can be considered prejudice or discrimination. All prejudice and discrimination is unacceptable at Bures Primary School and the school will always take action to address it where it exists. Any incident that could be defined as prejudice and/or discrimination will always be recorded by senior leaders using CPOMS, monitored by the Headteacher, and be fully reviewed regularly (at least termly) by the Headteacher and members of the senior leadership team. At Bures Primary School we strive to eliminate all forms of prejudice and discrimination by educating pupils through intent and design of the curriculum in every subject, PSHE curriculum, behaviour curriculum including assembly / form time provision, modelling anti-discriminatory behaviour.

iv. **Child-on-child sexual violence and sexual harassment**. This can be defined as behaviour that is most likely to include (but may not be limited to):

- non-consensual sexual activity
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment
- sexting
- upskirting

These behaviours are never acceptable at Bures Primary School and the school will always address them where they are known to exist. The school will also actively strive to prevent this abuse, as we recognise it may exist even when there are no reports. All staff must report any concerns immediately to the Designated Safeguarding Lead. All staff must also recognise that downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Further consideration of the school's response to child-on-child abuse, in addition to those outlined in 7ci, 7cii, and 7ciii can be found in the Safeguarding and Child Protection policy.

8. Links to other policies and documents

- Child Protection and Safeguarding Policy
- Behaviour Curriculum
- Anti-Bullying Policy
- Online Safety Policy
- Behaviour Supporting Documents on the website

Appendix 1: Behaviour principles summary

All members of staff are responsible for:

- Creating positive experiences for pupils
- Teaching and modelling valued behaviour. Supporting pupils to reduce difficult behaviour
- Working in partnership with pupils' parents / carers
- Applying the principle that all behaviour is linked to feelings, which result from experiences
- Maintaining their own physical and emotional welfare and supporting colleagues to maintain this.
- Analysing and interpreting pupils' behaviour as a form of communication
- Implementing this policy consistently.

Adults at the school need to be emotionally available to pupils. When an adult does not feel they are emotionally available to manage a situation with an individual / group they will ask for, and be provided with, support from colleagues. Adults should take every opportunity available to recognise and celebrate valued behaviour.

At Bures Primary School we recognise that all behaviour is a form of communication. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences.

Adults' responses to pupils' behaviour, whether valued or difficult, are likely to more effective when they are:

- Genuine and meaningful
- Considerate of pupils' feelings
- Predictable and certain
- Logical or natural
- Timely and considered
- Leading to more valued behaviour (and, where relevant, reduced frequency and/or severity of difficult behaviour)
- Building independence

The following should be recorded and shared with a senior leader as soon as practically possible, so that an effective response can be agreed without delay:

- All dangerous behaviours/actions which will imminently result in serious harm to self or others
  -Physical
  -Emotional
  -Mental
  -reputational
- Dangerous behaviour/actions that could lead to significant damage to property requiring external support
- Behaviour that could be considered criminal
- Suspected dangerous behaviour

Appendix 2: Anti-bullying

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority, but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices) is available.

For more information on how to respond to cyber-bullying and how pupils can keep themselves safe, please refer to the Childnet International link http://www.childnet.com/.

What Bullying is NOT

To deal with allegations of bullying successfully and appropriately we believe it is important to understand what does not constitute bullying. Examples would be:

- rough play
- falling out with friends (often they make-up)
- accidental injury
- loss of temper during playtime games
- one-off arguments (or even fights)
- teasing which stops when corrected

Whilst we recognise that sometimes pupils can feel hurt or upset when one-off incidents, accidents or minor friendship issues have occurred, it is also an important part of children's development to develop the necessary social skills to deal with these situations. These incidents will not be treated as bullying (unless they have escalated) but will be managed immediately according to our Behaviour Policy.

Bullying outside school premises

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. More detailed advice on teachers' powers to discipline, including their power to punish pupils for misbehaviour that occurs outside school, is included in 'Behaviour and discipline in schools – advice for head teachers and school staff'.

Dealing with bullying

The aim of the school is to create an environment that prevents bullying from being a serious problem in the first place. However, school staff, head teachers and governors are best placed to decide how best to respond to the particular issues that affect their pupils. There is no single solution to bullying which suits all schools.

When an incidence of suspected bullying is brought to the attention of the class teacher (via child, parent, or support staff member) the teacher will investigate. This will involve talking to the pupils concerned as well as gaining further information from other members of staff.

If bullying is confirmed, the issue will be discussed with a member of the Senior Leadership Team who will decide on an appropriate course of action to take. This may include speaking to the parents of both the victim and the perpetrator, gaining support from other pupils within the classroom – peer support can be very powerful in preventing bullying-type behaviours, or implementing disciplinary measures in line with the School's Behaviour Policy. (See Appendix A and B offering guidance for parents and pupils should bullying occur).

Careful monitoring will take place to ensure that measures put in place have a positive impact. All staff will be made aware of issues which may occur on the playground through our weekly staff briefings to ensure that information can be passed on in a timely manner.

Prevention / Intervention

The school will address issues of bullying fairly, consistently, and reasonably in line with the school's Behaviour Policy, taking account of any special educational needs or disabilities that the pupils may have and considering the needs of vulnerable pupils. Along with providing support for the victim, considerations will be given towards the motivations behind the bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. It has been found to be the case that the child engaging in bullying may need support themselves.

We aim to:

- Involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents should feel

confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home.

- Involve pupils. All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.
- Regularly evaluate and update our approach to take account of developments in technology, for instance updating 'acceptable use' policies for all electronic devices.
- Implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.
- Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also, children with different family situations, such as looked after children or those with caring responsibilities. The use of any prejudice based language is unacceptable.
- Use specific organisations or resources for help with particular problems.
- Work with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed. Successful schools also work with other agencies and the wider community to tackle bullying that is happening outside school.
- Make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying.
- Create an inclusive environment. We work in a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination.
- Celebrate success. Celebrating success is an important way of creating a positive school ethos around the issue.

Pupils will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus.

Parents, children and staff have the responsibility to report any bullying incidents to the Senior Leadership Team. It should also be recorded on CPOMS for tracking and analysis. Any incidents of bullying will be reported to the Fully Governing Body via the Heads Report each term.

Appendix 3: Searching and confiscation

i. Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy.

ii. The headteacher should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).

iii. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 7cii. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk. If the designated safeguarding lead (or deputy) finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately.

iv. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they: are in possession of a prohibited item; do not understand the instruction; are unaware of what a search may involve; or have had a previous distressing experience of being searched.

v. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip. Wherever possible it should be conducted away from other pupils.

vi. The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.

vii. A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

viii. Any search by a member of staff for a prohibited item listed in section 7cii and all searches conducted by police officers will be recorded in the school's safeguarding reporting system, including whether or not an item is found.

ix. Parents will always be informed of any search for a prohibited item listed in section 7cii that has taken place, and the outcome of the search as soon as is practicable. A member of staff will inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any protective and educational consequences applied.

Appendix 4: Exclusion Policy

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

Appendix 5: Physical Intervention and Use of Reasonable Force

The use of reasonable force in the policy directly reflects **the DFE document: Use of reasonable force: Advice for head teachers, staff and governing bodies** which in turn relates to the Education Act 1996 and Education and Inspections Act 2006.

KEY POINTS:

- School staff have a legal 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.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Force **cannot** be used to search for items **banned** under the school rules.

Please Note: Parental consent is not required to restrain a pupil.

WHAT IS REASONABLE FORCE?

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

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.

WHEN CAN REASONABLE FORCE BE USED?

Reasonable

Necessary

Proportionate

A last resort

- 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.

Schools cannot:

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

COMMUNICATING THE SCHOOL'S APPROACH TO THE USE OF FORCE

- Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and pupils. This policy should include guidance on the use of reasonable force although this is not a legal requirement.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with SEND.
- Schools do not require parental consent to use force on.
- 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.

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.

STAFF TRAINING

The Head teacher 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.

TELLING PARENTS WHEN FORCE HAS BEEN USED ON THEIR CHILD

If the use of restraint or force has been applied to a child then a record will be made on CPOMS. This book is a bound and numbered book and is held by the Business Manager. The parents will be informed by the Headteacher or Deputy Headteacher with a witness in the room whilst they are informed in person or over the phone.

In deciding what a serious incident is, teachers should use their professional judgment and also 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.

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' [DFE-00061-2011]* guidance 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.

WHAT ABOUT OTHER PHYSICAL CONTACT WITH PUPILS?

It is not illegal to touch a pupil. There are occasions when positive physical contact 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.
- Where a pupil needs support with intimate care (See Intimate Care Policy)