

Aims and Expectations

Our school and staff aim to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our school's Whole School Behaviour Policy and procedures are therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote the overall well-being of pupils and staff and an environment in which everyone feels happy, safe and secure.

The Governing Body is responsible for setting general principles that inform the Behaviour Policy and procedures; outlined in the 'Governors' Statement of Behaviour Principles'. The Head teacher is responsible for developing the Behaviour Policy and supporting procedures, based around the 'Principles' required by the Governing Body, and deciding the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary penalties for breaking the rules.

In terms of staff and other adults, any person whose work brings them into contact with children including volunteers - must follow the principles and guidance outlined in the school Code of Conduct for Staff and other Adults. In addition to this Code of Conduct, all employees engaged to work under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the 'Teachers' Standards 2011 (updated 2013)' (Part 2 of the Teachers' Standards - Personal and Professional Conduct refers).

The Whole School Behaviour Policy confirms our commitment to:

- ensuring every child can develop and achieve his/her full potential by providing engaging learning experiences that promote emotionally, physically and mentally healthy lifestyles;
- provide a safe and stimulating environment where everyone feels welcome, happy and secure; free from disruption, violence, bullying and any form of harassment;
- provide each young person with the motivation and confidence to learn effectively;
- promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- promote a culture of praise and encouragement in which all pupils can achieve;
- provide every pupil with high quality teaching through a broad and balanced curriculum that is appropriately differentiated to meet each pupil's individual needs;
- teach children to respect themselves and others and to take responsibility for their own actions and behaviour;
- support all staff to manage behaviour problems effectively and understand how inappropriate behaviour can inhibit effective learning for all children;
- help young people to understand how behaviour affects others and the world around them;
- create a partnership of support and effective communication between home, school and the wider community;
- provide young people with an informed view of life and develop a strong sense of right and wrong enabling them to be thoughtful, make informed choices and become caring members of society;
- encourage each child to value themselves and others by respecting rights and accepting difference;
- ensure every member of staff is able to maintain, develop and consistently apply high standards in and outside school.

We recognise that consistency is crucial in maintaining high standards of behaviour alongside a culture that celebrates success and is not based solely on sanctions. To this end, the School is committed to promoting and rewarding good behaviour. We are also committed to a united approach to managing behaviour in and out of school.

The School will not tolerate bullying or intimidation of any description. A complaint of bullying will always be taken seriously.

School Ethos and Christian Values

At Levens CE School our Christian Values are very important to us. Chosen by everyone in our school community, they underpin our ethos and lead us on the right path in our daily lives; in and out of school. We aim to explicitly teach all learners about these values through all areas of the curriculum and in collective worship and assemblies. We also expect all members of our school community to demonstrate and model these Christian Values through their daily interactions with one another. The promotion and celebration of these is fundamental to positive behaviour in school and enables us all to learn, grow and care for one another.

Thankfulness	Respect
Koinonia	Compassion
Forgiveness	Love
Endurance	Peace
Service	Truth

At Levens CE School we:

- make clear our expectations of good behaviour, through our website and published documents, assemblies and collective worship, class/school council meetings, in lessons and through our school environment;
- offer reward systems through school; including The Golden Book, team points, certificates, stickers and reward charts as ways of rewarding achievements;
- treat every member of the community as individuals and respect their rights, values and beliefs;
- create a zero tolerance environment against all instances of bullying or discrimination on the basis of race, gender, ability or cultural differences;
- provide positive examples for modelling good behaviour;
- promote good relationships and work closely with parents, visitors, supply teachers, volunteers and external agencies to ensure we are consistent and effective in promoting an ethos built on mutual respect and support;
- intervene early to challenge undesirable behaviour;
- follow and apply consistently clear guidelines when responding to instances of unacceptable behaviour.

Behaviour Expectations

To help everyone at school enjoy happy, safe and positive experiences every day; we have clear expectations at all times of the school day.

- We treat everyone kindly;
- We listen carefully and speak politely;
- We follow instructions sensibly;
- We move safely;
- We look after property;
- We always try our best;
- We are led by our Christian Values.

Our expectations and Christian Values are communicated with everyone in school to enable a consistent approach to behaviour management throughout the school, praising and celebrating good behaviour whilst enforcing appropriate consequences for unacceptable behaviour.

Celebrating Appropriate Behaviour

We regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school. Good patterns of behaviour are encouraged on a daily basis by:

- positive non-verbal praise in class, in the playground and around school e.g. smiles, thumbs up;
- positive verbal praise in and out of the classroom;
- written praise in marked work;
- class/team points for homework, positive learning behaviours, caring for others, participation in lessons etc.;
- sharing and celebrating success during lessons and in circle time;
- sharing and celebrating success in assemblies and through the Golden Book;
- Head teacher stickers awarded for outstanding achievement, effort and/or progress;
- certificates awarded to individuals for a range of reasons including attendance and sporting achievements;
- awards for our year six pupils in specific disciplines at the Leavers' Service.

Procedures for Dealing with Inappropriate Behaviour

Although our school aims to focus on positives at all times, there are unfortunately occasions when the behaviour of groups or individuals is inappropriate.

We want pupils to take responsibility for their behaviour and will encourage pupils to do this through restorative justice approaches which enable pupils to reflect on their behaviour and to make amends. This process does not, however, replace consequences. At our school, we know that consistency is essential for pupils to understand what is expected of them and to avoid mixed messages. It is vital that children learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community.

Stepped Procedures in Response to Inappropriate Behaviour

Positive Behaviours	Level1 Behaviours	Level2 Behaviours	Level3 Behaviours
Waiting our turn to speak	Calling out in class	Repeated interruptions during class activities.	Out of control behaviour in or out of the classroom.
Working collaboratively with peers	Low level disruption in lessons	Continued disruption to learning of others.	Direct swearing at a member of staff.
Following School/class expectations	Not following School/class expectations	Repeated refusal to follow School/class expectations	Violence or intimidation directed at any member of the school or wider community.
Treat others with value and respect.	Name-calling	Repeated personal or discriminatory comments directed at other pupils	Failure to engage with level 2 sanctions.
Focus on learning.	Consistently off task	Refusal to work	Bullying or intimidation directed at any member of school community in or out of school hours.
Being willing to improve our work with the help of others.		Refusal to correct work, defacing or ripping up work.	Smoking, drinking alcohol or use of drugs on school premises.
Respect all property, put things away, returning property as we found it.	Disrespecting school property-graffiti on books, not tidying up.	Disrespecting or damage to property belonging to school and others.	Significant damage to School property.
Speaking positively and showing good manners at all times	Unwilling to engage with an adult to discuss the situation.	Disrespectful behaviour- Answering back, rolling eyes, turning back, shrugging shoulders. Using inappropriate or offensive language to others.	Hitting a member of staff.
Using positive and appropriate language	Eating or chewing in lessons.	Walking out of lessons without permission.	
Being in the right place at the right time	Being late into class		
Modelling appropriate behaviour out of school consistently. Acting as an ambassador for the school.	Muttering under breath.	Undermining/personal/ discriminatory comments directed at staff.	
	Not being in class or assembly when expected. Being inside school during break times without permission.	Single incidents of physical or verbal abuse, including fighting, directed at any other pupil	
		Refusal to engage in a conversation to discuss a situation/incident with an adult in school.	
		Inappropriate behaviour outside of school which brings the school into disrepute or reflects badly on the school image and values.	
Rewards and Praise	Level 1 Sanctions	Level 2 Sanctions	Level 3 Sanctions
Verbal praise from class teacher or other member of staff Teacher rewards and class/team points Name in Golden book	A child will receive a warning in the first instance. If they continue they may be asked to work in a different part of the classroom, move to another classroom for a brief period, require some time-out and miss part of their playtime/lunchtime to complete tasks.	Loss of playtime / lunchtime. Conversation with Head teacher and parents. Name in behaviour log. Required to write a letter of apology or complete reflective writing/drawing exercise. Restorative Justice process. Behaviour monitored and possible Individual Behaviour Plan (IBP)	Leading to internal exclusion or fixed term exclusion

Restorative Justice and Reflection

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a solution. Where there has been an issue the individuals involved will meet with a mediator who will facilitate a conversation that enables everyone involved to explain the incident and how it made them feel. They will also discuss the consequences of their actions, what they could do differently to avoid it happening again and what they have learnt from the experience.

The mediator will use three clear questions:

- What happened?
- Who else has been affected by this?
- What can be done to prevent this happening again?

The discussions enable both sides to have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other pupils and their learning. By doing this and coming up with solutions; it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative justice works extremely well if there has been a repeated problem for a pupil and member of staff. This is because it gives them an opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem and prevent the same situation arising again. Restorative justice also works very well when pupils fall out with each other, allowing them to see the impact of their actions, apologise if necessary and enable them to move on.

The mediator may be the Headteacher or any other member of the teaching staff and it is their job to keep everyone calm and civil; helping those involved to move forward to restore the relationship.

Reflection on actions is normally used to allow the individual to reflect on their behaviour and to allow the pupil to decide for themselves why their behaviour was inappropriate and how it might have affected others in the school. Pupils are encouraged to draw, write down or have scribed their reasons for the behaviour and how their behaviour impacted on other people; how it could be improved or what alternatives to the inappropriate behaviour might have been possible if the same circumstances arise again. This is completed by the pupil on a 'Reflection Sheet'.

Sanctions in School

There is a clearly defined process for issuing sanctions in this school. Where possible pupils are issued with a warning to enable them to rectify their behaviour, though there are times when the nature of the behaviour does not warrant a warning as it is so serious. The school uses a wide range of consequences for poor behaviour which range from:

- non-verbal reprimand e.g. a look;
- verbal reprimand;
- 'Time out' in or out of the classroom to reflect on behaviour and regain composure;
- missing break-times/part of lunchtimes and entry into Behaviour Log;
- write a letter of apology and/or reflective writing/drawing exercise;
- a conversation with the class teacher;
- a conversation with the Head teacher about their behaviour;
- class teacher or Headteacher to initiate a discussion with parents either on the telephone or in person as soon as possible;
- removal from their seat or from classroom to work in a different environment;
- Individual Behaviour Plan to agree behaviour targets to support child and monitor behaviour;

- removal of privileges e.g. attending extra-curricular clubs or sporting events;
- Referral for external support e.g. Education Psychologist or Behaviour Support Team and Early Help Assessment;
- Managed Move to another school;
- Internal or external fixed term or Permanent Exclusion (please refer to appendix one re: Exclusion Guidance).

School Behaviour Log

Where the pupil has behaved inappropriately, the incident is recorded in the School Behaviour Log which is kept in the Head teacher's office. Serious incidences which may have caused injury to another pupil or damaged to school property are recorded on a Behaviour Incident Form kept in the same file. These behaviour reports enable school to monitor behaviour, provide support for pupils and a positive dialogue between school and parents. When a pupil receives high numbers of these entries into the behaviour log, they also trigger parent involvement and further sanctions.

Home School Agreements

We ask parents to sign, a Home-School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

Intimidating, Aggressive or Violent Behaviour or Fighting

Any fighting is dealt with immediately and will result in communication with parents and possible exclusions for repeated incidents. Play-fighting is not accepted as this can lead to a real fight. We have a consistent approach to this and play-fighting is stopped immediately.

Screening, Searching and Confiscation

The school follows Government advice when confiscating items from pupils which is outlined in their document "Screening, Searching and Confiscation – Advice for Head teachers, Staff and Governing Bodies – January 2018. (A copy of this document is available from the school on request or to download from the Gov.uk website).

The following items are what are termed 'Prohibited Items' and their presence on school premises or if found on an individual pupil will lead to the highest sanctions and consequences:

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

Head teachers and authorised staff can also search (with the permission of the pupil) for any item banned by the school which has been identified as an item which may be searched for.

The following are items which are banned by the school under the school rules:

- mobile phones, personal iPads or iPods;
- chewing gum;
- blade boots or rollerblades etc.;
- cigarettes;
- digital media devices or similar used in class;

- jewellery not in accordance with the School Uniform Policy;
- fire lighting equipment;
- correction fluid;
- drugs or solvents;
- caffeinated energy drinks;
- aerosols.

Pupils wearing any accessories or jewellery which do not follow school's policy on uniform can expect to have these items confiscated. Any confiscated items will be logged in the school behaviour log and made available for collection at the end of the school day. Where a pupil repeatedly flouts the rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. For repeated offences of this nature, parents will be asked to collect confiscated items. Where items are not collected, the school will dispose of them at the end of each term.

Staff have the power to search pupils with their consent for any item banned under the school rules. This includes searching trays and bags.

Where items are 'prohibited' as outlined above, these will not be returned to pupils and will be disposed of by the school according to the DfE advice and statutory guidance 'Screening, Searching and Confiscation – Advice for Head teachers, staff and Governing Bodies'. Pupils must not bring any of the items listed above on to school premises. The school will automatically confiscate any of the 'prohibited' items and staff have the power to search pupils **without** their consent for such items. There will be severe penalties for pupils found to have 'prohibited' items in school. In certain circumstances, this may lead to permanent exclusion.

Removal from Class

Where a pupil fails to respond to repeated warnings and reminders to improve an aspect of behaviour which disrupts the learning of others, they can be removed from class and sent to the Head teacher or senior teacher. In such circumstances, the incident logged in the school behaviour log. Pupils may also be removed from class for more serious misconduct without the use of warnings.

Fixed Term Exclusion

We will endeavour to avoid exclusion from school at all costs. A decision to exclude a pupil for a fixed period is taken only in response to very serious breaches of the school's Whole School Behaviour Policy and procedures, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions are considered inappropriate. Reference will be made to DfE guidance 'Exclusion from maintained schools, Academies and pupil referral units in England' – September 2017.

Permanent Exclusion

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

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

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

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

Exclusions - The Right of Appeal and Legal Duties

Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel.

The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Peer on Peer Abuse

We recognise that children can abuse their peers. This is generally referred to as peer on peer abuse or child on child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, sexting and initiating/hazing type violence and rituals. However, we recognise that abuse is abuse and will never be tolerated or passed off as "banter" or "part of growing up". We will not dismiss abusive behaviour between children as 'normal' and our thresholds for investigating claims and allegations are the same as for any other type of abuse.

Occasionally, allegations may be made against pupils by others in the school, which are of a child protection nature. Child protection issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

Guidance on dealing with cases of peer on peer abuse is included in our Child Protection Policy and procedures.

Consideration will also be given to the advice contained within the DfE document 'Keeping Children Safe in Education' (September 2019) and 'Sexual Violence and sexual harassment between children in schools and colleges' (May 2018).

Minimising the Risk of Safeguarding Concerns Towards Pupils from Other Pupils

On occasion, some pupils may present a safeguarding risk to other pupils. The school may well be informed by the relevant agency (either Police or Social Care) that the young person raises safeguarding concerns. These pupils will need an individual Behaviour (or risk) Management Plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations.

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

Pupil Conduct and Misbehaviour Outside the School Premises

What the law allows

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

Subject to the school's Whole School Behaviour Policy and procedures, the teacher may discipline a pupil for:

- Any misbehaviour when the child is:
 - taking part in any school-organised or school-related activity; or
 - travelling to or from school; or
 - wearing the school uniform; or
 - in some other way identifiable as a pupil at the school.
- Or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school; or
 - poses a threat to another pupil or member of the public; or
 - could adversely affect the reputation of the school.

Out of school behaviour

This school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- good order on all transport (including public transport) to and from school or educational visits;
- good behaviour on the way to and from school;
- positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public;
- reassurance to members of the public about school care and control over pupils to protect the reputation of the school;
- protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and disciplinary action – off-site behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether it is an activity supervised directly by school staff. Sanctions may be implemented in different forms including: fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be considered:

- the severity of the misbehaviour;
- the extent to which the reputation of the school has been affected;
- whether pupils were directly identifiable as being members of the school;
- the extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff);
- whether the misbehaviour was whilst the pupil was on a school or class visit or participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

Pupil Support

We aim to support all our pupils to ensure that every child succeeds during their time at our school. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils.

Including:

- monitoring report cards with targets to promote success in lessons;
- increased communication between home and school;
- individual support plans;
- small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.;
- additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the child's behaviour;

- alternative curriculum provision;
- reduced timetable;
- referral to outside agencies such as Educational Psychologist, Mental Health Worker, Behaviour Specialists etc.

The Use of Reasonable Force

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. The decision on whether to not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

The Governing Body have taken account of advice provided by the DfE - Use of reasonable force: advice for head teachers, staff and governing bodies and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence;
- injuring themselves or others;
- causing damage to property, including their own;
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Force will **never** be used as a punishment.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

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

All staff including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly, in an emergency, if for example, a pupil was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene. A volunteer helping in school would not be expected to work with a child who is known to need physical restraint as indicated in their Behaviour Management Plan.

Circumstances in which reasonable force might be used

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

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

Power to use reasonable force when searching without consent

In addition to the general power to use reasonable force, the Head teacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for 'prohibited items'. See above.

Unreasonable force

The type of force which will never be acceptable in our school includes:

- holding round the neck or any other hold that might restrict breathing;
- kicking, slapping or punching;
- forcing limbs against joints (e.g. arm locks);
- tripping or holding by the hair or ear;
- holding face down on the ground.

Staff training

All members of staff will receive guidance about the use of reasonable force appropriate to their role to enable them to carry out their responsibilities. This will include training on any restraint techniques which must not be used because they are known to present an unacceptable risk when used on children and young people. Some staff will receive additional training on the appropriate techniques which may be used to physically restrain pupils. The training will be to an approved nationally acceptable level and will be regularly refreshed.

Behaviour Management Plans

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

In such circumstances, parents will always be made aware of their child's Behaviour Management Plan and will be asked to contribute to the content and control measures implemented in an attempt to apply consistency of sanctions and rewards both in school and at home. Wherever possible and appropriate, the child concerned will also be involved in creating the Behaviour Management Plan.

Informing parents when reasonable force has been used

In accordance with current good practice, the school will speak to parents about serious incidents involving the use of force and will record such serious incidents.

The following information will be included:

- the pupil's behaviour and level of risk presented at the time of the incident;
- the degree of force used;
- the effect on the pupil or member of staff concerned;

All incidents when 'physical restraint' will be recorded as soon as possible and details passed on to the Headteacher (or senior teacher in the absence of the Head teacher) who will follow up the incident where necessary. The following must be recorded in the bound Record of Physical Intervention Book (blue):

- all incidents where reasonable use of force is used;
- use of restraint;
- all incidents where either the child or the 'handler' is injured because of the intervention;
- an incident where a pupil is distressed.

In all instances of the use of physical restraint, parents will be informed the same day, by phone, and invited into the school to discuss the incident unless to do so would result in significant harm to the pupil, in which case, the incident will be reported to the Cumbria Safeguarding Hub by the Head teacher/DSL.

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

Post incident support

Serious incidents can create upset and stress for all concerned. After the incident ends it is important to ensure any staff and pupils involved are given first aid treatment for any injuries. Emotional support may also be necessary. Where required, immediate action will be taken to access medical help for any injuries that go beyond basic first aid. The school will then decide how and when to contact the parents of the pupil to engage them in discussing the incident and setting out subsequent actions. After the incident, the Head teacher and/or other staff will:

- Ensure the incident has been recorded;
- Decide whether multi-agency partners need to be engaged and, if so, which partners;
- Hold the pupil to account so that he or she recognises the harm caused or which might have been caused. This may involve the child having the chance to redress the relationship with staff and pupils affected by the incident. It may also mean the child is excluded.;
- Help the pupil develop strategies to avoid such crisis points in the future and inform relevant staff about these strategies and their roles;
- Ensure that staff and pupils affected by the incident have continuing support, if necessary, in respect of:
 - physical consequences;
 - emotional stress or loss of confidence;
 - analysis and reflection of the incident.

Follow up

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

Other physical contact with pupils

This school does not operate a 'No touch Policy'. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples include:

- 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;
- to administer first aid;
- to apply sunscreen to the arms, face or lower legs of very young pupils or those with special educational needs who might struggle to apply it appropriately themselves.

Allegations of Abuse against Staff and Other Adults Working in the School

General

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously. (For more information, refer to the School Allegations procedure which forms part of the Child Protection Policy and procedures).

The Governors have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (section 175 of the Education Act 2002). Our policy is to identify where there are child welfare concerns and act to address them, in partnership with other organisations where appropriate, and in accordance with local inter-agency procedures.

School staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

To fulfil its commitment to the welfare of children, this School has a procedure for dealing with allegations of abuse against members of staff, volunteers and other children.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

If a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school, reference can also be made to the school's Whistleblowing procedures.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in the statutory guidance 'Keeping Children Safe in Education' published by the DfE and the Cumbria Safeguarding Children Partnership (SCP) Core procedures.

Action in the event of a malicious allegation

If an allegation is determined to be false, unsubstantiated, unfounded or malicious, the LA appointed Designated Officer (DO) will be informed via Cumbria Safeguarding Hub and will refer the matter to the local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to have been deliberately invented or malicious, the Head teacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the Police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a pupil might include detention, fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent of the pupil concerned at an early stage.

Bullying

In addition to the sections below, we have a section on Peer on peer abuse in our Child Protection Policy and procedures.

What is bullying?

According to the DfE document 'Preventing and Tackling Bullying – Advice for Head teachers, staff and Governing Bodies, bullying may be defined as:

“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”.

Specific types of bullying include those relating to:

- race, religion, culture or gender;
- SEN or disabilities;
- appearance or health conditions;
- sexual orientation;
- young carers or looked after children or otherwise related to home circumstances;
- sexist or sexual bullying.

It can take place between pupils, between pupils and staff, parents and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.

Acts of bullying can include:

- name-calling;
- taunting;
- mocking;
- making offensive comments;
- kicking;
- hitting;
- pushing;
- taking belongings;
- inappropriate text messaging, emailing or 'posting' on social media sites;
- sending offensive or degrading images by phone or via the internet e.g. via Social media sites;
- upskirting;
- producing graffiti;
- excluding people from groups;
- spreading hurtful and/or untruthful rumours.

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

Cyber bullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying that occurs while pupils are under the school's direct supervision will be dealt with in line with this Policy and procedures.

In cases where cyber bullying occurs while pupils are outside our direct supervision (i.e. at home), parents will be encouraged to report these incidents to the Police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. Parents are also encouraged to report such bullying to the school. If the alleged perpetrator is a member of

this school community, the school will act in line with this Whole School Behaviour Policy and procedures. The school will, wherever possible, support parents in this and may impose a sanction upon the bully where this individual is recognisable.

The law

The School endeavours to comply with the legal requirements placed on schools and the Governing body to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that "encourage good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils" (Education and Inspections Act 2006, section 89). The school will exercise its legal powers as outlined in section 89/5 and section 91, Education and Inspections Act 2006 as deemed appropriate and practicable.

Schools are required to comply with the equality duty 'The Equality Act 2010'. The public sector equality duty has three aims:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

Reporting and recording incidents of bullying

Pupils and parents are encouraged to report bullying to any member of staff. Incidents are, in the first instance, referred to the pupil's Class teacher to be investigated, appropriate action taken and parents will be informed promptly using usual school procedures. Pupil voice is important at this school and pupils are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of. This is reinforced via assemblies, Anti-Bullying Week, PSHE and during class/circle time. A log will be maintained of racist incidents and information on incidents of bullying. All reported incidents of bullying will be recorded regardless of the outcome of the investigation.

Tackling bullying

The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour.

Strategies for dealing with bullying include:

- ensuring that there is a promotion of an open and honest anti-bullying ethos in the school;
- investigate all allegations of bullying;
- PSHE programmes that discuss issues such as diversity and anti-bullying messages;
- participation in national events such as Anti-Bullying Week;
- poster and leaflet campaigns – designed and written by pupils;
- delivering assemblies and collective worship to highlight the issues of bullying and create a platform for staff to promote the anti-bullying message across school;
- using a wide range of resources; such as posters, slogans and lesson plans from organisations such as Childline, NSPCC;
- providing opportunities for children's voice to be heard, to reflect on their feelings and talk openly to others;
- enabling issues to be discussed openly through class and school council;
- creating wide ranging opportunities to explore anti-bullying through the curriculum e.g PSHE, SEAL, circle time, RE, computing and online safety;
- access to 'Tell the Teacher' boxes;

- Acceptable Internet Use Agreement is signed by all and online safety is discussed in Computing lessons;
- on-going staff induction and training programme;
- adequate staff supervision at lunch and break times;
- clear and consistently applied policies for Behaviour and Uniform;
- Home school agreement.

Strategies for dealing with the bully include:

- disciplinary sanction imposed e.g. fixed term exclusion;
- engage promptly with parents to ensure their support and involvement;
- restorative justice approaches taken as appropriate;
- one-to-one interview with staff;
- EHCP assessment leading to work with the educational psychologist or other outside agency;
- anger management strategies discussed.

Strategies to support a victim include:

- disciplinary sanctions as appropriate applied to the bully;
- SEAL group to develop self-esteem; wellbeing and other personal characteristics;
- mediation;
- short term modification of school timetable;
- one-to-one parental interview, parental support and involvement.

Drugs and Drug-Related Incidents

A drug is a substance which, when taken into the body, changes the way we feel, the way we see things and the way the body works. This section covers a range of drugs including medicines, tobacco, alcohol, solvents, novel psychoactive substances (so called 'legal highs'), volatile substances and illegal drugs and describes the school's approach to dealing with incidents of drug misuse. Apart from medicines prescribed to an individual, all other items listed above are classed as 'prohibited items' with respect to screening, searching and confiscation.

Drugs Education forms part of the PSHE programme delivered in discrete sessions for all pupils.

- Current research indicates that drug use, both legal and illegal, is rising amongst young people;
- We do not support the misuse of tobacco, alcohol, solvents, illegal drugs and medicines by members of the school;
- Under no circumstances will the supply or sale of illegal drugs on the school site will be tolerated;
- The school believes it has a duty to inform and educate young people on the consequences of drug use and misuse;
- Fundamental to our school's values and practice is the principle of sharing the responsibility for education of young people with parents and carers by keeping them informed and involved at all times;
- Whilst we acknowledge that some young people will use and misuse substances, it is important to recognise that the remainder of young people are choosing not to use or misuse substances. We will help individual learners according to their differing needs.

Responsibilities

The Headteacher has responsibility for supporting other members of staff in the implementation of these procedures.

The site-manager regularly checks the school premises – any substances or drug paraphernalia found will be reported to the Head teacher and dealt with in accordance with these procedures.

Dealing with drug-related incidents

The following provides our framework for dealing with incidents surrounding the use, suspicion of use and finding of drugs and substances. We recognise that drug use can be a symptom of other problems and, where appropriate, we will involve or refer pupils to other services. Within our school the following guidelines apply to the possession or use of drugs, alcohol and tobacco on school premises:

Medicines

Where pupils are prescribed medicines, cases will be dealt with on an individual basis and appropriate procedures will be followed (e.g. safe storage and administration of medicines in line with national guidance). Information for parents on this issue is available on request from the school.

Tobacco

In line with legislation, the school operates a 'No Smoking' policy in the building and on the school site. This also applies to the use of e-cigarettes.

Alcohol

No alcohol is consumed during the normal school day. Those hiring the school premises are not allowed to consume alcohol on site unless it has been authorised by the Governing Body and forms part of the Lettings Contract.

Solvents

The school will ensure that potentially harmful substances are stored safely, and pupils will be supervised carefully where such substances are used during their work. The use of aerosol deodorants will not be permitted because of the potential risks to people with asthma or other bronchial problems.

Illegal substances

Illegal or illicit substances must not be brought to school or used on school premises.

Discovering a drug or suspected illegal substance

- (1) Take possession of the drug/substance and inform the Headteacher/Senior Teacher who will inform the Head teacher at the first available opportunity.
- (2) In the presence of a witness the article should be packed securely and labelled with the date, time and place of discovery.
- (3) The package should be signed by the person who discovered it and stored in a secure place.
- (4) The Headteacher will always involve the school's link community liaison Police Officer in the case of suspected drugs or illegal substances in school.
- (5) In the event of discovering a hypodermic needle, the incident should be recorded and the following procedure should be observed to protect all persons:
 - Do NOT attempt to pick up the needle;
 - If possible, cordon off the area to make it safe;
 - Inform the Head teacher/Senior teacher;
 - The needle should be placed in a sharps box or other secure metal box and disposed of via a local medical surgery.

Discovering or suspecting a pupil is in possession of a drug/drug paraphernalia

- (1) Request that the pupil hand over the article(s).
- (2) Having taken possession of the substance/paraphernalia, the procedure should be followed as above.
- (3) **EXTREME CARE SHOULD BE TAKEN IF HYPODERMIC NEEDLES ARE INVOLVED.**

If a pupil refuses to hand over articles a search may be required - it should be noted that in accordance with current DfE advice:

- The Head teacher and other authorised staff can search individual classroom trays etc. without the permission of the pupil when looking for prohibited items;
- Teachers can search a pupil's outer clothing so long as a witness is present, without the consent of the pupil. The personal search must be undertaken by a teacher of the same sex with the witness being the same sex wherever possible. Reasonable force may be used to complete the search;
- Pupils should be given the opportunity to empty their pockets, bag, etc. in the presence of a witness.

When to contact the Police/disciplinary action

The Police will always be contacted in situations where controlled drugs are found. Any decisions made on the appropriate disciplinary action to be taken will take the Police advice into consideration.

- Where controlled drugs are found, these will be delivered to the Police as soon as possible;
- Alcohol will be disposed of. Under no circumstances will alcohol be returned to the pupil;
- Tobacco or cigarette papers will also be disposed of in the same way as alcohol;
- If other substances are found which are not believed to be controlled drugs, these will be confiscated and disposed of in accordance with the school's procedures. This would include, for example, so called 'legal highs'. Where staff suspect that a substance may be a controlled drug, they will treat them as controlled drugs and follow the procedure above.

In the event of a drug-related incident in the school, the school would co-operate with the Police should they wish to search the premises.

As a result of a drug-related incident, the pupil(s) concerned will be subject to disciplinary action. This action may result in a fixed term exclusion and in the most serious of cases would result in permanent exclusion.

Procedures for dealing with drug-related incidents involving adults

The following examples are situations where concerns about drug misuse or related behaviour involve a parent or other adult rather than pupils:

- Adults may attend school premises under the influence of alcohol or drugs;
- A parent or adult may attempt to remove a child from school premises during or at the end of the school day whilst under the influence of alcohol or drugs;
- An adult may behave aggressively, intimidate or threaten staff or assault school staff or pupils whilst appearing to be under the influence of alcohol or drugs;
- School staff may be concerned that a parent or family member's drug misuse may put the child at risk;
- An adult may be involving pupils in drug misuse or the supply of drugs to pupils.

These examples are not exhaustive and in each case, the Head teacher will consider the safety of the whole school community including staff when determining the appropriate course of action.

Where, in the opinion of school staff, it is thought that an adult is unable to provide appropriate care and supervision of a child because they are under the influence of drugs or alcohol, they will first attempt to contact an alternative adult carer for the child before contacting the LA Social Care Services and, if necessary, the Police.

Where there are concerns over the safety of the child, school staff will attempt to persuade the adult not to leave the premises with the child until appropriate assistance arrives. If the adult insists on leaving the school, staff will immediately contact the Police. This will also be the case if an adult becomes threatening or aggressive.

If school staff have concerns about an adult or adults supplying drugs on or near school premises, or to any of the pupils outside school premises, the Headteacher or other member of staff will consult with the Police.

Behaviour of Parents and Other Visitors to the School

The School encourages close links with parents and the community. We believe that pupils benefit when the relationship between home and school is a positive one. The vast majority of parents and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the school community.

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. When formulating our procedures, reference was made to the DfE document 'A Legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community' and DfE non-statutory guidance 'Controlling access to School premises' (November 2018).

Our school expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of the school community (including other parents and visitors) have the right to visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence.

We expect parents and other visitors to behave in a reasonable way towards other members of the school community. The following outlines the steps that will be taken where parent or visitor behaviour is unacceptable.

Types of behaviour that are considered serious and unacceptable

The following list outlines the types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- shouting or a raised voice, either in person or over the telephone;
- speaking in an aggressive/threatening/agitated tone;
- physical intimidation e.g. standing very close to her/him;
- the use of aggressive hand gestures/exaggerated movements;
- physical threats;
- shaking or holding a fist towards another person;
- swearing;
- pushing;
- hitting, e.g. slapping, punching or kicking;
- spitting;
- racist or sexist comments;
- sending inappropriate or abusive e-mails to school staff or to the general school e-mail address;
- publishing or posting derogatory or inappropriate comments which relate to the school, its pupils or staff/volunteers on a social networking site;
- breaking the school's security procedures.

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

Procedures for dealing with unacceptable behaviour

When a parent or member of the public behaves in an unacceptable way during a telephone conversation, staff at the school have the right to terminate the call. The incident will be reported

by staff to the Headteacher. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to verbal abuse. The school may warn the aggressor, temporarily or permanently ban them from the school site, and/or contact the Police.

When any parent or visitor behaves in an unacceptable way in person towards a member of the school staff the Headteacher will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedure should be followed. Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an extreme act of violence, the discussion will be terminated and the visitor will be asked to leave the school immediately. It is also an offence under Section 547 of the Education Act 1997 for any person (including a parent) to cause a nuisance or disturbance on school premises. The Police will be called if necessary. The perpetrator may also be banned from the school premises for a period, which will be determined by the school.

Prior to a ban being imposed, the following steps will be taken:

- Depending on the severity of the incident, the individual may first be issued with a written warning stating that if a similar incident occurs, the individual concerned will be banned (temporarily or permanently) from the school premises;
- In more serious cases, the individual will be informed, in writing, that she/he is banned from the premises temporarily, subject to review, and what will happen if the ban is breached;
- Extreme incidents will result in a permanent ban being enforced immediately. The individual will be informed in writing of the permanent ban but will be given the right to appeal in writing against the decision;
- In all cases, parents will be given the opportunity to discuss any issues relating to their child with school staff;
- Incidents of verbal or physical abuse towards staff may result in the Police being informed and may result in prosecution.

If an individual is intimidating, threatening or aggressive towards a member of the school community any interaction will be terminated immediately and the person will be instructed to leave the premises. Further action may be taken by the school.

The School will take action where behaviour is unacceptable or serious and breaches this Whole School Behaviour Policy and procedures.

Unacceptable use of technology

The School takes the issue of unacceptable use of technology by any member of the school community very seriously.

We expect parents and other adults within the school community to act responsibly when using online technologies. The expectation of parents is set out on page 5 of our Online Safety Policy. Failure to comply with these expectations could result in parents and/or other adults being banned either temporarily or permanently from the school site, and the incident may be reported to the Police.

Acceptable Use Agreements exist for pupils, staff and governors of the School and form part of our Online Safety Policy and procedures.

This policy will be agreed by the governing body December 2019.
It is due for review every 3 years by December 2022.

Signed:...S Bishop (Chair) 05.12.19.....

Governor Policy on Fixed Exclusions

Fixed Term Exclusion

We will endeavour to avoid exclusion from school at all costs. A decision to exclude a pupil for a fixed period is taken only in response to very serious breaches of the school's Whole School Behaviour Policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions are considered inappropriate.

Where serious disruption continues and after all other steps have failed a child may need to be excluded for a fixed period of 1 -3 days.

For Level 3 incidents a fixed-term exclusion will be enforced using the following guidelines:

Out of control behaviour in or out of the classroom – internal exclusion for the rest of the day, plus one full day.
Direct swearing at a member of staff - internal exclusion for the rest of the day, plus one full day.
Violence or intimidation directed at any member of the school or wider community – 2 full days.
Failure to engage with level 2 sanctions – internal exclusion for rest of the day, plus one full day.
Bullying or intimidation directed at any member of school community in or out of school hours - 2-3 days.
Smoking, drinking alcohol or use of drugs on school premises – 2 full days.
Damage to School property – 2 full days.
Hitting a member of staff – 2 full days.

Permanent Exclusion

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

- a) In response to serious breaches of the school's Whole School Behaviour Policy; and
- b) If allowing the pupil to remain in school could seriously harm the education or welfare of the pupil or others in the school.

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

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

Exclusions - The Right of Appeal and Legal Duties

Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body. In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Our school takes pride in the good behaviour of our children and will not accept behaviour which affects the education or welfare of others.

The Governors of Levens CE School