



**Felix Primary School  
BEHAVIOUR & DISCIPLINE POLICY**

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## 2 Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

## 3 Legislation, Statutory Requirements and Statutory Guidance

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

- [Behaviour and discipline in schools: advice for Headteachers and school staff, 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school’s duty to safeguard and promote the welfare of its pupils.
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils’ behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils’ property.

- DfE guidance explaining that maintained schools must publish their behaviour policy online.
- Norfolk Steps Behaviour Protocols

The school reserves the right to exert its authority relating to incidents outside of school, in line with DfE guidance. We define reasonableness as including, though not limited by, issues that are linked to school; behaviour on school transport; behaviour where the pupil is identifiable as a pupil of the school; issues that could cause harm or detriment to members of the school community.

## **4 Responsibilities**

### **Headteacher is responsible for:**

- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

### **Deputy Headteacher responsible for**

- The Deputy Headteacher is responsible for running the school in the absence of the Headteacher from the site and therefore assumes the responsibility for the implementation of this policy under these circumstances. Whilst permanent exclusions remain the sole responsibility of the Headteacher, the Deputy Headteacher can issue a fixed term exclusion.

### **SENCO Responsible for:**

- Collaborating as part of the Leadership Team, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

**Teachers are responsible for:**

- Establish a safe and secure environment in which all children feel safe- physically, emotionally and psychologically.
- Demonstrate empathy and care
- Use visual aids, reminders, and modelling to help students understand behaviour boundaries.
- Set clear expectations – rules and routines in line with the behaviour policy
- Apply rules fairly and consistently
- Follow through with consequences and rewards
- Record all incidents on Arbour using ABC
- Communicate with parents routinely- positive and negative behaviours
- Analyse and review behaviour logs frequently to ensure any trend and patterns are identified- reflect on whether behaviours are linked to unmet needs to external factors
- Adapt approaches to support pupils with persistent or challenging behaviours.
- Offer interventions tailored to individual needs
- Work closely with SENDcO or pastoral teams to ensure appropriate strategies are in place.
- Design inclusive classroom environments where all learners can thrive.
- Differentiate teaching to meet a range of learning and behaviour needs.
- Use proactive strategies to reduce the likelihood of behaviour issues arising (e.g., engaging tasks, clear transitions, classroom layout).
- engage with external professionals (e.g., educational psychologists, social workers, CAMHS) when needed.
- Share relevant information to support a joined-up approach.
- Follow up on external advice and contribute to support plans (e.g. EHCPs, behaviour support plans).
- Use evidence to review the impact of strategies and plan next steps.
- Reflect on their own practice and seek professional development to strengthen behaviour management skills

**All staff Responsible for:**

- Meet and greet pupils in the morning and at transition times throughout the day.
- Refer to 'Ready, Respectful, Safe.' , School values,. STAR sitting and Wonderful walking.
- Be excellent role models, adhering to school expectations'
- Be positive and enthusiastic, have high expectations of both learning and behaviour and build positive relationships.
- Follow up every time, retain ownership and engage in reflective dialogue with learners. What you permit, you promote.
- Never ignore or walk past learners who are not following our school rules

- Ensure that pupils always move sensibly and quietly through the school helping to maintain a calm atmosphere in the corridors, classrooms and other school areas while avoiding shouting.
- Staff on duty at lunchtime should encourage positive play and support pupils to resolve conflict in a calm and restorative manner.
- Be aware of the signs of SEMH-related behavioural difficulties.
- Keeping the relevant figures of authority up to date with any changes in behaviour.

**Pupils Responsible for:**

- Their own behaviour both inside school and out in the wider community.
- Follow expectations for behaviour at all times.
- Report any unacceptable behaviour to a member of staff.

**Parents responsible for:**

- ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- understand and reinforce the school language as much as possible;
- share any concerns about standards of behaviour generally;
- support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions. Parents will also inform the school of any changes in circumstances which may affect their child's behaviour. Parents should never discuss, approach or confront a pupil

## **5 Statement of Behaviour Principles**

Our belief is that the school must be a place where every member of staff and every pupil has the right to teach, learn and thrive without threat or hindrance. The school behaviour policy has therefore been written to enrich the way in which all members of the school community can live and work together in a mutually supportive way. This is set out in the Home School Agreement.

We promote this through:

- Fostering a sense of community
- Providing a warm and supportive climate
- Involving the whole community in establishing rules and expectations
- Following restorative principles in line with trauma informed thinking
- Celebrating success
- Praising positive behaviour
- Maintaining high expectations
- An emphasis on Safeguarding and safety

The school has a number of school rules. These are intended to promote good relationships so that we can work together with the common purpose of learning. The school expects every member of the school community to behave in a considerate way towards others. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of our community.

The school's response to rule breaking will be:

- Proportionate.
- Considered.
- Supportive.

Acceptable, positive behaviours include, but is not limited to:

- Polite and respectful talk
- Positive greetings
- Showing kindness
- Having good punctuality and school attendance
- Helping and supporting others
- Being a good listener
- Following instructions
- Actively participating in learning
- Seeking help in pro-social ways
- Being respectfully curious
- Being honest and accountable

Unacceptable behaviour includes, but is not limited to:

- Actions which cause disruption to learning in the classroom and school environment
- Refusal to follow instructions
- Unsafe behaviours
- Talk that is disrespectful or unkind
- Child on child abuse
- Behaviours noted in the suspension guidance for schools (DfE, 2023) including but not limited to physical assault, verbal or threatening behaviour, offensive prohibited items (ie. smoking, drugs, weapons), racism, bullying (we have zero tolerance), behaviours that are discriminatory towards sexual/gender/disability discrimination
- Use of mobile phones in school
- Theft
- Vandalism

We expect children to come to school dressed in **full uniform daily** and we remind children that this evidences their pride in being a part of our school community. This is also an important action in being ready to learn. We appreciate that for some children this expectation may be challenging, for example, some children with SEND sensory needs may find the uniform triggering, and so in these cases, we may consider reasonable adjustments in our inclusive efforts.

## 6 Vision

At Felix Primary School we have three core values that underpins everything that we do:

**Achievement   Resilience   Kindness**

At Felix every child counts. We want the absolute best for everyone in our school; we nurture gifts and talents and vigorously support those areas of living and learning together that might be that bit harder to achieve. We do this by recognising and celebrating difference and treating everyone equally with the same respect and care. We listen, aim to know everyone as well as we can, and we look after each other. We have high expectations and sometimes will deliver tough messages that are not always easy to hear or to accept but a very necessary part of growing and developing into being the absolute best we can be. We extend this way of being to our parents and our local community believing that there is strength in working in partnership.

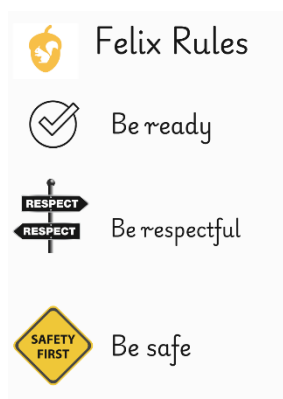
We seek to understand the causes of behaviour to better manage it. We believe in a restorative approach set within a system of clear boundaries. Sanctions are designed to be scaled. If a small sanction achieves its aim of changing behaviour, it is most likely to be enough.

We actively encourage children and staff to grow as kind, compassionate people who are confident and resilient, working to their potential and are physically, emotionally, and mentally healthy. This makes children and adults happy to come to our school every day and we enjoy working together and being a positive influence on each other's lives.

### 6.1 Class / School Rules

In addition to the school rules at the beginning of each year, the classes formulate their own rules for their classroom. These outline the explicit behaviours that show respect and care towards one another and promote an appropriate environment for learning. These are displayed in every classroom.

1. We are **ready**...to learn
2. We are **respectful**...to everyone
3. We are **safe**...at school





## 7 Rewards

We know that recognition can be an effective strategy to motivate and inspire children to make positive behaviour choices. These line up with our core values of **Achievement, Respect and Kindness**. As such, we have the following recognitions in place across the school year:

- **Daily lunch play awards** - from MDSAs to children who exemplify positive behaviours and they are awarded class DoJos
- **Friday celebration assemblies:**
  - including EYFS, KS1 and KS2 Headteacher awards for children selected by their teacher as showing great positive behaviours this week.
  - Our Attendance Officer awards the class with the best attendance.
- **Weekly class recognition** - on a Monday, each class agrees a positive experience to work towards on a Friday. Each class has their own agreed way to monitor progress across the week for example, some classes use a marble jar.
- **Dojo** communicates positives to families across the week
- **House tokens** - these are given by any member of staff to children who show positive behaviours.

We make reasonable adjustments for individuals who require something different to motivate and reward them for positive behaviours. These can include:

- Book of Brilliance (BOB Books)
- Planned positive experiences
- Personalised reward system (half day, daily, weekly)

## 8 Sanctions

In line with Norfolk Steps, we know that a consistent whole school approach to managing challenging and harmful behaviours is necessary in our efforts to both safeguard and support the development of children in our care.

We define behaviours, not children, and this de-personalisation enables children to be more proactive and empowered in their decisions. We distinguish between two types of behaviours using the following language:

1. **behaviours that challenge** (these are difficult, cause some disruption, and can be managed with lower-level strategies)
2. **behaviours that harm** (these pose risk to children or staff and require prompt and effective behaviour management intervention for safety)

<b>Protective consequence:</b> Removal of a freedom to manage harm e.g.	<b>Educational consequence:</b> The learning, rehearsing, or teaching so the freedom can be returned e.g.
<ul style="list-style-type: none"> <li>• Increased staff ratio to supervise pupil(s)</li> <li>• Limited access to outside space</li> <li>• Escorted in social situations</li> <li>• Differentiated teaching space</li> <li>• Suspension</li> </ul>	<ul style="list-style-type: none"> <li>• Completing work</li> <li>• Rehearsing expected behaviour</li> <li>• Restorative meetings</li> <li>• Assisting with repairs</li> <li>• Educational opportunities</li> <li>• Conflict resolution / peaceful problem solving.</li> </ul>

At Felix Primary School, we follow this staged approach to managing such behaviour

Stage	Behaviour examples may include, but not limited to	Adult actions	Consequence
<b>Step 1</b>  <b>Reminder</b>  	Pupil causing low level disruption in class.	Dealt with in class most likely the TA	Discussion using <b>script 1</b> emphasis on the rules/ values
<b>Step 2</b>  <b>Warning</b>  	<p>Low level behaviour has continued.</p> <p>Or</p> <p>There is a significant incident involving poor choices such as defiance, disrupting learning.</p>	<p>Dealt with by class teacher / TA</p> <p>Incident to be recorded on MIS.</p> <p>Teachers may decide to call parents to be informed of incident – face to face or telephone.</p>	<p><b>Use script 1 and or 2</b></p> <p>Child moved to a different location within the class/ moved outside the class / reflection / time out</p> <p>Will be with a timer.</p> <p>When settled an adult with have a <b>restorative conversation</b> following the script to allow the child to reset.</p> <p><b>Welcomed back into the class- ready to learn</b></p>
<b>Step 3</b>  <b>Partner class</b>  	<p>Numerous attempts at step 1-2 due to continued behaviours</p> <p>Or</p>	<p>Dealt with by class teacher / TA.</p> <p>Incident to be recorded on MIS.</p> <p>Parents must be informed of incident on the day of incident – face to face or telephone.</p>	<p><b>Use script 1 and or 2</b></p> <p>Child is taken to a partner class with some learning and set timer given</p>

	Physically or emotionally hurting another deliberately Verbal or physical retaliation Name calling or derogatory comments about someone's appearance.		Or  proportion of break time lost  When settled an adult with have a <b>restorative conversation</b> following the script to allow the child to reset.  <b>Welcomed back into the class- ready to learn</b>
<b>Step 4</b>  <b>SLT</b>  	Numerous attempts at step 1-3 due to continued behaviours despite staff intervention  Or  Foul abusive language, Deliberate acts of violence, unsafe behaviours. Deliberate disrespect to adults / children Bullying behaviours	SLT to be called  Incident to be recorded on MIS by class teacher.  Parents informed.  If the incident has been physical – AR1 form to be complete	Child is safe and separate with adult supervision SLT or a member of staff directed by SLT- cognitive break  proportion of break / lunch time lost whilst child repairs and restores situation with support from an adult- welcomed back into class  When settled an adult with have a <b>restorative conversation</b> following the script to allow the child to reset.  <b>Welcomed back into the class- ready to learn</b>
<b>Step 5</b>	Repeated behaviours from step 1- 4.  Highly escalated behaviours.  Unsafe, increased violence, assault, verbal, threatening behaviours, bullying, racism, damage to property	SLT to be informed	<b>Use script 1 and or 2</b>  Child is safe and separate with adult supervision SLT or a member of staff directed by SLT- cognitive break  Suspension  Exclusion  After incident there will be reintegration meeting, an adult with have a <b>restorative</b>

			<b>conversation</b> following the script to allow the child to reset.  <b>Welcomed back into the class- ready to learn</b>
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## 9 Scripts

Instead of...	We...
Don't/Stop/No/You should	Reframe it positively with the desired behaviour: ie. walk please

We use consistent whole-school scripts. Our main scripts are the following:

**Script 1: Statement of Reality** (i.e. simply say what you see and tell what you would like to see)

“Fred, you’re... (e.g. running in the corridor/tapping your pencil on the desk/talking when I’m speaking...) I need you to.....”

“Thank you Fred for... (e.g. walking/putting your pencil down/listening nicely...)”

- After hearing the statement of reality many children will quickly change their behaviour without the need to take the script any further or without attracting a consequence.
- Use a firm but calm voice. This helps to show that you mean business but in a non-confrontational way that might otherwise lead to a defensive response.
- Don’t ask ‘why?’ they are doing what they’re doing – It’s confrontational and you don’t need to know why. They just need to know that you’ve noticed it.
- Remember to give them ‘take up time’ to think about their behaviour and respond. It may even be desirable to deal with another task or child, to temporarily divert attention away from them, and allow sufficient space and take-up time.
- When they are demonstrating a positive change make sure to acknowledge that with praise:

If the child’s behaviour doesn’t change after a reasonable take-up time, move on to Script 2.

## Script 2: Language of choice

*"Fred, you are choosing to behave this way and if you choose to continue to... (e.g. run/ tap your pencil/ speak when I'm speaking) then I will have to [consider a suitable consequence]"*

*"Well done/Thank you Fred, you made the right choice"*

- You need to remain calm, without any sense of agitation or lack of control, while making it clear to the child that they are responsible for the consequences of their actions; that what has happened so far and what will follow is their choice.
- Be careful to make sure that any consequence you threaten is proportionate to the behaviour, is reasonable in the circumstances and is something that you know you can and will carry through if the behaviour doesn't change.
- You may need to ignore minor secondary behaviour – stomping about, muttering, or a bit of back-chat – the most important thing is that they have made the right choice about their initial undesirable behaviour.
- Every child likes to be praised and acknowledged on the inside, even if they might not show it on the outside: the child chooses not to do as you have asked, then you must follow through with the consequence that you threatened. This is very important so that the child comes to understand that you mean what you say.
- Failing to be consistent in carrying out consequences that you have threatened quickly undermines your authority and indicates to the child that they need not listen to your future requests for improved behaviour. Once a consequence has been issued you should see it through. Don't cave in to protests, remove or reduce the sanction. If good behaviour follows, then reward that separately, but still maintain the consequence.

### Other options for dealing with challenging behaviour include:

- Limited choice e.g. o "Put the pen on the table or in the box" o "Talk to me here or in the playground" o "Are you going to wear shoes or wellies?"
- Disempowering the behaviour e.g. o "You can listen from there" [under the table] o "Come and find me when you come back/feel calm" o "Come over/down/in in your own time" The Importance of Restoring a Relationship

We want our children to learn from their experiences – particularly those that result in a crisis - and to develop increasingly healthy, pro-social behaviour responses. Therefore, after every incident we will have a restorative conversation. We know that we must be aware of the crisis cycle, and for the restorative conversation to be of any value it must take place when the child has recovered from the crisis. We use a restorative script to help scaffold children's understanding of the unwanted behaviours.



## Restorative Conversation

Question	Purpose
What happened?	Chance for the child to feel heard and understood
How were you feeling?	Helps to raise self-awareness and lets the child know that it's okay to have uncomfortable feelings
What were you thinking?	Helps the child to express their perspective
Who has been impacted? How do you think they might be feeling?	Focuses on impact, not blame and helps to develop empathy towards others.
How can we make things better?	Promotes responsibility for behaviours
What will you do differently next time? What would help you?	Helps the child identify strategies to help them behave in more positive ways.

\*The questions can be adapted to use words that the pupil will understand

## Other helpful phrases

- Wonder (e.g. I wonder what is happening for you just now)
- Imagine (e.g. I imagine it might have felt like this...)
- Notice (e.g. I noticed when this happened that happened)

These question types show the child that you are not assuming that you know how they are feeling. You can 'wonder' about it without saying 'it must have felt like...'

## If a child is not willing to respond, consider:

- Are we keeping it as a restorative approach?
- Is it the right person having the conversation?
- Are we giving the young person enough time to regulate?
- Is the conversation happening in a space the child feels comfortable with?

## 10 Adapting sanctions for pupils with SEND

While we maintain high expectations for all pupils, we recognise that some behaviours may be a result of unmet SEND needs. We will work with families, the SENCO, and the pupil to explore the underlying cause and provide supportive, reasonable adjustments.

When considering a behavioural sanction for a pupil with SEND, the school will consider:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time because of their SEND?
- Whether the pupil is likely to behave aggressively due to their SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction. Other adaptations will be considered that may not fit into the category of 'sanction.'

### Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. This may include conducting screening tools.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners, and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### Pupils with an Education, Health and Care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies to ensure this.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## 11 Recording and identifying patterns and trends

We use **Arbor** to log and monitor behaviour of individuals, and **My Concern** for those behaviours of additional safeguarding concern. Our use of Arbor and My Concern enables us to identify our whole school behaviour needs, and to maintain an effective Behaviour Policy that is designed to meet these needs.

We record incidents using:

- A The antecedent. What happened before the behaviour, the trigger?
- B The behaviour. We describe the behaviour.
- C The consequence. What happened after the behaviour.

This allows staff to review patterns and trends

Teachers review behaviour patterns on a weekly basis.

SLT review behaviour patterns on a fortnightly basis.

We recognise the link between mental health and behaviour. We consider all behaviour as communication. At all stages of behaviour, staff are actively encouraged to be curious and to consider what could be the reasons underlying the behaviour. Staff consider the Iceberg Model (Schopler, 1995) in this process:

*What behaviours are visible above the surface?*

*What is going on below the surface and contributing to the child's behaviours?*



Our frequent review of trend and patterns enable school staff to action-plan together a more detailed plan of support for children in the amber or red stage. Here is a list of possible reasonable adjustments which may be implemented:

- Risk assessment
- Positive Behaviour management plan
- Personalised timetable
- Personalised seating plan
- Adjusted curriculum
- Cognitive and/or active breaks
- Within-school intervention linked to SEMH needs (i.e. ELSA)
- Enhanced pastoral input
- Breakout/safe space
- Trusted adults
- Soft start

## 12 Bullying

The aim of this Anti-Bullying section is to ensure that pupils learn in a supportive, caring, and safe environment without fear of being bullied. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school. Sadly, bullying can take place in any school and is found across society. Felix does not tolerate bullying. Felix understands that the complex nature of bullying means a nuanced approach is necessary,



set within the core values of Achievement, Resilience and Kindness. On the surface behaviours can hide significant issues beneath the surface, and as such need sensitive handling. Restorative principles underpin the Behaviour Policy and apply here.

### Definition

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time.

Bullying is anti-social and affects everyone; it is unacceptable and will not be tolerated and may result in a fixed term or permanent exclusion.

Type Of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, biting, spitting, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homo/bi phobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences, or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils will also be encouraged to report bullying in school or online.

### 11.1 Procedures

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incident will be recorded and given to the Deputy Headteacher.
- The Deputy Headteacher will interview all concerned and will record the incident.

- Class Teachers will be kept informed.
- Sanctions will be used as appropriate and in consultation with all parties concerned in accordance with the behaviour policy.

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice.
- Reassuring the pupil.
- Offering continuous support.
- Informing parents or guardians
- Restoring self-esteem and confidence.

Pupils who have bullied others will be helped by:

- Discussing what happened so they can understand the choices they made.
- Establishing what they could do if in a similar situation in the future.
- Discussing the consequences for themselves and their victim.
- Informing parents or guardians to help change the attitude of the pupil.

Within the curriculum, the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies, theme weeks and subject areas, as appropriate, to challenge such behaviour.

### **Staff Responsibilities**

- To implement procedures to confront bullying in any form.
- To listen to all parties involved in incidents.
- To investigate as fully as possible.
- To take appropriate action or refer the matter to the Deputy Headteacher for further action.
- To record (on the school's system) and inform parents or guardians of bullying incidents.
- To promote the use of a range of teaching and learning styles and strategies which challenge bullying.
- To foster by example the values we as a school believe in.
- To promote the use of interventions which are least intrusive and most effective.
- To retain records for monitoring purposes.

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

## **12 Restraint of pupils**

### **12.1 Unplanned physical restraint of pupils**

The physical restraint of pupils, by our trained staff, for the safety of themselves and others in an emergency, as shown below.

- It is recognised that staff have a legal right to use reasonable force to prevent a pupil from injuring themselves or others.
- All staff, both teaching staff and support staff, once trained, are authorised by the Headteacher to restrain pupils if necessary, using reasonable force.
- Restraint will involve appropriate physical contact and force but does not include corporal punishment. This is based on the STEPS approach.
- This reasonable force will only be used in cases where in the judgement of the staff involved, there was no other way of preventing the pupil from causing damage to themselves or others.

Restraint is never appropriate to maintain order and discipline in the classroom, acceptable sanctions for this are set out elsewhere in this policy. All incidents will be recorded, and parents informed in writing.

### **12.2 Planned restraint of a pupil**

The planned restraint of a child, such as, holding their hand whilst crossing a road will form part of an individual behaviour plan or risk assessment to ensure the wellbeing of everyone. Whilst the children are in the care of the school, staff will endeavour to act in the best interest of the children, which may include, holding a hand, or a guiding hand on shoulder to prevent an accident.

### **12.3 Reasonable Force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder.
- Hurting themselves or others.
- Damaging property thus creating a risk that this property could be used to harm themselves or others.
- Committing an offence.

Incidents of reasonable force must, based on the STEPS approach:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.

- Be recorded and reported to parents.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

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

Only the Headteacher has the power to suspend a pupil from school, in the absence of the Headteacher from the premises, they will delegate this authority to the Deputy Headteacher. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has become known, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

If the Headteacher suspends a pupil, they must inform the parents or guardians immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or guardians that they can, if they wish, appeal against the decision to the Trust. The school informs the parents or guardians how to make such an appeal.

The Headteacher informs the Local Authority (LA), and the Trust about any permanent exclusion, or suspensions.

The Trust itself cannot either suspend a pupil or extend the suspension period made by the Headteacher.

If parents submit an appeal the Trust will convene an appeal panel. When an appeals panel meets to consider permanent exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the Trust appeal panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

If the panel supports the decision to permanently exclude a student, parents have the right to request an Independent Review Panel (IRP) to consider if the panel were procedurally correct in their decision.

### **14 Searching, screening and confiscation**

The school has a statutory obligation to manage the health and safety of staff, pupils and visitors and ensure that school discipline is maintained. Under this authority we reserve the right to search and screen pupils under the following circumstances and to confiscate items as described below.

#### **14.1 Searching with consent**

- We can search pupils for any item with consent from the pupil.
- Parental or guardian permission or pre-notification is not required.
- We do not require written formal consent in advance of a pupil search; it is enough for a teacher to ask the pupil to turn out their pockets, empty their bag and allow access to a search of their coat or personal possessions.
- 2 adults would always be present for a search.
- Obstruction or avoidance of a search can be a sanctionable behaviour.

#### **14.2 Searching without consent**

- If a member of staff has reasonable grounds to suspect that a pupil is in possession of a banned item, a pupil can be instructed to undergo a search without consent.
- Parental or guardian permission or pre-notification is not required.
- 2 adults would always be present for a search.

#### **14.3 Prohibited Items**

The list of prohibited items:

- Knives, bladed items, weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco, cigarette papers, lighters, vapes or any form of E-cigarette.
- Fireworks.
- Pornographic images.
- Any item that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or cause personal injury, or damage property.
- Mobile phones or other devices that can take a photo.
- Items of high value
- Mobile Telephones - If a child brings in a mobile phone for communication with parent/carer before and after the school, it must be handed to the class teacher. This will then be placed in the office and can be collected by the child at the end of the school day.

#### **14.3 Confiscation**

- School staff can seize any prohibited item found during a search.
- School staff can also seize any item found which is considered to be harmful or detrimental to school discipline; this includes deleting electronic images or passing illegal material onto the police.
- Depending upon the nature of the confiscated item, it may be retained by the school or disposed of as a disciplinary measure where reasonable.
- Confiscated weapons, knives or bladed items, items believed to be stolen, and illegal drugs will be passed onto the police or disposed of by the school.

- Mobile phones will be held safely until collected by parents or guardian.

## **15 Zero-Tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate.
- Considered.
- Supportive.
- Decided on a case-by-case basis.

Sanctions for sexual harassment and violence may include a range of sanctions, which could include, but not limited to the loss of privileges (playtime, golden time etc), suspension or permanent exclusion.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally.
  - Refer to early help.
  - Refer to children's social care.
  - Report to the police.

Please refer to our safeguarding policy for more information.

## **16 Off-Site Behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips).
- Travelling to or from school.
- Wearing school uniform.
- In any other way identifiable as a pupil of our school.

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the public.

- Could adversely affect the reputation of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

## **17 Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our safeguarding policy.

## **18 Strategy for dealing with 'biting' in EYFS**

It is worth noting that some behaviours require a contextualised response, such as incidents of 'biting' within the Early Years. 'Biting' may occur due to the developmental stage that the child is currently operating within. If an incident of biting occurs, then we have the following procedures in place:

-Staff members would first assess whether the biting incident is considered to be a developmental stage relating to our Early Years Ages and Stages profile, or whether the behaviour should be dealt with using the aspect of the behaviour policy.

If deemed developmental:

- In the first instance, we would explain clearly to the child that this is not acceptable and ensure that they are placed into Reflection time consistent with our Learning Charter. The child would be supported to understand the reasons why this is not acceptable behaviour in a way that they can understand. Parents / carers would be informed, and this would also be logged within the class behaviour folder and would

be subsequently monitored.

-If incidents of biting are to continue, then we would have a meeting with the child's parents / carers to discuss a plan of action moving forward, promoting a consistent approach between school and home. Steps would be taken to support the child, such as the use of teething toys being used where appropriate.

As each child is a unique individual, the plan of action would reflect this. This would continue to be subsequently monitored and the Early Years Leader and Headteacher would also be informed. In some cases, external support may be requested to support the child at their home or at school.

Incidents of biting will be recorded on Arbor for the schools' records.

## **19 Racism**

Our definition of racism is based on:

- The Equality Act 2010 which offers protection from discrimination on the grounds of skin colour, nationality or ethnic origins. The Equality Act 2010 also prohibits discrimination on the grounds of religion or belief.
- The Macpherson Report: 'Conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin.'

We recognise that racism can include:

Racial Harassment

This can include:

- Physical assault
- Derogatory name-calling, banter, insults and racist jokes.
- Racist graffiti
- Wearing racist badges
- Carrying or distributing racist material such as leaflet comics or magazines.
- Verbal and non-verbal abuse and threats.
- Incitement of others to behave in a racist manner.
- Racist comments in the course of discussion in lessons\*
- Expressing prejudices or deliberate misinformation on racial, religious or ethnic distinctions.
- Writing or expressing provocative slogans or catch phrases.
- Ridicule an individual for cultural differences.
- Refusal to co-operate with others because of their colour, ethnicity, religion or language.
- Written derogatory remarks
- Accessing racist material on the Internet\*

\*Unless part of a study of racism within curriculum.



### Racist Bullying

All racist incidents, including those which could be deemed to be racist bullying must be recorded. Where there is evidence that several individual racist incidents have been perpetrated against the same child/young person, staff should be vigilant to the possibility that the individual could be experiencing the effect of bullying (i.e. a sense of powerlessness, isolation, and distress). The steps taken to resolve racist bullying are the same as stated earlier in this policy i.e. reviewing the situation and providing support to, and challenging the behaviour of, those involved.

We recognise the potential for children with SEN and disabilities who might be disproportionately impacted by racial incidents without outwardly showing any signs.

We promote tolerance, knowledge and understanding of cultural differences at Felix, and one of our core values is kindness. Racism is not tolerated and will be subject to the sanctions outlined in this Behaviour Policy.

## **20 Complaints**

Due to its nature, dealing with behaviour can upset those affected. We work extremely hard to soothe this process through excellent communication and high expectations. However, some will remain dissatisfied. In these rare cases, we would point parents and carers to our Complaints Policy.