

Creech St Michael C of E VC Primary School

Behaviour and Relationships Policy

"Together, we love, learn and grow"



"Go and bear fruit—fruit that will last." John 15 v.16

Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
3 Yearly	September 2024	S Byrne	September 2027

Ratification

Role	Name	Email	Date
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WHOLE SCHOOL POSITIVE RELATIONSHIP AND BEHAVIOUR POLICY

Creech St Michael C of E Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This is fundamental to our vision for all in our school community: 'Together we love, learn and grow.'

Our Behaviour and Relationships Policy guides staff to teach self-discipline, not blind compliance, through our core values of **love, respect, perseverance and hope**. It echoes our core values with a heavy emphasis on respectful behaviour and a partnership approach to support positive relationships. This document is a statement of the aims and strategies for ensuring positive behaviour within the school. An effective Behaviour and Relationships Policy is one that seeks to lead children towards high self-esteem, self-discipline and, ultimately, self-regulation. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour.

"It is notable that the interventions found to have a positive effect on behaviour largely focused on positive responses to the challenge of misbehaviour – training teachers to positively encourage learning behaviours and putting in place reward systems – rather than primarily focusing on punitive measures." (2021- EEF Research)

This policy is for all staff, pupils / students, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour

RIGHTS AND RESPONSIBILITIES

We all have the right:

- ❖ To receive an engaging and inspiring education, which is broad and balanced.
- ❖ To be provided with a safe and secure learning environment.
- ❖ To be listened to and to have opportunities to express opinions.
- ❖ To have access to high quality resources.
- ❖ To have teachers and adults who are caring, consistent and fair.
- ❖ To enjoy our time in school.
- ❖ To have good relationships and to be able to work cooperatively with others.

We all have the responsibility:

- ❖ To work hard and learn, to fulfil our potential by always doing our best.
- ❖ To look after our classroom, class resources and school environment.
- ❖ To ask for permission before using or touching the belongings of others.
- ❖ To be ready to engage with the learning.
- ❖ To listen to, and be respectful of, the opinions of others.
- ❖ To look after each other and ensure our school environment is safe
- ❖ To behave in a way that allows others to learn
- ❖ To follow our school rules

Our School Rules:

- ❖ Be kind
- ❖ Be respectful
- ❖ Be responsible
- ❖ Be safe
- ❖ Be honest
- ❖ Be the best that you can be

All classes follow the same school rules. All behaviour in school is underpinned by these school rules.

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 our system of rewards and consequences
- ❖ 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
- ❖ Consider what extra support can be offered to groups of pupils who are at a higher risk of exclusion, or pupils who are particularly vulnerable to the impacts of exclusion
- ❖ Set out how we intend to deal with accusation of bullying

The policy is the result of consultation with pupils, parents, governors and staff. It reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff.

CORE PRINCIPLES

Behaviour Principles for Creech St Michael Church of England Primary School

The Education and Inspectors Act 2006 and Department for Education guidance requires the Governors to make and frequently review a written statement of general behaviour principles to guide the Head teacher in determining measures to promote good behaviour.

Good behaviour and self-discipline are fundamental in creating the right atmosphere for learning to take place. The most effective way of encouraging good behaviour is to develop positive relationships between staff and children.

The governors expect any policy or action to be in accordance with their responsibility under equality legislation. Under the Equalities Act we have to ensure that we do not discriminate against any pupil: this may mean that our supportive action may look different for a child with additional needs compared to a neuro-typical child.

Behaviour Principles

1. As a church school, we will uphold the Christian values to love and respect one another enabling everyone to develop and celebrate their gifts
2. All members of the school community have the right to feel safe in the school's environment
3. All pupils, staff and visitors are free from any form of discrimination and display mutual respect at all times
4. Staff and volunteers set consistently high expectations for all pupils
5. The school will work in partnership with all members of the school community to uphold consistently high expectations of *their* behaviour and modelling at all times
6. The school's behaviour policy including exclusion and behaviour principles is available to, and understood, by all members of the school community
7. Rewards, restorative practice and reasonable force are used consistently by staff, in line with the behaviour policy
8. Pupils are helped to take responsibility for their actions
9. Families are involved in sustained behaviour incidents to foster good relationships between the school and pupils' home life
10. All members of the school community will understand that behaviour is a form of communication and will endeavour to understand what the child is communicating

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

RELATIONSHIPS ARE KEY

We are a caring community, whose values are built on mutual trust and respect. The school Behaviour and Relationships Policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

We aim:

- ❖ To ensure that every member of the school community will feel valued and respected, and all persons will be treated fairly.
- ❖ To support children to make the right choices.
- ❖ To keep parents well informed about the behaviour of pupils.
- ❖ To foster an atmosphere of mutual support with the implementation of the Behaviour and Relationships Policy

EXPECTATIONS

The Role of Governors

The governing body is responsible for:

- ❖ Reviewing and approving the written statement of behaviour principles
- ❖ Reviewing this behaviour policy in conjunction with the head teacher
- ❖ Monitoring the policy's effectiveness
- ❖ Holding the Headteacher to account for its implementation

The Role of Senior Leaders

Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- ❖ Meet and greet learners at the beginning of the day
- ❖ Be a visible presence around the site and especially at changeover time
- ❖ Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- ❖ Regularly share good practice
- ❖ Support others in managing learners with more complex or entrenched negative behaviours
- ❖ Monitor behaviour and assess behaviour policy and practice
- ❖ Regularly review provision for learners who fall beyond the range of written policies
- ❖ Monitor that the policy is implemented consistently
- ❖ Review the policy in conjunction with the governing body
- ❖ Ensure that new staff are provided 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

All Members of the School Community

At Creech St Michael C of E Primary School:

- ❖ Adults treat each other with respect, at all times, therefore providing a positive role model for the children and each other.
- ❖ We strive to build positive relationships with each other.
- ❖ We support all members of this school community to be ready, respectful and safe in an environment where effective learning can take place.
- ❖ We notice and reward good behaviour.
- ❖ We provide encouragement and stimulation to all pupils.
- ❖ We treat all children fairly and apply this policy in a consistent way.
- ❖ We ensure that all members of the community are aware of school policy and systems and promote our school rules
- ❖ We record behaviour incidents promptly
- ❖ We teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

PRAISE

Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of praise and rewards will increase children's self-esteem and thus help them to achieve more. Celebrating success helps children to achieve more.

- ✓ Actively looking for positive behaviour - being effusive in praising those pupils who are behaving well, rather than focusing on the negative.
- ✓ Team points may be given to reinforce positive behaviour.
- ✓ Children may be sent to other members of staff for praise.
- ✓ Class teachers may give positive feedback to parents.
- ✓ Children may receive stickers
- ✓ Out of school achievements are celebrated in class
- ✓ Head Teacher's Praise – stickers, awards.
- ✓ A weekly Gold Book celebration assembly to celebrate achievements in school

RECOGNITION AND CONSEQUENCE

- Every day is a fresh start for all children.
- The intention is for children to be recognised for positive behaviour as often as is possible.
- We operate a graduated system when managing low-level disruption in class.
- Children will receive a discrete verbal warning, a second discrete verbal warning and finally teachers may triage to decide on the next course of action, e.g. reflective conversation and missing a few minutes of break.
- The use of a graduated approach should be swift and appropriate for the child, to be used at the teachers' discretion (e.g. reminder of rules at the end of the lesson/break time).
- Often, the conversation with the child will be the consequence.

CERTIFICATES OF ACHIEVEMENT

- ✓ Teachers may give individual certificates throughout the week e.g for reading, handwriting.
- ✓ Certificates are given out during our weekly Gold Book celebration collective worship on Fridays.
- ✓ Headteacher Award certificates are given out to nominated children who have demonstrated exceptional behaviour.

TEAM POINTS

- ✓ Each child is affiliated with a 'house' Tone, Brunel, Hollinsworth, Curvallion
- ✓ Team points can be awarded to those pupils who exemplify our school rules.
- ✓ There will be a weekly celebration for the winning team
- ✓ Running totals will be added to the newsletter and school website.
- ✓ A half-termly reward will also be received to the winning team.

LUNCHTIME AWARDS

- ✓ Each adult on duty at lunchtime can give a minimum of two stickers each lunchtime for positive behaviour.
- ✓ Children earning a sticker will also be rewarded with 3 Team points.

Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children, and impact upon learning, while helping children acquire self-discipline.

Supporting Regulation

Whilst we expect, on most occasions, pupils will use the wider school environment to regulate and return to learning, there are some occasions when pupils will need a firmer approach with a direct consequence.

We believe it is important for adults in the school to be visibly consistent and calm, to be in control of their emotions and to have clear expectations when dealing with behaviour. The training they have received in relation to attachment and trauma awareness and emotion coaching will be utilised when responding to challenging behaviour.

Staff use the language of 'ready, respectful and safe' when responding to children's actions. They have been taught to use assertive phrases and an 'emotionless script' when dealing with challenging behaviour, such as the following:

I noticed you are...kicking the desk / struggling to sit on the carpet I understand you are...angry / upset / frustrated. You need to...(state desired behaviour) then we can... (state what the outcome will be) If you choose not to...(state desired behaviour) then...(state consequence) Do you remember when you...(refer back to a positive event)? That is who I need to see today! I know it's

tricky but I believe you can do it – thank you. (Walk away and don't turn back! Allow take-up time and show you believe they can do it)

In addition, emotion coaching phrases may also be helpful in supporting children with managing their behaviour, such as the following:

It's okay to feel... I think you might be feeling... I think you found that difficult because... I hear what you are saying... I can see that... I am here with you...

When children have completed any sanction / restorative process, they return to learning with a fresh start. It is important to note, however, for more serious and persistent behaviour patterns, a log is kept to support the child and the whole school community. In some incidences, a personal risk assessment or a behaviour plan may need to be put in place. All significant behaviour, is recorded on our school's management information system, CPOMS

Behaviours	Adult responses may include:
➤ Low level disruption ➤ Lack of engagement with learning ➤ Excessive chatting ➤ Running inside school ➤ Play fighting / rough play ➤ Being unkind	➤ Praise someone displaying appropriate behaviour ➤ First reminder (with neutral body language and tone) Using the least invasive interventions first e.g. eye contact, moving within closer proximity, or waiting ➤ Second reminder of expectations bringing focus towards the desired behaviour. Actions such as changing seats or removing distractions may be relevant. ➤ Time with the teacher to discuss behaviour ➤ Parents / carers informed. ➤ Involvement of another teacher if behaviour persists such as working in another class. ➤ Potential introduction of a Positive Behaviour Chart
Behaviours	Adult responses may include:
➤ Constant arguing ➤ Lying ➤ Refusal to follow adult instruction ➤ Inappropriate name calling ➤ Inappropriate physical contact (i.e. kicking, hitting, pushing) ➤ Swearing ➤ Leaving the learning environment	➤ Discussion with class teacher which may result in some of break or lunch time missed. ➤ Separation from the area for a limited time, at which time support is provided ➤ Parents / carers informed ➤ Involvement of a Senior Leader ➤ Multiple/regular incidents will lead to class teacher meeting with parents/carers and possible consideration of additional needs ➤ Introduction of an ABCC chart to monitor behaviour/times/location ➤ Record incidents on CPOMS when appropriate
Behaviours	Adult responses may include:
➤ Vandalism ➤ Dangerous refusal to follow instructions ➤ Bullying	➤ Involvement of Assistant Head teacher/Head teacher ➤ Parents / carers contacted ➤ Involvement of other agencies as required

➤ Theft ➤ Unprovoked fighting ➤ Severe inappropriate physical contact ➤ Inappropriate sexual contact ➤ Verbal abuse of staff	➤ Internal exclusion ➤ Fixed term suspension ➤ Recorded incidents on Cpoms
Behaviours	Adult responses may include:
➤ Persistent disruptive behaviour ➤ Racial / Homophobic abuse ➤ Physical fighting (where an adult has to intervene for the safety of the children) ➤ Physical abuse of staff ➤ Harmful sexual behaviour ➤ Hate speech	➤ Involvement of Head teacher ➤ Parents / carers contacted by Assistant Head teacher/Head teacher ➤ Involvement of Head teacher leading to internal seclusion and or/ fixed term exclusion ➤ Reported to local authority ➤ Repeated incidents could lead to permanent exclusion

Classroom Support Plan & Restorative Conversation

All staff should follow the guidelines contained in this table. In every incident the unacceptable behaviour will be explained to the pupil and they will have the opportunity to explain their actions.

IMPLEMENTATION OF THE POLICY AND ADDITIONAL INFORMATION

How the policy will be implemented in our school behaviour will be a key feature of the School Development Plan and will be implemented through:

- ❖ The involvement of all children and staff
- ❖ Governor involvement
- ❖ Parental involvement
- ❖ Time scale [reviewed annually and updated every 3 years]
- ❖ CPD

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave

Pupil Support

The class teacher may need to offer additional support to some children at times. Some children may display a change of behaviour and may benefit from having a buddy from an older class to check in with them during the school day.

We may offer ELSA support for a period of time to some children. Other children may benefit from an adult in the school checking how they are each day or week.

Individual Needs

On rare occasions, some children may persistently display disruptive behaviours and may need a more defined and structured approach to improving their behaviour. Staff should be sensitive to any changes in the child's circumstances which may have resulted in unacceptable behaviour patterns. The school will use discretion as to how certain procedures are followed, depending on a child's individual needs and circumstances.

Safeguarding procedures will be put into effect immediately if it is felt that there are any serious concerns relating to the child's life outside of school which may affect his / her behaviour adversely.

Children's Views

The rewards and consequences were compiled following discussions with staff and children. The children's views are central to the success of this policy and will continue to be considered through meetings of the School Council and Ethos Group.

Inclusion At Creech St Michael C of E Primary school

We would expect that all children, regardless of age, gender, background, ethnicity or ability / disability, would participate and be made fully aware of the aims of this policy and its outcomes. All children will receive parity in respect of rewards and consequences in line with the Equality Act 2020 and in terms of safeguarding and supporting children with special educational needs.

Staff Development and Support

All members of the Teaching, Learning Support and Midday Supervisor teams have undergone training in the principles and implementation of this policy. Staff meetings have been conducted allowing staff the opportunity to reflect upon it and offer amendments to the systems. Any suggestions have been carefully considered and acted upon if appropriate.

Regular communication takes place between staff and the SLT with regards to the implementation of the policy to ensure that the principles and systems behind it are fully understood and adhered to. Ongoing CPD will be put in place.

Teaching and Support Staff have undergone training in attachment and trauma awareness and how these impacts on the child's brain development. These principles have been considered when setting up the school environment and have been incorporated into the ethos of the school. Staff have also received training in Emotion Coaching which provides them with the tools to understand their own emotions, manage their relationships and increase their resilience.

Behaviour at Lunchtimes

Incidents of inappropriate behaviour are reported to the class teacher and will be recorded on CPOMS (safeguarding system, if appropriate) which are assigned to teachers so that they are kept up-to-date about any issues that have arisen during lunchtime. Any issues requiring further action are dealt with by the class teacher or passed to a member of the Senior Leadership Team to be followed up.

Bullying

At Creech St Michael C of E Primary School, we do not tolerate bullying of any kind, including incidents affecting members of staff. Please refer to the following policies for more details: Anti-Bullying policy and Safeguarding and Child Protection Policy in relation to responding to allegations of sexual harassment or sexual violence.

Child on Child Abuse

Please see the guidance set out in Behaviour in Schools (February 2024)

[Behaviour in Schools - Advice for headteachers and school staff Feb 2024
\(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/115441/behaviour-in-schools-advice-for-headteachers-and-school-staff-feb-2024.pdf)

Malicious Allegations

The school will fully investigate any allegations in line with our Child Protection and Safeguarding Policy. We will follow safeguarding procedures and inform the LADO if there's an allegation of an incident happening while an individual or organisation is using the school premises to run activities for children

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 (LADO), 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.

Incidents of Extremely Inappropriate Behaviour and Suspensions / Permanent Exclusions

At Creech St Michael c of E Primary School, suspensions / exclusions are used as a last resort and each case is treated on its merit and will be treated equally. The decision to exclude a student will only be taken in the following circumstances:

- In response to a serious breach of the school's Behaviour Policy
- In response to persistent breaches of the School Behaviour Policy, and when behaviour has not improved following in-school sanctions and interventions
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

This could take the form of internal seclusions where the child is segregated from their peers for a set period of time, but remains within the school premises. A child that is demonstrating extreme inappropriate or dangerous behaviour at lunchtimes may be subject to lunchtime exclusions whereby the parent / carer is required to withdraw the child from the school premises over the lunchtime period.

Pupils may also be educated off-site with alternative provision for a set period of time, depending on the severity or frequency of the behaviour.

This action is taken with the agreement of the parents/carers. If there is disagreement between the school and parents / carers in relation to this action and parents / carers decide not to take their child to the alternative provision and decide to keep their child at home then this will be recorded as an unauthorised absence.

For more information on suspensions and exclusions, please refer to the LA Toolkit and Guidance for Governors/Trustees Serving on Pupil Suspensions and Permanent Exclusion Panel and guidance from the DFE.

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)

The decision to suspend or exclude will be only made by the head teacher and only as a last resort.

Managing Pupil Transition

Children who are identified as requiring additional support with managing their behaviour will be carefully assisted during the transition process to secondary school, or when a child transfers to another school mid-year. The nature of the support will be negotiated with the new school but is likely to include additional transition visits, liaison with the pastoral team and parents / carers and the sharing of information about successful strategies or current behaviour plans.

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Working with Parents

We are committed to working alongside parents to discuss, support and resolve any issues or concerns that we have about a child's behaviour or a change in behaviour.

Teachers will keep parents fully informed of any notable incidents that occur during the school day by a conversation at the end of the day, an email, a phone call or by asking for a meeting with them.

Senior leaders may be invited to support a meeting with parents.

Working with other Local Agencies

At times it may be appropriate for children and families to be referred to other local agencies to gain specialised support in improving their behaviour, social or emotional skills, or if factors such as housing, financial hardship or health are impacting on a child's behaviour and performance in school.

Referrals are discussed with parents to gain their informed consent and families work alongside the SENCO to secure appropriate support from other agencies. Referrals to the Multi Agency Support Hub will follow the process set out by Somerset County Council.

Use of Reasonable Force and other Physical Contact

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
- Committing an offence

Incidents of reasonable force must:

- 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 in the 'Bound and Numbered Book' and reported to parents/carers

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.

Searching, Screening and Confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#)

Confiscation of Inappropriate Items

What the law allows: There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school policy sets this out; and

2) The Head teacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for power to search for "prohibited items"

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item that may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item. With items, not to be handed to the police, schools can decide if they are to be held and returned to parents or disposed of.

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Child Protection and Safeguarding Policy for more information

Mobile Phones

As many of our Year 5 and 6 children walk to and from school on their own, they may need to bring a mobile phone into school but it must be handed into the class teacher on arrival. Each upper key stage 2 class has a lidded box for the children to place their phone. This box is then taken to the school office, where it remains until the end of the school day. Any mobile phones found in school bags or on a child's person will be confiscated and returned to the parents.

If a child requires their mobile phone for medical reasons, then this must be agreed with the head teacher and the child's parents/carers.

[Mobile phones in schools - February 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Online Misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Discipline Beyond the School Gate

The law allows teachers to discipline pupils for misbehaving outside of the school premises to such an extent as is reasonable. If an incident of non-criminal bad behaviour and bullying occurs off the school premises which is witnessed by a staff member or reported to the school, the school will take the necessary action:

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

- 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 a staff member (e.g. on a school-organised trip).

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

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 Child Protection and Safeguarding Policy for more information.

LINKS TO OTHER POLICIES AND DOCUMENTS:

- ❖ Keeping Children Safe in Education 2024
- ❖ Creech St Michael C of E Primary school Safeguarding and Child Protection Policy 2024
- ❖ Toolkit and Guidance for Governors Serving On Pupil Suspensions and Permanent Exclusion Panels
- ❖ SEND Information Report
- ❖ Inclusion Policy
- ❖ Parent Code of Conduct
- ❖ Positive Handling Plan
- ❖ Physical Restraint Policy
- ❖ Anti-Bullying Policy

APPENDICES:

Appendix 1: The Legal Framework Teachers' Powers

This power also applies to all paid staff with responsibility for pupils, such as teaching assistants (unless the Head Teacher says otherwise)

- ❖ Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules, or who fail to follow a reasonable instruction (section 90 and 91 of the Education and Inspections Act 2006)
- ❖ Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including educational visits
- ❖ Teachers have the power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school. In certain circumstances this will include students out of school uniform outside of school hours
- ❖ Teachers have the power to impose detention outside of school hours
- ❖ Teachers can confiscate pupils' property
- ❖ Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose punishment on that student
- ❖ To be lawful, the punishment (including detentions) must satisfy the following three conditions:

1. The decision to punish a student must be made by a paid member of school staff or a member of staff authorised by the Head teacher;
2. The decision to punish the student and the punishment itself must be made on the school premises or while the student is under the charge of the member of staff;
3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all circumstances.

Appendix 2: Legislation, Statutory Requirements and Statutory Guidance

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

[Behaviour in schools: advice for head teachers and school staff 2024](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

Keeping Children Safe in Education 2024

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)

Use of Reasonable Force in Schools

[Supporting pupils with medical conditions at school](#)

[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 gives schools the authority to confiscate pupils' property
- ❖ [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online