

Chase Lane Primary School and Nursery Unit

Pupil Code of Conduct



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<i>Next review:</i>	November 2024

Code of Conduct

Aims

'Catch them being good'

Maintain high standards of behaviour in all areas of school life and beyond.

Ensure that all members of the school community are treated with mutual respect and support one another in addressing any areas of concern with children or adults.

Create a learning environment that is positive and safe for all to enjoy and maximise the child's learning experience in school.

Promote self-discipline and allow children the opportunity to learn how to take responsibility for their actions.

Actively involve parents in promoting desired behaviour choices, supporting school, and the children based on their individual needs.

Pupil Code of Conduct should be clearly understood by pupils, parents/carers, Governors and all school staff.

Identify any safeguarding concerns or external issues that are the root of any unacceptable behaviour

Apply the code of conduct to all in our school community consistently, equally and fairly.

Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education

- School suspensions and permanent exclusions
- 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:

- DfE guidance explaining that maintained schools must publish their behaviour policy online

School Values

Our school values are at the heart of everything undertaken at school. Trust, Respect, Aspiration, Equality, Resilience and Engagement are the values which are promoted in all aspects of school life, including behaviour. Having such strong values established and promoted in school give our children the best possible chance to make excellent moral choices and develop the emotional skills to succeed both in school and beyond. Our strong values are linked closely to our six school rules (See appendix I) which are followed from nursery to year 6. The school rules are displayed around our school and children are made aware of them proactively through assemblies and by staff.

Positive Approach

At Chase Lane the primary goal is to catch children 'being good'.

Positive behaviours are actively sought and linked directly to our school rules and values. This is achieved by:

- giving positive comments on a daily basis from all staff members,
- year group assemblies celebrate and promote school values and rules,
- the cup of kindness,
- star of the week assemblies,
- When children make positive choices within the classroom or around the school they are rewarded by receiving dojos
- At the end of the week the child in each class who has received the most Dojo's will be given a certificate. This certificate will enable them to attend a termly rewards event.

In addition, staff are encouraged to then add any additional levels of praise and rewards such as awarding stickers and classroom rewards for positive behaviours and engagement.

The Role of The Class Teacher

It is the responsibility of class teachers to ensure that the school rules are enforced fairly and consistently in their classes and around the school, and that their pupils behave in a responsible manner.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children are able to work to the best of their ability.

Class Teacher's will:

- Create and maintain a stimulating environment that encourages pupils to maintain high levels of engagement
- Display the school rules and their own classroom rules
- Develop a positive relationship with pupils, which includes:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicate clearly expectations of behaviour
 - Highlight and promote good behaviour
 - Conclude the day positively and start the next day afresh
 - Have a plan for dealing with low-level disruption
 - Use positive reinforcement
 - If needed, adapt the school's behaviour chart to meet the needs of the child and update it after each session.
 - Work with the behaviour champion on a child's behaviour plan and make sure it is actioned in the classroom.

If a child misbehaves repeatedly throughout the day, the class teacher keeps a record of such incidents which are recorded on Safeguard Software and any additional paperwork stored in the class log. In the first instance, the class teacher deals with the incident him/herself and contacts the parents, if it is appropriate. However, if misbehaviour continues, the class teacher will seek advice from the Phase Leader. If the child's behaviour doesn't improve, the class teacher will arrange a meeting with the Phase Leader and the parent(s). At this stage a class behaviour chart and a behaviour plan might be necessary (see appendix II and III). An SLT member will get involved if, after the meeting with the parents, the pupil's behaviour deteriorates or shows no improvement.

It is strongly recommended that parents are involved as early as possible if a child has behaviour issues.

The Role of The Learning Support Assistants and MDA's

The Learning Support Assistants in our school have high expectations of the children with regard to behaviour, and, working with the class teacher; they strive to ensure that all children work to the best of their ability.

Learning Assistants should treat all children fairly and enforce the classroom/school rules consistently.

The Role of the MDA

When carrying out playground duties the MDA must do the following:

- Log any incidents of inappropriate behaviour on Safeguard software making sure the class teacher and SLT are notified
- For serious playground issues make sure the relevant children are sent to the member of SLT on duty.

The role of SLT at lunchtime

The member of SLT on duty will:

- Log on Safeguard software any actions for the class teacher and relevant member of SLT.
- More serious behaviour incidents the member of SLT will call home and write a letter. The phone call will then be logged on Safeguard Software and the behaviour letters uploaded onto the system.
- For behaviour incidents that involve a phone call and letter home, children must complete a written apology and a reflection form (see Appendix IV and V) . Both of these are scanned by the member of SLT and uploaded onto Safeguard Software.

Playground sanctions:

- (1) Verbal warning – No need to record on Safeguard Software
- (2) Time out xx minutes (School rules and restorative questions asked. MDA to record on the Safeguard Software alerting the teacher and the relevant member of SLT)
- (3) Serious behaviour incident, relevant children sent to a member of SLT who is on duty that day. (MDA to log the initial incident then SLT will reply with the actions that need to be taken)

Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

The responsibilities of The Headteacher, Deputy and the behaviour co-ordinator

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in their implementation of the policy.

The Head/Behaviour co-ordinator keeps records of any reported serious incidents of misbehaviour and logs this in the behaviour co-ordinator's file.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for very serious acts of misbehaviour. Parents will be given work for the child to complete for the period of the exclusion.

The Headteacher/Deputy Head has the responsibility to investigate any incidents of cyber-bullying or inappropriate use of technology (including social media) that occurs between our pupils in or out of school. For incidents which occur out of school, it is essential that parents /pupils give the school a hard copy of the evidence if the school is to investigate.

For a repeated or very serious misdemeanor, a child may be permanently excluded from school. This is the Headteacher's decision.

The Headteacher /Deputy may when necessary investigate any incidents between pupils in the school that occur on the way to and from school.

If a child's poor behaviour choices present a possible health and safety risk when going on a school trip, the Head/Deputy will ask the parent to accompany the child on the trip/discuss possible alternatives.

The Role of Parents/Guardians

The school rules are listed in the school prospectus and on the school's website, and we expect parents to read them and support them.

Parents are expected to support their child's learning and to co-operate with the school, as set out in the home-school agreement. It is intended to build a supportive dialogue between the home and the school, and we inform parents if we have a concern about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains they should contact the Head/Deputy. If the parent still has concerns, they should contact the school governors.

If a parent has a problem about a behaviour incident that has occurred, they should first speak to the class teacher. Then the Phase Leader may get involved at a later stage, if still not resolved the Deputy Head teacher will support at this stage.

Parents must not approach other children about an incident.

If this does occur the parent will be given a verbal warning. If this happens again, the parent will be banned from the playground for an appropriate amount of time. The school will not investigate any incident that occurs between parents when they are off school premises.

The Role of Governors

The governing body has the responsibility of reviewing the effectiveness of the behaviour policy. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues.

Meetings with parents

If formal meetings with parents are held regarding behaviour choices the content must be recorded on Safeguard Software and the correct time/date inserted. If SLT/ELT speak to parents the conversation must be recorded on Safeguard Software.

Disruptive behaviour

Disruptive behaviour may be any behaviour choice that contravenes any of the six school rules. This will always be referred to as a poor behaviour choice and never a 'naughty child'. If a child disrupts the learning in any way for themselves or others there will always be a consequence which staff will apply consistently and fairly followed by the opportunity to acknowledge what has gone wrong and then the chance to make a fresh start returning to the positive area on the school traffic light systems. This also applies to children who have SEND but in certain situations the sanction issued may reflect the needs/understanding of that child.

PPA

Children who make poor choices during PPA will be recorded on a sheet (plus details of the incident) by the member of staff responsible for the group. This sheet is forwarded on to the class teacher via the class register. The class teacher will then sanction as they see fit based on the severity of the poor choice.

Should problems be of a more serious nature as identified on page 8 then staff should refer straight to SLT.

Behaviour in the Early Years Foundation Stage:

In the event of a poor behaviour choice the following procedure occurs:

- (1) First warning. Conversation with child to help understand the impact of their behaviour choice.
- (2) Second warning. Child once again supported to acknowledge poor behaviour choice and its impact. Third warning, 3-5 minute time out in classroom given depending on child's age and level of understanding. Time out may occur with an adult to support child's observation of acceptable learning/playing and support child's emotional needs.
- (3) Should the poor behaviour continue, a 5 minute time out may take place in a different Reception class. Parents should be notified that same day and written up on Safeguard Software.

Please see section on behaviour within EYFS Teaching & Learning Policy for further information detailing good practice in regards to behaviour within the Early Years Foundation Stage.

Behaviour Year 1 to 6:-

In the event of poor behaviour choices, the following procedure occurs:

- (1) First warning - a warning given.

- (2) Second warning.
- (3) Third warning - child will be given a 5 minute time out in class. The child must then be given the opportunity to acknowledge what went wrong
- (4) Should poor choices continue a second time out may be given in another class and at this point parents will need to be contacted. A record must be written up on Safeguard Software the outcome/sanction given and details of the conversation with the parent and a signature where possible.
- (5) If issues are re-occurring a meeting will be held with the parents, teacher and Year Group Leader. Additional needs will be discussed and provisions made based on the individual's needs.
- (6) If poor choices continue SLT and sometimes the SENDCo will meet with the families and the individual's needs and further provision will be considered.
- (7) Involvement of outside agencies

Restorative approach

At Chase Lane Primary school, when dealing with poor behaviour choices, we use the restorative approach. Children will be asked a series of questions examples of such questions are below:

- What happened?
- What were your thoughts at the time?
- What have been your thoughts since?
- Who has been affected by what happened?
- How have they been affected?
- What do you need to happen now?

Members of staff would be referring to the school rules throughout and making sure children are educated in making the right decisions. Support will be put into place for any children who require it please see section on Hot Spot children.

NB As a sanction, children will never be sat outside classroom.

Unacceptable Behaviour

Some poor choices are considered 'serious' in their very nature and will be dealt with automatically by a member of SLT.

Racism is not tolerated (see appendix VI), nor bullying (see appendix VII), misuse of the internet or social media (in or out of school), homophobia, offensive language or discrimination due to sex, age, ability, religion or physical disability.

Any form of significant physical contact will not be tolerated either from or towards our children.

Any such incidents of any of the above will be referred straight to SLT and dealt with appropriately, notifying parents of recipients and then perpetrators of the incident. At no point will children involved be named in any conversations and sanctions will **only** be discussed with perpetrators parents.

In addition to the above behaviours it is also taken very seriously if a child's safety is at risk and that they could come to harm as a result of their choices. Such incidents would be treated as in the paragraph above. They might include:

- *Serious physical contact - children harming themselves or others
- *Open defiance towards teacher
- *Leaving classroom without asking
- *Situation where a child needs to be restrained (see Appendix VI)

What to do if a serious incident occurs:

A phone call should be made to the front office/SLT office. A member of SLT or the Behaviour Champion will go to the classroom. The teacher should record what happened on the Safeguard Software and inform the parent on the same day (sometimes this may need a phone call if the child attends tea-time club, is collected by another adult or walks home alone). If the situation escalates and the child has to be removed from the classroom, a member of SLT will contact the parent re the incident. A record of the conversation will be reiterated in a short letter home as a record and uploaded onto the Safeguard Software.

In the event of a serious incident the child will discuss the incident/their behaviour with a member of SLT. This will be investigated thoroughly and parents of both perpetrator and recipient will be informed. In extreme circumstances, this may lead to an internal or external exclusion. It is the policy of the school that any sanctions given will **only** be discussed with the perpetrator's parents.

At times the school may judge that a child's behaviour choice should result in an internal exclusion. This means that the child's behaviour has resulted in them completing work in another year group for a period of more than 1 hour. This is a very last option and can only be sanctioned by Head/Deputy Teacher. Records of children who are internally excluded are kept by the Behaviour Co-ordinator.

Hot Spot Children

Our Hot Spot children are those who need more in depth strategies than most to help them develop positive behaviour choices. Many of our hotspots attend lunch club that promotes positive social interactions. These children all have behaviour charts and are supported by our Behaviour Champion. The Hotspot children's behaviour is tracked daily by the Behaviour Champions.

Safeguarding

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.

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 consider whether to 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 consider whether to 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 (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.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents arise and children make poor choices, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident will be made on a case-by-case basis.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

Whether the pupil was unable to understand the rule or instruction?

Whether the pupil was unable to act differently at the time as a result of their SEND?

Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

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.

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.

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.

Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand their poor choice and put in further measures to assist them.

This could include measures like:

- Reintegration meetings
- Daily contact with the Behaviour Champions
- Attending lunchtime club
- A class behaviour chart
- A Behaviour Plan

Pupil transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for transition

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 related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Mobile phones

- Only pupils in year 6 are allowed to have mobile phones with them on-site.
- Once a pupil enters the school site their mobile must be switched off.
- Once a year 6 child comes to school their mobile phones are handed in to their year 6 teacher who will then lock them away.
- At the end of the day the class teacher will return the phone to the child.
- Once the child has left the school site they may turn their phone on.

Any breaking of these rules may result in a sanction.

Off-site misbehaviour

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).

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.

Monitoring arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by Head teacher/Deputy Head and Behaviour Co-ordinator.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff

- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- De-escalation techniques
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the governing body.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy

Appendices

School Rules

See Appendix I

Class Behaviour Chart

See Appendix II

School Behaviour Plan

See Appendix III

School Letter of Apology

See Appendix IV

Behaviour Reflection

See Appendix V

Anti-Racism

See Appendix VI

Child on Child Abuse and Anti- Bullying

See Appendix VII

Positive handling policy

See Appendix VIII

Chase Lane Primary School and Nursery Unit

School Rules

The Golden Rules are used and have been adapted for each stage of the school. They are:

1. Elsa Elephant - We work hard-don't waste time
2. Alfred Alligator - We are kind and helpful
3. Louis Lion - We are honest
4. Mona Monkey - We listen
5. Gino Giraffe - We look after everything
6. Zelda Zebra - We are gentle



Class Chart

Name: _____ Week commencing: _____

	Monday			Tuesday			Wednesday			Thursday			Friday		
	AM	AM	PM	AM	Break Time	PM	AM	Break Time	PM	AM	Break Time	PM	AM	Break Time	PM
Target 1:															
Target 2:															
Target 3:															

At the end of every week I will show this chart to the school behaviour lead.

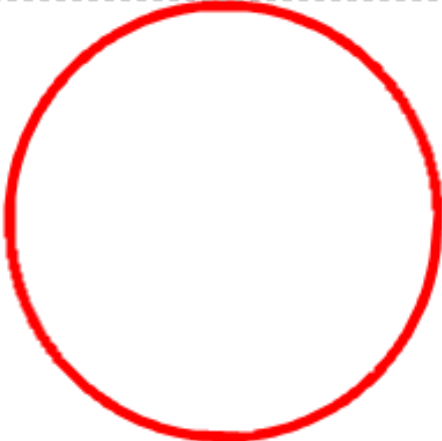

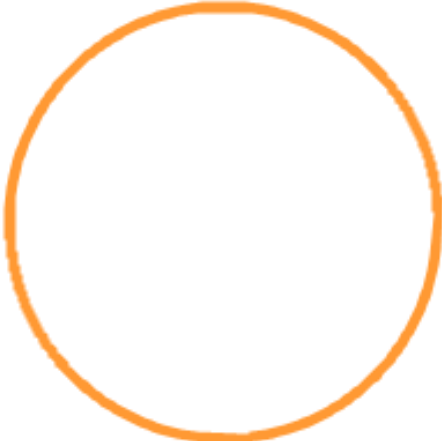

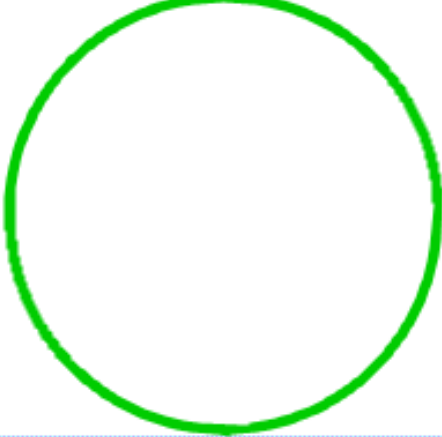

If I am struggling I know I can:

- Speak to the class teacher
- Speak to the behaviour champions



Behaviour Plan

<u>Behaviour Plan</u>	Name:
Targets:	Completed by:
	Date:
	Review Date:

<u>Types of Behaviour</u>	<u>Strategies to Implement</u>
	
	
	

Letter of Apology

Letter of Apology

Date: _____

Dear _____

I am writing to apologise for _____

This was a poor choice because _____

I am sure it made you feel _____

I have learnt that if there was a next time, I would _____

Yours Sincerely

KS1 Behaviour Reflection

Behaviour Reflection KS1

Name: _____

Date: _____

I made someone feel.....



Next time I will.....

Work hard

Be gentle

Be honest

Listen

Look after things

Be kind

Adult who discussed with the child _____



Adult to discuss the golden rules with the child, clarifying what they could have done differently.

KS2 Behaviour Reflection

Behaviour Reflection

Name: _____

Date: _____

What happened?

When I made this choice, I was not demonstrating:

Aspiration

☐

Equality

☐

Resilience

☐

Engagement

☐

Respect

☐

Trust

☐

Why was this behaviour not acceptable?

I think those affected might feel...

angry lonely embarrassed annoyed engaged frustrated upset

To make the situation better now, I could:

Next time I am in this situation, I will try.....

I will sign my reflection form to show that I have understood the consequences of my poor choice.

Please sign: _____

Chase Lane Primary School and Nursery Unit

Anti-Racism Policy

Definition of racism: -

- A lack of understanding or tolerance towards any group.
- A belief in the inferiority or superiority of a particular group.
- The use of racist language or jokes.
- The refusal to co-operate with people because of their ethnic origins.
- Ridicule of an individual or group for cultural differences, e.g. food, music and dress.

Racism is not accepted in school, from either children or adults. Racist behaviour is dealt with in the following manner: -

- (1) Anyone who witnesses racist behaviour should inform the Deputy/Head teacher at once.
- (2) Members of staff will always be available to discuss with the children or parents any worries or concerns.
- (3) In all cases sensitivity is shown to the recipient and appropriate support given.
- (4) The incident is discussed fully with the instigator and the instigator is asked to apologise to the recipient. The recipient will be supported throughout the process.
- (5) In the event of any child being involved fully in a racially motivated incident, the parents/carers of the recipient and instigator are informed by the Head Teacher or Deputy Head Teacher and their co-operation sought.
- (6) In the event of persistent physical or verbal abuse by a child the Governors would be informed and exclusion considered.
- (7) All incidents are recorded by the Deputy Head Teacher in the school behaviour folder. Any incidents are reported termly to the Local Authority.

This policy was reviewed by Natasha Harper in June 2023. Next review will take place June 2024 or earlier, if necessary.

Chase Lane Primary School and Nursery Unit

Child on Child Abuse and Anti-Bullying Policy

It is a basic entitlement of all children that they receive their education free from humiliation, oppression and abuse.

Definition

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Child-on-child abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school.

All staff play an important role in preventing it and responding where they believe a child may be at risk from it.

All staff should understand that even if there are no reports in their school it does not mean it is not happening, it may be the case that it is just not being reported.

If staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Please see Page 12 of Keeping Children Safe in Education

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080047/KCSIE_2022_revised.pdf

Child-on-child abuse is most likely to include, but may not be limited to:

Child-on-child abuse	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	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

Different types of bullying

Pupils are bullied for a variety of reasons-and no reason. Specific types of bullying include bullying related to: appearance, health conditions including Covid- 19, gender, race, religion or culture, special educational needs or disabilities or sexual orientation. Other instances of bullying could be towards children whose home circumstances are unusual e.g. young carers and looked after children. Bullying can also take place towards school staff, by pupils, parents or other staff. With the increased use of the internet, another type of bullying that may occur is cyber bullying.

Statutory duty of schools

Headteachers' have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

All school teaching and ancillary staff must be alert to the signs of bullying and act firmly and promptly against it in accordance with school policy.

Strategies to Combat Bullying

We teach the children about bullying through assemblies, role play and Circle Time. Bullying is dealt with in curriculum areas such as RE and PHSE.

We encourage co-operative working and social skills through co-operative group work.

We raise awareness with parents at Reception Intake meeting.

It is the responsibility of the Headteacher to monitor this policy.

The policy will be reviewed annually and its implementation and effectiveness will be assessed.

Further Reading: -

Bullying – Don't Suffer in Silence" – information pack from DfE

Safe to Learn-DCSF guidance information.

This policy was reviewed by Natasha Harper in June 2023. Next review will take place June 2024, or earlier, if necessary.

Chase Lane Primary School and Nursery Unit

Positive Handling Policy

Policy on the use of reasonable force to control or restrain pupils

Introduction

CORPORAL PUNISHMENT IS NOT AUTHORISED.

Corporal punishment means the intentional application of force as a punishment. This includes not only the use of the cane or other implement, but other forms of physical chastisement intended as punishment (such as slapping, punching, pushing, prodding, throwing missiles, locking in a cupboard and any other such forms of rough handling).

Section 550A of the Education Act 1996 allows teachers to intervene physically and with 'reasonable force' to prevent any child from: -

- Injuring himself or others
- Damaging property
- Committing a crime
- Disrupting order and discipline

Whether these are occurring in school or during any other school activity eg an educational visit.

Reasonable force

Must be the minimum force needed and must only be used if the circumstances of the particular incident warrant it. It must never be used as a punishment.

Physical intervention

Physical contact will be the last resort, only used to prevent any of the situations described in the first paragraph. There may be times when a child is in danger and there will not be time to speak with him or her first. Usually, however, a child will be spoken to and be expected to respond to a verbal command.

Physical intervention can take a number of forms, for example:

- Standing in the way of a child
- Physically intervening between children
- Holding on to a child

- Leading a child by the hand
- Removing an article from a child.

Force that should NOT be used includes: -

- Holding round the neck or any other hold that might restrict breathing.
- Kicking and slapping or punching.
- Forcing limbs against joints (eg arm locks).

Where it is known or anticipated that a child's behaviour might require physical control or restraint, a meeting will take place with the senior leadership team who will put procedures into place that will be communicated to all involved (parents, staff and children).

All teaching and non-teaching staff who have been trained are authorised by the Headteacher to use reasonable force to restrain children.

This does not allow restraint to be used as a disciplinary act or as a punishment. Every member of staff must be extremely cautious about using restraint.

Staff should be aware of the Special Needs Policy and of the particular special needs children who might present them with difficult behaviour.

The relationship between child and adult must be on a firm professional basis, which leaves no room for the misinterpretation of any act or instruction. Staff should ensure that they do not place themselves in any situation which might trigger a complaint – eg a member of staff alone in a room with a child.

Recording, reporting and monitoring

All incidents of physical contact will be recorded, reported to the Head Teacher immediately and communicated with the parents. See

The following information must be recorded (in a bound and numbered book) :-

- Name of child/children
- Date, time and place of incident
- Adults involved, plus
- Signed report showing why the force was being used, how the incident developed
- Signed witness statement

- The child's response, including any injuries

The Headteacher will:

- Read all accounts of the intervention
- Interview staff and children
- Inform the LEA and the Chair of Governors

Following an incident involving physical intervention, both the child and the member of staff will be closely monitored for the effects of the incident. It is hoped that on the rare occasion that restraint may be necessary, staff, parents and child will be clear why this action was necessary, but there will always be the possibility of formal complaint.

If parents wish to complain about the action taken by a member of staff, this will be fully discussed with the Head Teacher, but if parents are still not satisfied, they will be referred to the governing body, who will hear the complaint.

Similarly, if the school feels on any occasion that staff do not have full parental support or the school has concerns about the application of the policy in a particular case, the Headteacher and staff may refer the matter to the governing body.

This policy was reviewed by Natasha Harper in June 2023. Next review will take place November 2024, or earlier, if necessary.