

**Lingfield Primary School**

A Personal Best School



**Behaviour Policy**

Date Agreed by Governors	Summer 2023
Review Date	Summer 2024

**“Good behaviour in schools is central to a good education.”**

*Behaviour in schools: advice for headteachers and school staff 2022*

**Contents**

Policy Aims & Purpose	Underpinning Principles Personal best school Vision Mission: Aims and Values Pupil expectations Culture Deck
Legislation, statutory requirements and statutory guidance	
Leadership and Management - Roles and Responsibilities	The Role of the Governing Body The Role of School Leaders The Role of the DSL The Role of teachers and staff The Role of parents and carers The Role of parents The Role of children Safeguarding
School Behaviour Curriculum	Classroom management Whole School routines Supervision routines -Breaks and Lunchtimes Classroom routines Environmental routines Scripted responses
Inclusion	The graduated approach SEND and SEMH Thrive Unidentified SEND EHCPs Transition
School Systems and Social Norms	Rules Responding to good behaviour Responding to poor behaviour Rupture and Repair Low-level behaviour Consequences for low-level behaviour The de-escalation approach

	Serious Behaviour Consequences for serious behaviour Bullying Formal Logs Sexualised behaviour Prejudice-related incidents Safe touch Off-site behaviour Online behaviour Mobile phones
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## Policy Aims & Purpose

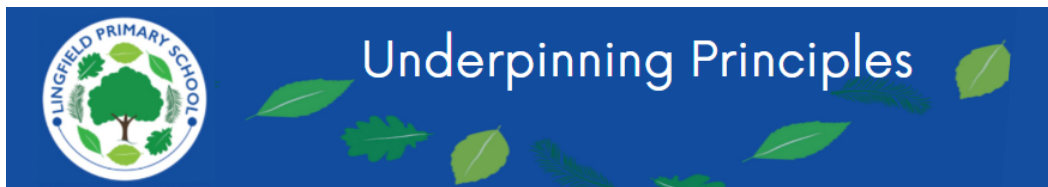
This policy aims to:

- Underpin behaviour in school reflecting the core values of respect, resilience and relationships
- Create a calm, safe and supportive environment where children can learn effectively
- Establish a whole-school approach to maintaining high standards of behaviour which reflect the values of the school
- Outline the expectations and consequences of behaviour, including bullying and different forms of discrimination
- Provide a consistent approach to the behaviour curriculum that is applied to all children based on their circumstances and needs
- Provide children with an understanding of emotional regulation and strategies to manage dysregulation
- Reflect the school's drive to embrace diversity and foster tolerance

### Purpose

Positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. This then requires positive reinforcement when expectations are met, while sanctions are required where rules are broken.

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#### Underpinning Principles

Behaviour is learned and can be taught  
Learning does not take place for a child if the child does not feel safe and secure in the environment they are in  
Behaviour is a form of communication and an expression of need

Nurture refers to emotional and social growth within clear boundaries and safe rules  
The behaviour of children in school cannot be controlled; it can only be managed

Making mistakes is a developmental necessity for children  
Children have a range of attachments in their lives - these can be healthy and unhealthy  
Many children have adverse childhood experiences which impact behaviour  
Self-esteem is fundamental in explaining behaviour  
Behaviour is not linear and changes over time

Lingfield Primary School is a **Personal Best School**.

The approach to behaviour at the school is underpinned by the core values of: **Respect, Resilience and Relationships**.

Behaviour is integrated into the **Vision, Aims and Values, Culture Deck** and **Inclusion Policy** of the school.



**Our Vision**

We are respectful to other people as well as the environment around us.

We leave with happy memories and a love of learning.

We are creative in our thinking, questioning and presentation of our learning.

We have high aspirations for our futures as we have had quality teaching alongside the opportunity to meet visitors and go on school trips.

We understand the importance of good relationships with our peers, the rest of the school and the wider community.

We know how to keep our minds and bodies healthy through PSHE lessons and daily physical activity.

We are reflective when reviewing our learning, solving problems and managing conflict and risk.

We understand the importance of being resilient and trying our personal best to help us make progress and be successful.

We have had the opportunity to learn to play a range of musical instruments, expressed ourselves through artwork, told stories through drama and performed to an audience.



**Our Mission:**  
To do our personal best every day

**Values**

The vision for our school is underpinned by our three core values of:

- Respect
- Resilience
- Relationships

The language of the 3Rs permeates through all aspects of school life and sets the foundations for our Personal Best philosophy.

**Aims**

At Lingfield Primary School, we aim to:

- Create a school full of happy, healthy, independent learners who know how to keep themselves and others safe.
- Provide great teaching and memorable learning.
- Live each day by the shared principles set out in our school's culture deck.

We believe that by working effectively together as a school community, we will achieve great success.

## **Pupil Expectations**

- Engage in learning and strive to do their personal best
- Set a positive example to others around the school, including outside on paths and the playground
- Treat others with empathy and respect
- Understand that being safe is everyone's responsibility
- Follow instructions
- Use appropriate language
- Use learnt strategies to help with emotional dysregulation
- Talk to trusted adults - class teacher, teaching assistant, DSL, HT, SENCO, etc - if upset or concerned
- Understand that their behaviour reflects the ethos of the school
- Be respectful working with others
- Wear correct uniform and maintain good personal hygiene

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all children can meet behavioural expectations in the curriculum.

# **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, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2022
- Suspension and permanent exclusion from maintained schools, academies and child referral units in England, including child movement - 2022
- Use of reasonable force in schools 2013
- Special Educational Needs and Disability (SEND) Code of Practice.

## Leadership and Management - Roles and responsibilities

Communicating the school policy to all members of the community is an important way of building and maintaining the school's culture. It helps make behaviour expectations transparent to all pupils, parents, and staff members, and provides reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable.

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### **The role of the Governing Board**

The Governors are responsible for:

- Reviewing and approving the written statement of behaviour principles and the behaviour policy
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### **The role of the school leaders**

The headteacher is responsible for:

- Approving and reviewing this policy in conjunction with the governors
- Ensuring that the school environment encourages positive behaviour
- Monitoring that the policy is consistently implemented by staff with all groups of children
- Evaluate the effectiveness of the school's approach to managing behaviour

### **The role of the DSL**

The DSL is responsible for:

- 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 children 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 this policy works alongside the safeguarding policy to offer children both consequences and support when necessary, using data from behaviour logs to make sure that no groups of children are being disproportionately impacted by this policy

### **The role of teachers and staff**



Staff are responsible for:

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Record behaviour incidents promptly (via CPOMs)
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

### **The role of parents and carers**

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to support any behavioural issues.

[Home School Agreement](#)

### **The role of children**

Children are expected to follow the school rules and to exhibit behaviour that models the core values of respect, resilience and relations. Some children will struggle to understand and/or follow these rules and so an adapted behaviour curriculum may be necessary which is discussed with parents/carers and planned for in conjunction with the Leadership Team.

### **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a child is in need of support, help or protection.

We will consider whether a child's poor behaviour 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 child's social care is appropriate.

[Child Protection and Safeguarding Policy 2023.docx](#)

## School Behaviour Curriculum

A behaviour curriculum defines the expected behaviours in school, rather than only a list of prohibited behaviours. It is centred on what successful behaviour looks like and defines it clearly for all parties. For example, 'pupils are expected to line up quietly outside a classroom. A behaviour curriculum does not need to be exhaustive, but represent the key habits and routines required in the school.

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### Classroom management

Everyone is responsible for setting the tone and context for positive behaviour within the school.

Children will be taught how to identify success and to develop positive self-esteem. Teachers will have specific planned strategies to allow children to reflect on their learning - both academic and social - and to communicate this with parents/carers.

They will:

- Create and maintain a stimulating environment that encourages children to be engaged
- Display the school rules
- Develop a positive relationship with children, which will include:
  - Greeting children in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Brain Breaks during the school day to provide children with regulation opportunities
  - Having a plan for dealing with disruption
  - Using positive reinforcement
  - If disruption to the class is excessive, classroom teachers can call upon the Leadership Team to support them

### Whole school routines

Routines to ensure safe and calm behaviour around the school building

#### [Whole school routines](#)

### Supervision routines - Breaks and Lunchtimes

Routines to ensure safe and calm behaviour at break and lunch

[Supervision routines - Breaks and Lunchtimes](#)

### **Classroom routines**

Routines to ensure consistent and learnt behaviour in the classroom

[Classroom routines](#)

### **Environmental routines**

Routines to ensure organised and tidy learning areas

[Environmental routines](#)

### **Scripted Responses**

The school uses scripted responses in a range of situations to ensure consistency of language, expectation and consequence. Scripted responses fall within the following categories:

- Classroom and Learning
- Behaviour
- Friendships
- Disclosure
- Parental request

[Scripted Responses - Common Questions](#)



We let nothing get in the way of our teaching and learning priorities

We sweat the small stuff because attention to detail matters

We use evidence informed practice to make the best decisions for our school

We build great relationships with all our families, especially those who really need us

## **Inclusion**

The consistent and fair implementation of the measures outlined in the behaviour policy is central to an effective whole-school approach to behaviour. Consistent implementation helps to create a predictable environment. Some pupils may require additional support to meet a school's behaviour expectations. This support should be given consistently and predictably, applied fairly and only where necessary.

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### **The graduated approach**

Surrey's Graduated Response document aims to provide clear and consistent guidance about assessing, planning, carrying out and reviewing support and intervention for children with SEND - this directly involves many children with challenging behaviours.



### **SEND and SEMH**

The school recognises that children's behaviour may be impacted by a special educational need or disability (SEND). The school also recognised that some children may have a specific emotional trauma in their childhood that may impact their behaviour - this is social, emotional and mental health (SEMH) which is part of SEND.

[SEND Policy and Information Report.docx](#)

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

When dealing with poor behaviour from children with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled child caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of children with SEND ([Children and Families Act 2014](#))

- If a child has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of poor behaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the child concerned.

This approach may include examples such as:

- Short, planned movement breaks for a child with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a child with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a child with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism, ADHD, ASD
- Use of separation spaces (such as the THRIVE room) where children can regulate their emotions during a moment of sensory overload

When considering a behavioural consequence for a child with SEND, the school will take into account:

- Whether the child was unable to understand the rule or instruction?
- Whether the child was unable to act differently at the time as a result of their SEND?
- Whether the child is likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence. In severe circumstances suspension will be considered.

### **Thrive**

Thrive provides a whole-setting approach to supporting the right-time social and emotional development of all children and young people, enabling them to feel safe, supported and ready to learn. The Thrive Approach consists of web-based profiling, action-planning and progress monitoring tools, enabling the best outcome for each child or group, and the wider impact of interaction based on the emotional needs of different age groups, informed by established neuroscience and attachment research, as well as child development studies and research into risk and resilience factors.

As part of the wider THRIVE programme, children will be taught about emotional regulation and how the human brain works. Every year-group will be taught how to self-regulate if required. Zones of regulation are used to identify emotional states.

### **Unidentified SEND**

The SENCO may evaluate a child 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 child, 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.

### **Education, Health and Care Plan (EHCP)**

The provisions set out in the EHCP must be secured and the school will cooperate with the local authority and other bodies.

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

### **Transition**

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

To ensure a smooth transition to the next year, children have transition sessions with their new teacher. In addition, staff members hold transition meetings to ensure rigorous handover of information.

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

## School Systems and Social Norms

Routines should be used to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. Any aspect of behaviour expected from pupils should be made into a commonly understood routine, for example, entering class or clearing tables at lunchtime. These routines should be simple for everyone to understand and follow.

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### Rules

Children are expected to:

- Engage in learning and strive to do their personal best
- Set a positive example to others around the school, including outside on paths and the playground
- Treat others with empathy and respect
- Understand that being safe is everyone's responsibility
- Follow instructions
- Use appropriate language
- Use learnt strategies to help with emotional dysregulation
- Talk to trusted adults if upset or concerned
- Understand that their behaviour reflects the ethos of the school
- Be respectful working with others
- Wear correct uniform and maintain good personal hygiene

### Responding to good behaviour

When a child's behaviour goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour may be rewarded with:

- Dojos being given to individuals or groups with clear rewards for dojos
- Verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Positions of responsibility, such as school council or, in the case of older child, leader roles in the school

- Whole-class, year group or house rewards, such as extra break times, star of the week, raffle winner

Some children will have a differentiated reward system. Individual needs are taken into account and personalised incentives may be necessary for specific children .

### **Responding to poor behaviour**

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across a school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring and schools may use pre-agreed scripts and phrases to help restore calm.

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

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As a school, we understand that learning is an ongoing process and that mistakes are an inevitable part of this journey. Mistakes are part of the learning experience that enable children to develop, grow and understand risk.

When a child's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of unwanted behaviour.

All behavioural incidents are logged and recorded on CPOMS. Some children may have a personalised behaviour log as a short-term approach to identifying patterns in behaviour and supporting behavioural strategies.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards and by responding in a consistent, fair and proportionate manner, so children know with certainty that poor behaviour will always be addressed at a time that is appropriate to the individual.

De-escalation techniques will be used to help prevent further behaviour issues arising.

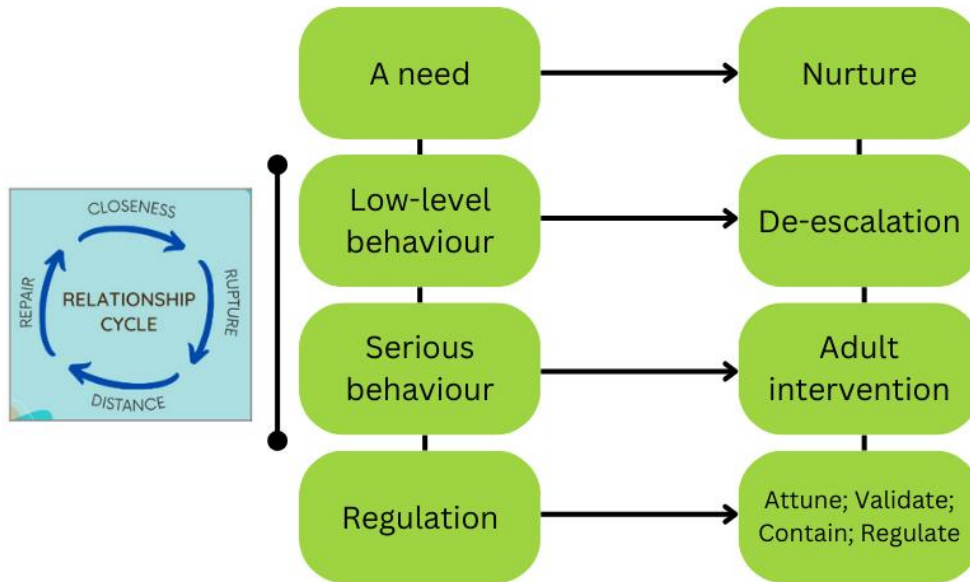
Poor behaviour can happen in school, out of school and online.





# Behaviour Responses

Positive relationship with the child



Any factors that contributed to the behavioural incident identified and considered.

## Rupture and Repair

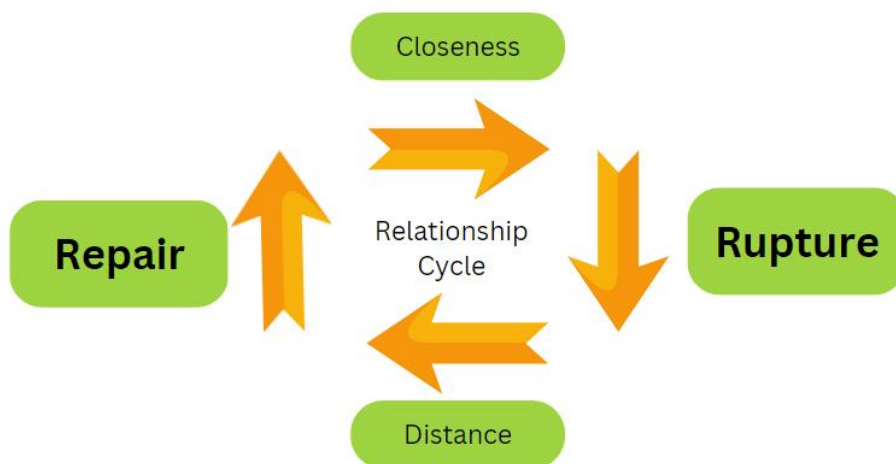
Following a consequence, the school will consider strategies to help children to understand how to improve their behaviour and meet the expectations of the school. This is vital as part of the rupture/repair cycle.

This could include measures such as:

- Reintegration meetings
- Daily contact with a trusted adult in school
- Opportunities for restoration
- Identification of any SEND and/or SEMH needs



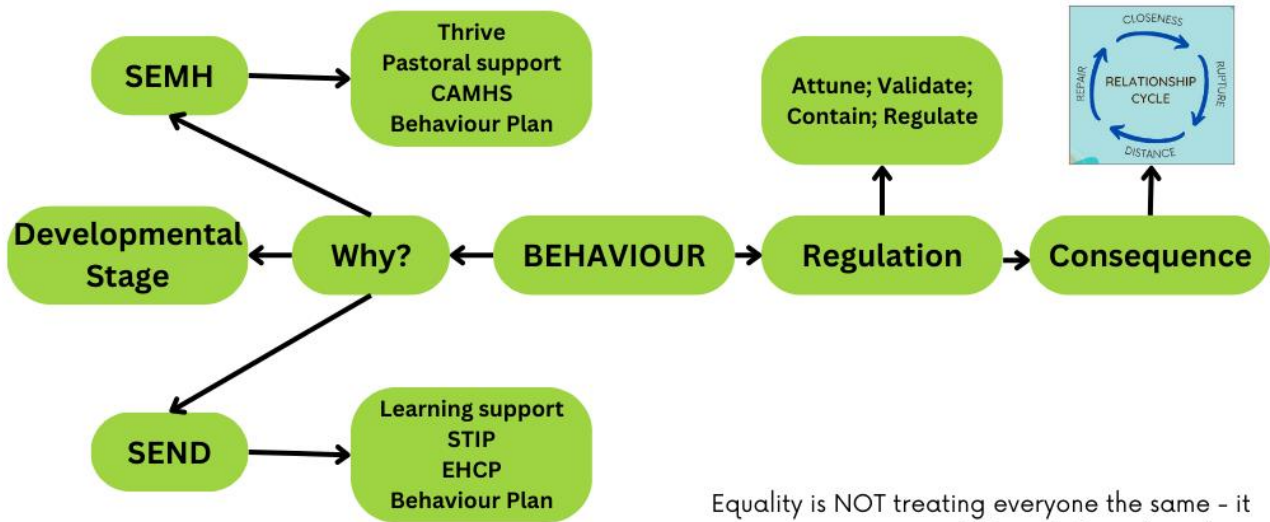
# Rupture and Repair



The rupture/repair cycle highlights how this shared regulation - the facing of a challenge together and modelled resilience - strengthens the relationship and teaches children that adversity can have an end point and to trust that this can happen. It is fundamentally linked to attachment theory and the principle that, through relationships with important attachment figures, children learn to trust others, regulate their emotions, and interact with the world. Children need to have this modelled before they can learn it themselves.



# Behaviour Flow Chart

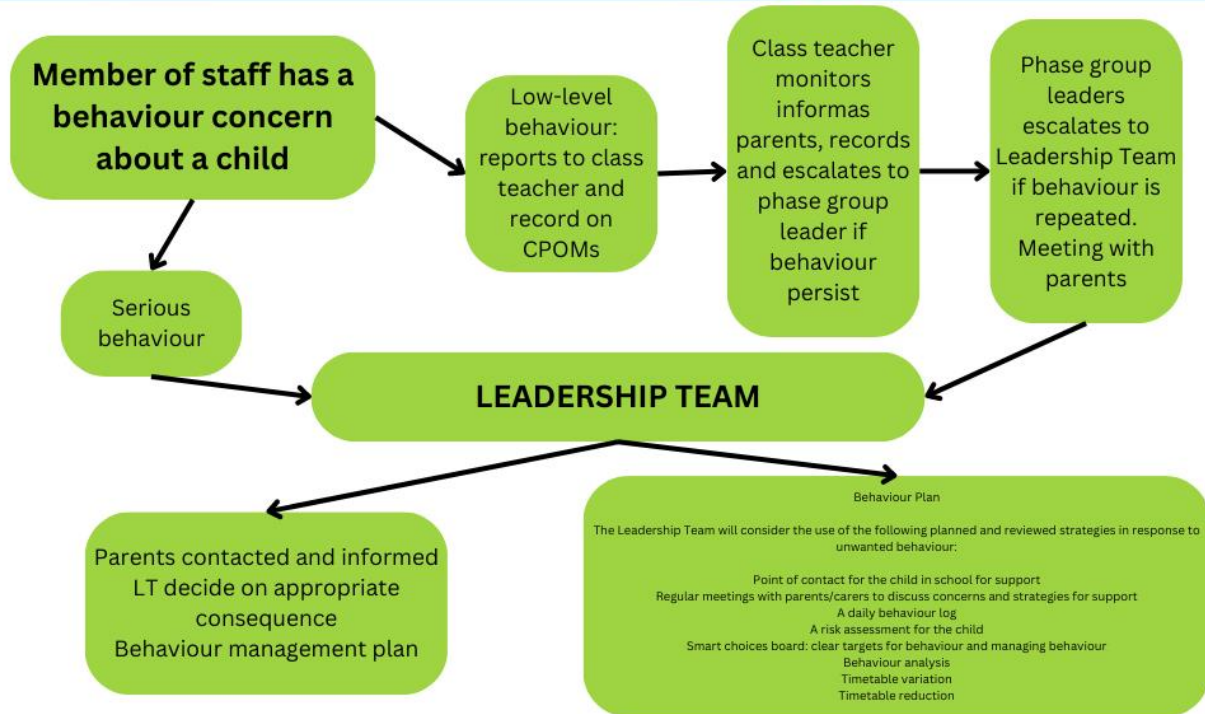


Equality is NOT treating everyone the same - it is treating everyone differently based on their needs. Consistency refers to the certainty of a consequence for behaviour, not just the weight of the consequence itself.

When dealing with the consequences of behaviour, staff will also consider what support could be offered to a child to help them to meet behaviour standards in the future



# Reporting Structure



## Low-level behaviours

**Low-level behaviours are defined as:**

- Distracting learning in lessons
- Disruption in the school building, at break or at lunchtimes
- Poor attitude
- Incorrect uniform

## Consequences for low-level behaviours

Staff will use a variety of de-escalation and diffusion strategies to support children in school.

Staff may need to use one or more of the following consequences in response to unacceptable behaviour in the following circumstances:

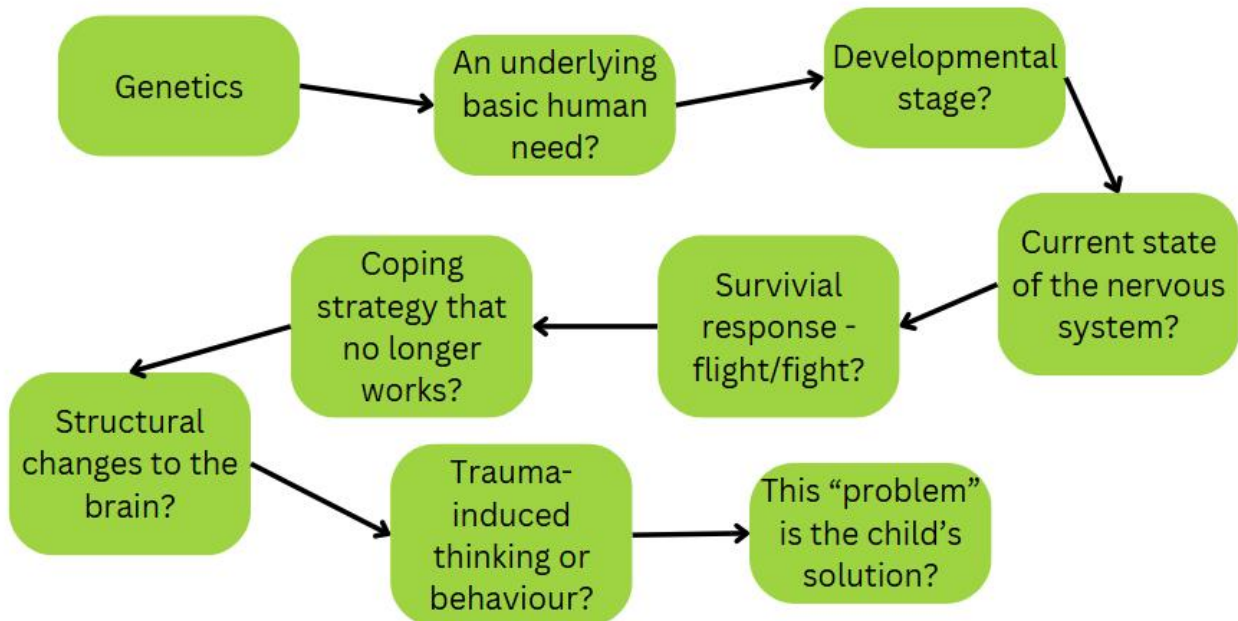
<p><b>Distracting learning in lessons</b></p> <p>Leaving seat in the classroom Repeated behaviour that is impacting learning, e.g. calling out, laughing at others, fiddling</p>	<ul style="list-style-type: none"> <li>● Clear, verbal reminder of the expected behaviour</li> <li>● Removal to another class</li> <li>● Time spent away from year group (internal isolation)</li> </ul>
<p><b>Disruption in the school building, at break or at lunchtimes</b></p>	<ul style="list-style-type: none"> <li>● Sent back to walk/behave in the manner expected</li> <li>● Practice at break or lunchtime</li> </ul>

<p>Not following SSS moving around the school  Not following STEM in the dining hall  Constant friendship issues  Behaviour that may present harm to themselves and/or others  Failure to follow clear instructions  inappropriate language and/or gestures</p>	<ul style="list-style-type: none"> <li>● Pastoral support offered</li> <li>● Removal to another class</li> <li>● Time spent away from year group (internal isolation) - learning set by the class teacher to be completed in the leadership offices</li> </ul>
<p><b>Not achieving a personal best in learning</b>  Change in behaviour without known context  Evidence of emotional dysregulation</p>	<ul style="list-style-type: none"> <li>● Opportunity to regulate alone or, if necessary, with an adult</li> <li>● Work to be completed at break or lunchtime</li> <li>● Work sent home to be completed with parent/carer</li> </ul>
<p><b>Poor attitude</b>  Disrespectful behaviour, including answering back</p>	<ul style="list-style-type: none"> <li>● Opportunity to regulate alone or, if necessary, with an adult</li> <li>● Removal to another class</li> <li>● Time spent away from year group (internal isolation)</li> </ul>
<p><b>Incorrect uniform</b>  Lack of uniform - presentation/hygiene</p>	<ul style="list-style-type: none"> <li>● Phone call home to parents/carers</li> <li>● Change into pre-loved clothing if appropriate</li> </ul>



# Behaviour Triggers

What lies beneath behaviour?





# De-escalation Strategies

Tone of voice	Redirection	3 Rs	Defuse - humour	Body language
Praise	Thrive's WIN	Change staff	Separate person behaviour	Volume of voice
Choices either/or if/when	Take up time	Non judgemental	Simple language	Direct target when/then
Walking away	Primary behaviour	Remove audience	Positive contact	Reminder of success
Give space	Rule reminder	Remove stimulus	Distraction	Voice of the child
Tactical ignoring	Change environment	States facts	Describe reality	Regulate

## De-escalation Approach

Repeated low-level behaviours will be managed by an strategic approach that may include:

- Point of contact for the child in school for support
- Regular meetings with parents/carers to discuss concerns and strategies for support
- A daily behaviour log
- A risk assessment for the child
- Smart choices board: clear targets for behaviour and managing behaviour
- Behaviour analysis
- Timetable variation
- Timetable reduction

Dealing with a dysregulated child, we use the **THRIVE vital relational functions (VRFs)**:



# THRIVE

## Vital Relational Functions

### Attune

Demonstrating an understanding of how they are feeling by matching their emotional state and being alert to it

### Validate

Demonstrating that their feelings are real and justified, that you can understand their perspective and experience

### Contain

Offering their feelings back to them, named and in small pieces - their feelings can be "caught"

### Regulate

Communicating the capacity to regulate emotional states by modelling how to do it in a calm and soothing manner

## Serious Behaviour

### Serious behaviours are defined as:

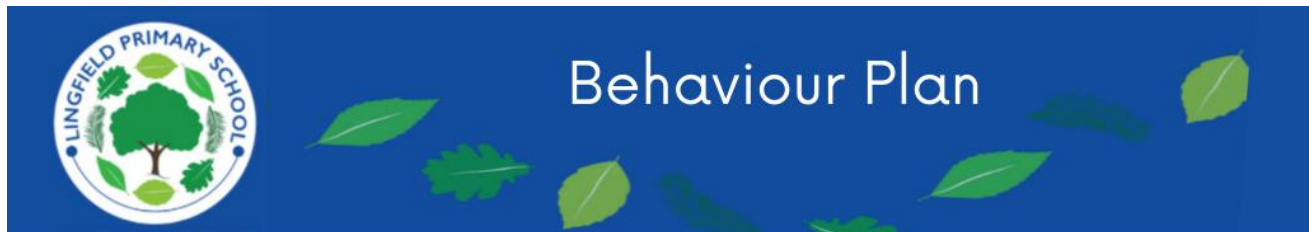
- Persistent disruptive behaviour
- Physical assault
- Verbal abuse/threatening behaviour
- Bullying - including homophobic abuse
- Racist abuse
- Abuse relating to disability
- Damage - property or possessions
- Sexual misconduct
- Inappropriate use of social media or online technology
- Drug and alcohol related
- Wilful and repeated transgression of protective measures in place to protect public health - these include suspected criminal behaviour. These are:
  - Theft
  - Offensive weapon
  - Knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the child)



## Consequences for serious behaviours

The school may use one or more of the following consequences in response to unacceptable behaviour, at the discretion of the Headteacher or a member of the Leadership Team. Parents will be informed if a major concern is identified.

All serious behaviours are behaviours that can warrant a school suspension in certain circumstances.



### Behaviour Plan

**The Leadership Team will consider the use of the following planned and reviewed strategies in response to unwanted behaviour:**

- Point of contact for the child in school for support**
- Regular meetings with parents/carers to discuss concerns and strategies for support**
- A daily behaviour log**
- A risk assessment for the child**
- Smart choices board: clear targets for behaviour and managing behaviour**
- Behaviour analysis**
- Timetable variation**
- Timetable reduction**

External agencies, including Surrey Police, Children's Service, Prevent and County Lines, may be contacted if necessary. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned after discussion with the Leadership Team and parents, if appropriate.

In the case of leaving the school premises, police contacted as per the [Memorandum of Understanding \(MoU\)](#) with Surrey Police

[Memorandum of Understanding \(MoU\) with Surrey Police](#)

Personal circumstances of the child will be taken into account when choosing consequences and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

## Bullying

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online”

*Anti-Bullying Alliance 2023*

Bullying is therefore:

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

**Bullying**

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online”  
Anti-Bullying Alliance 2023

Emotional	Being unfriendly, excluding, tormenting, taking another’s belongings
Physical	Hitting, kicking, pushing, any use of violence
Prejudice-based or discriminatory	Taunts, comments, gestures, graffiti or physical abuse focused on a particular protected characteristic (e.g. gender, race, sexuality, religion, disability)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention or inappropriate touching
Verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

When bullying is alleged to have taken place, the DSL will investigate the allegations over a period of time. This investigation follows a structured format:

- Review of CPOMs entries for the specified individuals
- Conversations with the specified individuals to establish perception, interpretation of events, point of view and feelings
- Conversations with peers when appropriate, considering friendships and prior relationships with the specified individuals
- Conversations with professionals working with the specified individuals

A meeting will take place with the individuals involved for review of the investigation.

## Formal Logs

The school records behavioural incidents using the following systems:

- CPOMs
- Internal Isolation Log
- Prejudice-Related Incidents Monitoring Form
- Sexualised Behaviour Log
- Restrictive Physical Intervention Log

## Sexualised behaviour

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable consequence and are never ignored. Staff in school are trained to use the Brook Traffic Light Tool in identifying age-appropriate and concerning sexualised behaviour.

Children 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.

## Prejudice-related incidents

In the case of sexual bullying, sexual violence or sexual harassment, the report will be recorded on the [Prejudice-Related Incidents Monitoring Form](#) and fully investigated, and relevant outside agencies involved as appropriate. Risk assessments will also be completed following any reports of sexual violence (KCSiE, paragraph 444).

In the case of prejudiced behaviour, such as homophobia, xenophobia, transphobia, disability-targeted language, the incident is logged on the [Prejudice-Related Incidents Monitoring Form](#).

## Safe touch

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

- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of safe touch 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 (under Restrictive Physical Intervention on CPOMS) and reported to parents

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

### [Safe Touch Policy](#)

#### **Off-site behaviour**

Consequences may be applied where a child has misbehaved off-site when representing the school. This means poor behaviour when the child is:

- Taking part in any school-organised or school-related activity, e.g. sporting events, school trips
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a child of our school

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another child
- Could adversely affect the reputation of the school

See the school's [Education Visits Policy](#)

#### **Online behaviour**

The school can issue behaviour consequences to children for online poor behaviour when:

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

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

### [Educational Visits Policy.docx](#)

### [Online Safety Policy.docx](#)

#### **Mobile phones**

- Children are allowed to have mobile phones with them on the way to school and home again
- Phones are stored securely in the school office when the child is in school

- Phones should not be stored in school bags
- Phones cannot be used by children to record anything on the school premises