



Behaviour and Relationships Policy

This policy has been written to ensure that the school's ethos, curriculum, and practices promote shared values. It also encourages staff, children and other members of the Welbourne community to understand others and to value diversity, irrespective of gender, race, belief and sexual orientation.

As a Rights Respecting School, we put the United Nations Convention on the Rights of the Child at the heart of our planning, policies, practice and ethos.

Policy Agreed	Reviewed by	Ratified on	Approved by	Signature on behalf FGB	Next Review
September 2023	C Ejiogu	25/9/23 Updated 18/11/24	FGB	A Dowell	September 2025

At Welbourne Primary School, we want to create an environment that is safe, where everyone feels respected and where children come into each lesson ready to engage in learning and achieve their best. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

“Schools that believe children should get what they deserve respond to poor behaviour differently to schools that believe children should get what they need”

Paul Dix, 'When the adults change, everything changes' (2017)

We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

Aims of the policy

To ensure all children achieve their best outcomes in school.

To develop clear protocols so that all members of our community are excellent role models of behaviour.

To ensure a consistent and calm approach to and use of language for managing behaviour.

To ensure that all learners are treated fairly, shown respect and to promote excellent relationships.

To celebrate behaviour that is positive rather than giving too much attention to negative conduct.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- recognise behavioural norms;
- positively reinforces behavioural norms;
- promote self-esteem and self-discipline;
- teach appropriate behaviour through positive interventions leading to improved pupil behaviour over time.

Fundamental principles

All members of our school community have the right to:

- feel secure and safe;
- feel happy and be treated with kindness and understanding;
- be treated fairly and consistently;
- be listened to (at an appropriate time);
- be treated with respect and politeness;
- be treated with empathy;
- their rights, without discrimination of any kind.

Consistency of approach

In implementing this Behaviour Policy, Welbourne Primary School acknowledges the need for consistency.

- **Consistent language and consistent response:** simple and clear expectations reflected in all conversations about behaviour
- **Consistent follow up:** ensuring “certainty” at the classroom and leadership level. Never passing problems up the line, staff members taking responsibility for behaviour interventions, seeking support but never delegating
- **Consistent positive reinforcement:** routine procedures for reinforcing, encouraging and celebrating
- **Consistent consequences:** defined, agreed and applied at the classroom level as well as established structures for more serious behaviours

- Consistent **expectations**: referencing and promoting appropriate behaviour
- Consistent **respect from the adults**: even in the face of disrespectful learners
- Consistent **models of emotional control**: emotional restraint that is modelled and not just taught, teachers as role models for learning
- Consistently **reinforced rituals and routines for behaviour**: in classrooms, around the site and at the school reception
- Consistent **environment** where all classrooms have a recognition board, celebration of school values/children's rights and class charter that is underpinned by the school rules and values.

"Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals they respect adults and accept their authority." Paul Dix

The Five Pillars

Our Behaviour Policy is based on these Five Pillars:

- Consistent, calm adult behaviour.
- First attention for best conduct.
- Relentless routines.
- Scripting difficult interventions.
- Restorative follow up.

The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

Our School Rules

The aims of this policy will be met by everyone observing our rules.

These are:

Ready - Respectful - Kind - Safe

These are to be taught and modelled explicitly and applied to a variety of situations.

Expectations of Adults

Consistent adult behaviour will lead to pupils consistently conforming to our expectations.

We expect **every adult** to:

All staff must be aware of the measures outlined in the school's behaviour policy and how they should implement these measures - this is one of the key systems in place in schools which supports safeguarding.

1. Be calm, consistent and fair.
2. Meet and greet with a smile.
3. First attention to best conduct - deliberately and consistently catch learners doing the right thing and praise them in front of others.
4. Refer to 'Ready, Respectful, Kind and Safe' and use rules and sanctions clearly and consistently.
5. Model positive behaviours and build relationships.
6. Plan lessons/sessions/interactions that engage, challenge and meet the needs of all learners.
7. Use a visible recognition mechanism throughout every lesson (e.g., Recognition boards)
8. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
9. Follow up every time, retain ownership and engage in reflective dialogue with learners.
10. Never ignore or walk past learners who are behaving badly.

11. Deliberate botheredness - take an interest in all children - no one goes unnoticed.
12. Involve, support and communicate with parents.
13. Recognise above and beyond.

Leaders - SIT Team

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 our learners.

Leaders will:

- Be a visible presence to encourage appropriate conduct.
- Support staff in returning learners to learning by sitting in on restorative conversations.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations in all areas of school life.
- Encourage use of raffle tickets, positive notes and positive phone calls.

Senior Leaders & SENCo

Senior leaders and our SENCo are there to support where appropriate, for example where a serious breach takes place. They are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders and our SENCo* will:

- Meet and greet learners on the gate at the beginning/end of the day*
- Be a visible presence around the site and especially in the dining room
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations*
- Regularly share good practice*
- Support staff in managing learners with more complex or entrenched negative behaviours*
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies*

Expectations of Pupils

Pupils will be:

- Ready
- Respectful
- Kind
- Safe

Expectations of Parents / Carers

Parents will:

- Be aware of and respect the school rules and expectations
- Support staff in the implementation of the policy
- Foster good relationships with the school
- Make their child aware of appropriate behaviour at all times
- Show an interest in all that their child does in school
- Encourage their child's independence and self-discipline.
- Work collaboratively with the school when supporting their child with their behaviour to ensure a consistent approach.

Recognition and Rewards

We recognise and reward learners who go 'over and above' our standards. Our staff understand that the use of praise in developing a positive atmosphere in school cannot be underestimated. It is the key to developing positive relationships, including with those

learners who are hardest to reach. A quiet word of personal praise can be as effective as a larger, more public, reward.

Pupils are recognised for going 'over and above' in terms of demonstrating our core values, upholding school rules, demonstrating our 'Right of the Week' and displaying positive attitudes. Children are encouraged to show initiative by playing an active role in good behaviour, rather than passive compliance. Examples of this include picking up a piece of rubbish and placing it in the bin rather than walking past it; supporting their peers to make the right choices at playtime.

At Welbourne, we recognise good behaviour, effort and conduct in the following ways:

Focus	Praise Method	Approach
Values and Behaviours	<i>Raffle Tickets</i>	Any member of staff can reward any child for excellent behaviour and values throughout the day.
Learning, attitudes and effort	<i>Weekly Celebration Assembly - Star Awards</i>	Teachers select a child each week to be celebrated for their learning, attitudes or effort across the curriculum.
Learning, Attitudes, Values and Behaviours	<i>Rights Respecting Award</i>	Teachers select a child who has gone over and above to demonstrate behaviour that supports children's access to the Right of the Week.
Learning, Attitudes, Values and Behaviours	<i>Positive Calls Home</i>	Any member of staff can call the parent/carer of a child to celebrate success at any time, especially when improvement over time has been recognised.
Values and Behaviours	<i>Recognition Boards</i>	In classrooms, teachers will create recognition boards with a focus on a particular desirable behaviour relevant at that time to that class (linked to our school rules). Children who demonstrate the targeted positive behaviour will have their name displayed on the board. It is expected that the focus of these will change during the term in response to pupils' behaviour.
Learning, Attitudes, Values and Behaviours	<i>Positive Notes</i>	These will focus on pupils going 'over and above' in terms of the school's values and their behaviours over the course of the week. They will be taken home by the child at the end of the day. There is no expectation on the number to be given out by teachers. Teachers will decide how these are handed out dependent on the pupil. Teachers have a pile of positive slips accessible in the classroom for cover teachers. Visitors will also be given them for when they recognise 'over and above' behaviour.
Learning, Attitudes, Values and Behaviours	<i>Visit another member of staff</i>	This could be for a range of reasons such as an outstanding piece of work, improvement in self-regulation, etc.
Values and Behaviours	<i>Anti-bullying Certificates</i>	Children nominate a child to receive a certificate each half-term. These certificates are awarded to recognise actions children make to proactively prevent bullying.
Values and Behaviours	<i>Recognition Board Class Reward</i>	For every day that all children are recognised the class will earn two minutes of free time. This will be given to the children on Friday or Monday afternoon by the class teacher. your class.

Relentless Routines

To achieve positive behaviour for learning, we recognise that we have to teach children routines and expectations and keep reminding them so they begin to self-regulate. Routines also allow adults to lead from our values, not our ever changing emotions. Having clearly defined rules, routines and rituals will help us to remain consistent on difficult days. This provides security: children feel safe and secure in classrooms that are predictable.

- Do not assume that children know how to behave; regardless of age, teach them the rules that operate in the classroom and precise routines and rituals for individual activities.
- Use positive language when embedding routines (class specific); identify the behaviours that you want to see rather than those which you don't want.
- Teach the children your routines for formal learning activities (independent work, group discussion, think/pair/share etc.)
- Teach the children your rituals for classroom organisation and informal activities (entering the classroom, tidying, answering questions).
- Use acknowledgement and positive reinforcement to embed your rules, routines and rituals.

Welbourne's Relentless Routines

Greet with a smile.

Know your signal, be ready.

Time to move - 1, 2, 3 (think, stand, move).

Legendary Lining Up - one behind the other, facing the front, quiet.

Wonderful Walking - quiet and calm.

Seat, signal, say goodbye.

How to teach a routine:

- Establish the routine and run it through with the children first
- Ask questions to check their understanding of the routine
- Show them where the routine can be found
- Catch learners doing the right thing
- Peg their behaviour back to the routine
- Consider making a tally next to the routine of how many times you have caught your class doing the right thing
- Celebrate the success of your class in following the routine

Managing Behaviour

'Punishment doesn't teach better behaviour, restorative conversations do.'

Paul Dix

Engaging with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of a lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. **Staff should always and consistently be praising the behaviour they want to see.**

Learners are held responsible for their behaviour. Staff in the vast majority of situations will deal with behaviour without delegating. Consequences need to be immediate, short and appropriate for the behaviour and only aimed at the behaviour not the child.

This section outlines the steps an adult should take to deal with poor behaviour in the classroom. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' **Adults should not be drawn into and/or respond to any secondary behaviour**, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

It is not possible to leap or accelerate steps for repeated low-level disruption.

Steps for dealing with Poor Behaviour

Redirection, Reminder, Warning, Final Warning, Time out, Repair.

Steps	Useful Language	Example
Step 1 - Redirection		
<ul style="list-style-type: none"> • No set number of redirections. • Gentle encouragement • A 'nudge' in the right direction • Small act of kindness. • Non-verbal cues • Acknowledgement. 	<ul style="list-style-type: none"> • A look • A visual point to what you expect • Praise children doing the right thing • Offer support 	<p><i>Example - Drawing the child's attention to their book to begin writing.</i></p> <p><i>'Drawing a child's attention to someone who is 'left out'</i></p>
Step 2 - Reminder - <i>Gentle approach, use child's name, child level, eye contact, deliver message and allow 'take up time'</i>		
<ul style="list-style-type: none"> • A reminder of the expectations. • No set number of reminders (repeat if necessary). • Link back to the 4 school rules or the routine which isn't being followed. • Try to make a point of congratulating a pupil who is completing the action/request correctly first and putting the focus on this correct behaviour (no comparison). • Delivered as privately as possible (don't make the poor behaviour the focus). 	<ul style="list-style-type: none"> • <u>Check in</u> (if needed) - <i>Are you ok? How can I help you?</i> • <u>Address</u> - <i>I notice you were...</i> • <u>Set expectations</u> - <i>I need you to...</i> • <u>Support</u> - <i>Is there anything I can do to help you?</i> 	<p><i>Example - 'Are you Ok? I notice that you're not focusing on your work. I need you to make the right choice of being ready and respectful. Is there anything I can do to help you concentrate and get your work done? Thank you for listening.'</i></p> <p><i>'Are you OK? I've noticed that you haven't included **** in your game. I need you to show the school rule of kind. Please invite them to join in. Thank you.'</i></p>
Step 3 - Warning - <i>Gentle approach, use child's name, child level, eye contact, deliver message</i>		
<ul style="list-style-type: none"> • A clear verbal warning delivered as privately as possible. • Again, draw attention to another child following the rule first and thank them (again, do not make a comparison). • Firmer, more assertive tone than the 	<ul style="list-style-type: none"> • <u>Check in</u> (if needed) - <i>Are you ok? How can I help you?</i> • <u>Address</u> - <i>I notice you were...</i> • <i>This is your first</i> 	<p><i>Example - 'How can I help you? I have noticed you are still not ready to do your work. You are breaking the school rule of being ready - this is your first warning. I need you to find your focus and start to complete your task. Do you remember that yesterday you started</i></p>

<p>reminder (but not aggressive - nor overly passive).</p> <ul style="list-style-type: none"> Remind child of the rule or routine which is not being followed. Use 'think carefully about your next step.' Walk away so as not to get into a back and forth negotiation. 	<p><i>warning.</i></p> <ul style="list-style-type: none"> <u>Set expectations</u> - I need you to... Do you remember when.....(Model of previous behaviour) <u>Support</u> - Is there anything I can do to help you? I know that you can make good choices. Thank you for listening. 	<p><i>your work straight away and got it finished? That is what I need to see today. Is there anything I can do to help you? Thank you.'</i></p> <p><i>'I've noticed you are excluding **** from your game. You are breaking our school rule of showing kindness. If you keep excluding **** you are choosing to not join in yourself. Do you remember yesterday when you all played together and included everyone? That is what I need to see today. Please invite them to join in. Thank you.'</i></p>
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Step 4 - Final Warning (includes 2 minute inconvenience) - Gentle approach, use child's name, child level, eye contact, deliver message

<ul style="list-style-type: none"> Uses the 30 second scripted intervention. Child needs to spend 2 minutes discussing the behaviours that led to this with you at break / lunch / end of day (even if the behaviours improve after this - it cannot be removed, reduced or substituted). Finish by reminding the child of when they did succeed in following this rule - try to be specific. Walk away so as not to get into a back and forth negotiation. 	<p>30 second scripted intervention:</p> <ul style="list-style-type: none"> <u>Check in</u> (if needed) - Are you ok? How can I help you? <u>Address</u> - I notice you were... <u>Set expectations</u> - You know the school rules, ready, respectful, kind and safe...I need you to... If it continues then you have chosen to go to another class and talk to me at break. Do you remember when.....(Model of previous behaviour) <u>Support</u> - Is there anything I can do to help you? I know you can succeed. We will talk about this at the end of the session. Thank you. <p>Then walk away to give 'take up time' and to avoid getting into a negotiation or shifting of blame.</p>
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Step 5 - Time Out

<ul style="list-style-type: none"> Sent to another table/class as appropriate for a specified time (2-10 Minutes) - with work. If a child is deregulated it might be a walk with another adult or (older children) a trip to the water fountain to give some 'time out'. If it is playtime or PE then 2-10 minutes on a bench to allow thinking time. 5+ minute discussion at the next break about what happened and how it can be avoided in future. <p><i>*Once a child returns from a Time Out, the adult returns to Stage 1 - redirection unless there is a need for 'Escalation of Time Out' see below.</i></p>	<ul style="list-style-type: none"> <i>I noticed you chose to (noticed behaviour)</i> You need to: <ul style="list-style-type: none"> Go to the quiet area Go to sit with other class for 10 minutes Go to another table Go to SLT (depending on behaviour displayed) Playground: You need to: <ul style="list-style-type: none"> Stand by other staff member Stand by me Sit under the shelter / against the fence Go to SLT in the hall (depending on behaviour displayed) <i>I will come and speak to you in two minutes / at the end of the session.</i> <p>*DO NOT describe child's behaviour to other adult in</p>	<p><i>Example - 'I have noticed you are still not focusing on your learning. You are not making the right choice of being respectful. You have now chosen to be sent to another class for X minutes. I will come and speak to you at the end of the session. Thank you for listening.'</i></p> <p><i>'I have noticed you are still play fighting. You are breaking the school rule of keeping others safe. You have now chosen to stand with me and lose time playing with your friends. I will speak to you in two minutes. Thank you.'</i></p>
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	front of the child*	
Escalation of Time Out*		
<ul style="list-style-type: none"> If after step 5, the child is not settled to return to the classroom without disrupting the learning of others, the child should be sent to a middle leaders classroom or SLT for the remainder of the lesson. The child will then return to the original adult for a restorative conversation with the support of a middle or senior leader. This must be recorded on CPOMs. 	<ul style="list-style-type: none"> <i>You are still not ready to...</i> <i>You have chosen to...</i> <i>We will speak to you at the end of the lesson. Thank you</i> 	<p><i>Example - You are still not ready to learn so have chosen to go to XXX's classroom/SLT to complete your work. We will speak to you at the end of the lesson. Thank you.</i></p> <p><i>Example - You are still not ready to play safely so have chosen to go to SLT for your lunchtime. We will speak to you at the end of lunchtime. Thank you.</i></p>
Step 6 - Follow-up, repair and restore		
<ul style="list-style-type: none"> Most important part of the process: A restorative meeting between the child and adult. Can either be an informal chat at breaktime walking in the playground (walk and talk) or in the classroom; or a more formal restorative meeting with a middle or senior leader present. 	<ul style="list-style-type: none"> What has happened? Who has been affected by your choices? What needs to be done to make things right? How can we do things differently next time? <p>Other questions you may include:</p> <ul style="list-style-type: none"> What were you feeling at the time? How have you felt since? In what way have they been affected? 	
Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.		

Staff will always deliver any of the above sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Restorative Conversations

Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a SIT or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

The questions used will depend on the age and individual needs of the pupil. For the youngest children, the three questions in bold should be used initially, with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences for them.

Persistent Poor Behaviour

Repeated poor behaviour (two or more Time Out and Restorative Conversations in a day) is recorded on CPOMs. This results in parents being notified either through a phone call or direct conversation from the classroom teacher. There may be exceptions for children with Behaviour Plans, for example, if stated in their plan the behaviour may be recorded on CPOMs but teachers will use their professional judgement on when to contact the child's parent/carer as regular meetings will be taking place.

As a school we recognise that behaviour is a way of communicating emotions. Where children persistently struggle to self-regulate their behaviour, class teacher's will work in conjunction with parents/carers and will refer children using our Welbourne Inclusion Form (WIF) to our inclusion team for further support.

Behaviour Plans

Children and young people with SEND need a differentiated approach to behaviour management. Their special need or disability may make it more difficult for them to comply with school behaviour policies, and education professionals need to be aware of this in managing classroom behaviour.

Positive Behaviour Management, NEU

We understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke Behaviour Plans which may include rewards to reinforce positive behaviour and regular review meetings with their parents. If a child has a Behaviour Plan this should be followed.

Serious Behaviour Incidents

Serious behaviour incidents may result in an instant move to Time Out followed by a later restorative conversation (Repair). There may be an additional sanction specific to the child and behaviour which will be decided by the class teacher in conjunction with SLT.

Serious behaviour incidents will also result in either a phone call home from the class teacher, or a face to face conversation between the parent/carer and class teacher at the end of the day (depending on the severity, this may be from a member of SIT or SLT). All serious behaviour incidents must be recorded on CPOMs.

Staff are to follow the table as a guide for more serious incidents:

	Stage 1	Stage 2	Stage 3 - Serious Breach
Example	<ul style="list-style-type: none"> Rudeness to staff Throwing a small item Refusal to follow instructions Swearing Pushing Damaging school property (ruler/pencil) 	<ul style="list-style-type: none"> Persistent stage one misdemeanors Refusal to come into classroom Leaving the classroom Swearing at another person Walking away when an adult is talking 	<ul style="list-style-type: none"> Fighting Stealing Deliberate violence towards a child Upturning furniture Vandalism Climbing on school property (dangerous) Violence towards staff Leaving the school grounds Discrimination Bullying and Child-on child Abuse (also refer to Anti-Bullying Policy)
Sanction	<p>Time Out in class (or in another class), with a restorative conversation with teacher.</p> <p>Follow restorative questions.</p>	<p>Sent to SIT or DHT for restorative conversation (where possible this should happen with the initial adult).</p> <p>Possible sanctions: Time Out in class (or in another class)</p> <p>Time out of class</p>	<p>Sent to the DHTs/Headteacher for restorative conversation (where possible this should happen with the initial adult).</p> <p>Possible sanctions: Internal exclusion</p> <p>Suspension</p> <p>Letter/phone call home</p>

		Lunchtime exclusion Letter/phone call home Meeting with parents/carers	Meeting with parents/carers Lunchtime exclusion
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A serious breach (Stage 3) is an incident that may lead to a suspension. Where possible, we would work with parents and carers to seek alternatives to a suspension. For example, this could be through a Behaviour Plan. All serious breaches are recorded on CPOMS so that patterns of behaviour can be easily identified. Examples of serious breaches include physical violence, vandalism, discrimination, child on child abuse and bullying. Further details of our suspension and exclusion procedures can be found in Appendix 1.

Behaviour Incidents Online

At Welbourne we expect the same standards of behaviour online as offline and everyone should be treated with kindness and respect. Inappropriate online behaviour, including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the behaviour and safeguarding policy. Pupils may be sanctioned if their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the school. Also see E-safety Policy and the Acceptable Use Policy.

Positive Handling

In some circumstances, behaviour displayed can be challenging and pose a threat to the safety of the child, their peers or staff. In exceptional circumstances staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

It is important to understand that for some children who have experienced trauma or attachment disruption, the use of restraint can escalate a situation beyond all control due to the fear and anxiety this will cause. All use of reasonable force will be a last resort after all other avenues have been exhausted. Incidents of physical restraint will:

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

Further guidance in relation to Positive Handling is contained in Appendix 2.

Searching, Screening and Confiscation

The school will follow guidance published by the DfE for screening, searching and confiscation when carrying out searches for prohibited items, with or without consent of the pupil. Searches will be undertaken by two members of staff, where available, of the same gender as the pupil being searched. Searches will be recorded on CPOMS.

Prohibited items at Welbourne include all items from the DfE prohibited list 2022:

- knives and weapons;

- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
 - tobacco and cigarette papers
 - fireworks
 - pornographic images

In addition to any item banned by the school, which include:

- **Jewellery** should not be worn or brought to school. The wearing of earrings is discouraged, as they can cause injury. If earrings are worn, they need to be studs.
- **Items of value** such as mobile phones/devices and cash. Money should not be left in pockets or bags. Children should not need to bring money to school except for dinner money, trips and/or other specific events.
- **Toys** should not be brought into school. This includes bats, balls, trading cards, electronic games or any other type of game.
- Sweets, fizzy drinks, energy drinks and chewing gum are not allowed in school.

Any item banned by the school can be searched for (DfE document: Behaviour in Schools - October 2022).

Child on Child Abuse

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child-on-child abuse within our school and beyond. This includes verbal as well as physical abuse both offline and online. Child-on-child abuse will not be tolerated or passed off as part of “banter” or “growing up” and we understand that non-recognition/downplaying the scale and scope will lead to a culture in the setting of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Types of Child-on-Child Abuse

Child-on-child abuse is any form of physical, sexual, emotional, and financial abuse, and coercive control, exercised between children. It can take various forms, including (but not limited to):

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);

- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nude images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtaining sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Prevention

Welbourne Primary School takes a proactive, whole-school approach that focuses on creating a safe, respectful, and supportive environment. We take the following steps to prevent child-on-child abuse:

- Deliver our comprehensive Jigsaw PSHE curriculum that promotes healthy relationships, respect, and equality.
- Provide regular training and guidance for all staff on identifying and responding to child-on-child abuse.
- Encourage a culture of open communication, where pupils feel comfortable reporting any concerns (this also includes regular pupil surveys, pupil discussions and opportunities to meet with our learning mentor through Talk Time).
- Implement robust anti-bullying and behaviour management policies.
- Ensure that all online activity is monitored and appropriate filters/blockers are in place.
- Ensure adequate staff supervision during breaks, lunchtime, and in areas where incidents are more likely to occur.
- Promote social and emotional wellbeing through our curriculum, assemblies and interventions to support individual children.
- Work closely with parents/carers to raise awareness and promote a shared understanding of child-on-child abuse.
- Our curriculum ensures that children are taught about safeguarding, including how to stay safe online.

Responding to Incidents

Welbourne Primary School will respond to all reports of child-on-child abuse in line with our safeguarding procedures and our procedures for serious behaviour incidents. This will include:

- Listening to the child(ren) involved and gathering information to determine the nature and seriousness of the concern.

- Assessing the immediate risks and needs of all those involved, and putting in place appropriate support and interventions.
- Determining the most appropriate course of action, which may include internal disciplinary measures, referrals to external agencies, or criminal proceedings.
- Regularly reviewing the effectiveness of the school's response and adjusting the approach as necessary.
- Following the Welbourne '[Responding to Child-on-Child Abuse](#)' flowchart when responding to Child on Child Abuse of a sexual nature.

In cases where child-on-child abuse is identified we will follow our child protection procedures to support all children and young people who have been affected by the situation. We may work with other agencies in response to any reports of child-on-child abuse and complete a risk assessment to safeguard all children in school. Where reports of sexual violence and/or sexual harassment are made, the DSL will take a leading role to coordinate a considered and appropriate response. The school will consider disciplinary action in line with this policy and our Anti-Bullying Policy. Also see Safeguarding and Child Protection Policy.

Monitoring and Review

This policy will be reviewed annually, or more frequently if there are significant changes in relevant legislation or guidance. The review will involve consultation with the school community to ensure that the policy remains fit for purpose.

Appendix A

Example of a Positive Behaviour Plan



Positive Behaviour Plan

Date:

Challenging Behaviour	Targets	Proactive Steps	Reactive Steps	Success Criteria	Review

Signed by School:

Signed by Parent:

Appendix B

Suspensions and Exclusions

The Governing Body has determined that the school will use exclusion as its final sanction in ensuring the good order and discipline it believes is essential for effective learning to take place.

Suspensions will be used sparingly in response to serious breaches of school policy and discipline. It will normally be used only after other sanctions and counselling have failed to achieve the desired change in behaviour and attitude or an extremely serious breach has occurred.

Permanent exclusion will only be used as a last resort, when all other reasonable steps have been taken and when allowing the child to remain in school would be seriously detrimental to the education and/or welfare of other students or teachers.

Permanent exclusion may, on rare occasions, be the only possible response to a single incident of very extreme misconduct.

In applying this policy, the school will follow current DFE, LA guidance and advice.

When it is necessary to suspend a student, parents will be contacted by telephone, if possible, at the earliest possible opportunity. The suspension will always be confirmed by a letter which will set out the reasons for the exclusion and also inform the parents of their rights to make representations to the Governing Body.

Each incident of exclusion will be recorded in a standard format. This will give:

- the name of the student
- the gender of the student
- the type of exclusion
- in the case of suspensions, the number of days for which the student will be excluded
- the reasons for the exclusion.

Each incident of exclusion will be notified to the Chair of the Governing Body / Chair of the Governors' Student Committee. Each will be sent a copy of the official exclusion letter.

PROCEDURES FOR SUSPENSIONS

The Head Teacher alone will normally decide if a student is to be suspended for a fixed period. The only exception will be when the Head Teacher is absent from school when his/her power to suspend for a fixed period will be delegated to the appropriate Deputy Head Teacher

Each case will be determined on its merit and the particular circumstances will be carefully investigated and considered. The degree of severity of the offence, the frequency of occurrence and the likelihood of re-occurrence will be taken into account, as will the student's previous record.

If a student is to be excluded for the first time, the length of the suspension will normally be 1-3 school days. Longer periods may be used for a more serious offence or for a reoccurrence of misbehaviour following an earlier suspension.

Suspension may be used for a single occurrence of serious misconduct or for persistent misbehaviour. It will not be appropriate as a response to non-attendance.

Suspension will always be considered in the case of a serious breach. Suspensions may also be used in cases of serious misbehaviour on the way to and from school.

When the Head Teacher or another senior member of staff has decided that there are adequate grounds for suspending a student, the parents will be informed as soon as possible, by telephone if this is available. A letter will be sent to parents on the day of the suspension. This letter will set out:

- the reasons for the suspension
- the length of the suspension
- a suggested date on which parents may meet the Head Teacher to discuss the suspension.
- their right to make representations to the Governing Body.

Information regarding the exclusion will be sent to:

- The Chair of Governors
- The LA
- The LAC team if the child is 'looked after' by the LA

Representations to the Governing Body concerning suspensions will normally be made in the first instance to the Chair of Governors. If the matter cannot be resolved by the Chair of Governors, they may decide to refer the matter to an informal sub-committee of the Governors' Discipline Committee.

Before the student returns to school, the Head Teacher or senior member of staff will normally meet with the parents to discuss the incident and future conduct. The Head Teacher or senior member of staff may decide to impose conditions on the return or to draw up a home-school contract concerning the student's future conduct.

Although it will normally not be necessary, the school reserves the right to use suspensions up to the maximum period allowed in current legislation. In the case of suspensions exceeding the maximum period, the appropriate meeting of the Governors' Discipline Meeting will be called.

If the suspension is for 6 days or more the Head teacher will;

- Plan full-time, offsite, educational provision from day 6 of the suspension.
- Ensure that work is set and sent home for completion.
- Notify parents of their responsibility to ensure that their child is not found in a public place during school hours.
- Inform the LA of the details of the exclusion and the provision made for the individual.

PERMANENT EXCLUSION

The Head Teacher alone may decide if a student is to be permanently excluded. If the Head Teacher is temporarily absent from school and an incident occurs in which the appropriate Deputy Head feels that permanent exclusion may be the appropriate response, the Deputy Head may suspend the student concerned for a fixed-term long enough to allow the Head Teacher to consider the case on his/her return.

Permanent exclusion is seen as a very serious matter and will only be used as a last resort. It is likely to be applied only after all other sanctions, including suspensions, have failed to produce the desired response in the student. It may, however, be an appropriate response to a single incident of extreme misconduct, for example, extreme violence towards a fellow student or an assault upon a member of staff.

The Head Teacher will inform the parents of a permanent exclusion immediately by letter and, if possible, by telephone. The letter will give parents at least seven days' notice of a hearing before the Governors' Discipline Committee to consider the exclusion. The letter will state:

- that the student has been permanently excluded
- the reasons for the permanent exclusion
- details of previous disciplinary measures leading up to the permanent exclusion.
- the parents right to examine the student's record
- the purpose of the hearing
- that the parents and student should attend and that they may be accompanied by a friend
- that if they do not attend the Hearing it may proceed in their absence
- that if the Governors confirm the exclusion, the parents a right of appeal to an Independent Appeals Committee.

A copy of this letter will be sent to:

- The Chair of Governors
- The Chair of the Governors' Discipline Committee
- The LA

The Head Teacher will make arrangements for a hearing before the Governors' Discipline Committee to take place within fifteen days of the date of the exclusion. Normally, three members of the Discipline Committee will hear the case. No Governor who has any prior knowledge of the case will participate in the hearing.

The procedure followed at the hearing will be as informal as possible. It will normally follow the format set out below:

- The committee will meet jointly with the Head Teacher and the parent and/or the student and any accompanying friends of the parents.
- The Governors will invite the Head Teacher to give his/her reasons for recommending permanent exclusion.
- The parents will be invited to ask questions of the Head Teacher.
- The parents will be given the opportunity to explain why they think permanent exclusion is inappropriate.
- The Head Teacher will have an opportunity to ask questions of the parents.
- The Head Teacher and the parents will be given an opportunity to sum up and to ask further questions of the Governors. The Governors may wish to ask further questions of either the Head Teacher or the parents.
- The Head Teacher and the parents and student will then withdraw from the meeting and allow the Governors to consider the case on their own.

The Governors will decide to either:

- Confirm the permanent exclusion
- To order the immediate reinstatement of the student.

The decision of the Governors' Discipline Committee will be communicated to the parents by letter on the same day. If the Governors have decided to confirm the permanent exclusion, the letter will inform parents of their right of appeal to an Independent Appeals Committee.

The Headteacher can cancel an exclusion as seen appropriate. In this instance the following procedure will take place.

- The headteacher **must** notify the pupil's parents (or the pupil if they are over 18), the governing board, the LA and the pupil's social worker and virtual school head (VSH) where applicable, without delay.
- The pupil **must** be allowed back to school from which they were excluded without delay

Appendix C

THE USE OF FORCE TO CONTROL OR RESTRAIN PUPILS (Positive Handling)

An effective behaviour policy secures an orderly atmosphere in which effective teaching and learning can take place. There may, however, be rare occasions on which school staff will need to use 'reasonable force' in order to control or restrain pupils. Teachers and support staff are authorised to use 'reasonable force'. Selected staff have been trained to use accredited techniques.

What is 'reasonable force'?

The use of force is permitted if the circumstances warrant it. The force used should always be the minimum needed.

In what situations does the guidance apply?

- When a pupil attacks a member of staff
- When a pupil attacks another pupil
- When a pupil is engaged in, or is on the verge of committing deliberate damage or vandalism
- When a pupil is causing, or at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects (for example in the classroom or on the playground or sports field)
- When a pupil absconds from class or tries to leave the school, especially where the child could be at risk if not kept there
- When a pupil is seriously disrupting a lesson
- Where the actions or behaviour of a pupil may threaten to undermine whole school discipline

Application of force is allowed where staff may need to

- Physically interpose between pupils
- Block a pupil's path
- Hold (but never round the neck or collar)
- Push
- Pull
- Lead a pupil by the hand or arm
- Guide a pupil away by using a single person hold or escort
- In extreme cases (such as self-defence) – more restrictive holds

But you should not act in a way that might reasonably be expected to cause injury

- Hold round the neck
- Restrict the pupil's ability to breathe
- Slap
- Punch
- Kick
- Throw objects
- Twist or force limbs against a joint
- Hold or pull by the hair or ear
- Hold face down on the ground
- Nor should you touch in a way that might be considered indecent

Recording

If physical intervention has been used, for example if restraint has been used, the Head or Deputy is responsible for interviewing the member of staff involved and recording the incident in writing as soon as possible. The report should include:

- The names of everyone involved, time, duration and place and the names of any other witnesses
- How the incident began and progressed, with details of behaviour
- What everyone said, as near as possible
- What steps were taken to de-escalate the situation
- A description of the measure used, how it was applied, for how long and its effectiveness
- A description of the medical treatment administered, if any
- Confirmation that the person making the record has spoken to the child concerned and the person using the measure and the feelings of both of them in relation to the use of the measure

These records, previously kept in a Bound and Numbered book, are now recorded on CPOMS.

General advice

- It is better to de-escalate then intervene
- Be sure that you are aware of the Whole School Policy on Discipline and Behaviour
- Always send for the help of a colleague as soon as possible (e.g. send a reliable child to the office)
- Talk over episodes with Senior Leaders or colleagues; find out what you think might have been a good response in difficult situations. A culture of openness is essential. Don't hide behind a notion of professionalism; it is unprofessional not to report incidents.

On breaking up a fight

- Disperse the onlookers; conflict thrives on an audience
- Don't put yourself at risk; alert colleagues, enlist their help
- Assess a situation first
- Be calm, don't take it personally
- Use verbal intervention first
- Think about surprise and noise as more useful than force; whistle/ bell may be much more effective than another body in the fray

On misuse of dangerous materials

- Minimise the number of people who may be affected. Protect yourself as much as possible.

On stopping a pupil absconding

- If you are considering stopping a pupil leaving the premises, think what you will do next; you cannot lock a student in a room.
- If you have done all you reasonably can to prevent the pupil from absconding, and they still run outside the school grounds - do not pursue them. This may cause an unnecessary accident.
- Come back to the school office; notify the Head teacher, parents/carers and the police. Then decide the next course of action in discussion with all involved.

THIS POLICY DOES NOT IN ANY WAY AUTHORISE THE USE OF CORPORAL PUNISHMENT