



WHOLE SCHOOL BEHAVIOUR POLICY AND PROCEDURES

Reviewed	January 2025
Reviewed by	Jim Usher (Headteacher)
Guidance referenced	With reference to DfE - Behaviour in Schools Advice for headteachers and school staff February 2024
Reviewed and approved by	The Children's Achievement and Wellbeing Committee on behalf of The Board of Trustees of Cleves School
Review cycle	Every 2 years
Next review date	Spring Term 2027

Whole School Behaviour Policy and Procedures

Cleves currently has 720 pupils, with 6 parallel classes in each year group. Each class includes a diversity of children with differing abilities and skills.

1. School Behaviour Policy Statement

At Cleves we aim for high standards in this area: We aim to provide a happy and secure environment where children can appreciate the need for good manners, self-discipline and behaviour acceptable to our society. The purpose of this policy therefore is to promote responsible, reflective and considerate behaviour. We support and promote the Rights Respecting agenda and believe that children have fundamental rights within the school. However, this means that the children also have associated responsibilities, which they are expected to uphold.

2. Aims and Objectives of the Policy

At Cleves we regard the Behaviour Policy as central to developing each child as an individual and to their full potential. The aim of the policy is to outline for all members of our school community a range of strategies to enable pupils to behave well, and the strategies to employ when pupils misbehave.

Our aims are:

- To promote amongst pupils' self-discipline and proper regard for authority.
- To encourage good behaviour and respect for others on the part of the pupils, and in particular preventing all forms of bullying amongst pupils.
- To foster and promote exemplary behaviour reflecting the ethos of the school.
- To provide a guide to children, staff and parents of what is expected of them.
- To provide guidelines and procedures that staff can act upon with consistency.
- To ensure inclusive practice and equality of opportunity.

At Cleves we are committed to protecting the welfare of all pupils, and ensuring that there is no bullying or discrimination. We are especially aware of the needs of some children who may require special support for behaviour. All children will receive behavioural support according to their need. Please also refer to the school's Anti-Bullying policy.

Legal Guidance and Responsibilities

We acknowledge the school's legal duties under the Equality Act 2010 to ensure equality of opportunity for all members of the school community, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND).

The policy is in line with the Department for Education guidance, ['Behaviour in Schools: Advice for Headteachers and school staff' February 2024](#).

4. Trustees' Statement of Principles

The demonstration of positive behaviours is a key attribute within Cleves School.

The Trustees fully support the school's drive to uphold the fundamental behaviours of Equality, Responsibility, Consideration and Respect to others, not only within the school, but also within the wider

community in which Cleves so proudly involves itself.

This Policy provides the framework in which these behaviours can and should be conducted, further enhancing the high standards expected.

The Trustees require the school to follow all relevant statutory requirements and guidance and commit to support the principles and aims of this Policy. They will review the Policy in accordance with the achievement and well-being committee work plan.

5. The Role of the Trustees

The Trustees and the School will work together in order to establish respect, fairness, social inclusion and equality, eliminating all forms of discrimination, harassment and bullying, and to promote the welfare of the pupils and good relations across the whole school community.

The Trustees will review this statement of their principles every two years, or sooner if appropriate, in consultation with staff, parents, pupils and other stakeholders.

The Governing Body will monitor the effectiveness of the Behaviour Policy by looking at a range of measures including: absence rates; behaviour log; exclusion rates for example.

The role of Teachers and staff

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school Behaviour Policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff will also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff will communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff will consider the impact of their own behaviour on the school culture and how they can uphold the school values, rules and expectations.

The role of pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with respect and dignity. To achieve this, every pupil will be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Pupils will be taught that they have a duty to follow the school Behaviour Policy and uphold the school rules, and should contribute to the school culture.

Every pupil will be supported to achieve the behaviour standards, including an induction process that familiarises them with the school values and behaviour culture.

Provision should be made for all new pupils to ensure they understand the school's Behaviour values and wider culture. Where necessary, extra support and induction should be provided for pupils who are mid-phase arrivals.

The role of parents

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the

school, parents should be encouraged to get to know the school's Behaviour Policy and, where possible, take part in the life of the school and its culture.

Parents have an important role in supporting the school's Behaviour Policy and will be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

6. Home School Agreement

In order to support the Behaviour Policy, Cleves School has a Home School Agreement. This is a set of guidelines for our community to live and work together in harmony. It is important that everyone understands the Home School Agreement and why behaviour needs to be consistent around it. The Home School Agreement is based upon moral and safety issues and all children, parents and class teachers sign a copy.

7. Promoting and Rewarding Good Behaviour

As a school we use positive reinforcement as a means of influencing children's behaviour. It is the role of the staff to acknowledge good behaviour specifically and explicitly, using praise. We use Assertive Discipline as a means to achieve good behaviour.

7.1 The principles of rewarding good behaviour

- The reward must be relevant to the child/children. They need to value and feel valued by receiving the reward, and thereby be motivated to continue.
- Children need to understand why and when rewards will be given, and there has to be a consistent approach to the system of rewards by all staff.
- Rewards must promote and encourage good behaviour, positive attitudes and high standards. Rewards must be flexible in order to meet the needs of the individual. The system must enable all children to achieve.
- Rewards should encourage peer cooperation.
- The system must be easily administered and understood by all members of the school community, including parents, in order that they can value their children's achievements.

7.2 Whole School and Class Systems

We use a whole school system of House points for good work and effort but each class teacher and member of staff can employ additional strategies and incentives within their class, including merits, Star/Table of the Week, Golden Time, which are awarded for improvement in work or behaviour, achieving specific targets or continued high standard of work or behaviour. There can be whole-class, table or individual rewards.

Every day every member of staff looks for positive behaviour to reward and praise.

Good Work Awards and Achievement Certificates are whole-school approaches, which are awarded to children in special assemblies for outstanding behaviour, improvement, hard work or effort. Praise Cards are also awarded to pupils for noteworthy behaviour.

8. Unacceptable Behaviour and Sanctioning

At Cleves, children are expected to adhere to three rules are clearly displayed in all classrooms, or

embedded within the Class Charter, which will also be signed and displayed in all classrooms. The three rules are:

1. To follow instructions
2. To respect other people's space and belongings
3. To be pleasant and kind

Persistent Unsatisfactory Behaviour

Some children may require additional help and support to behave appropriately.

If children continue to persist with unsatisfactory behaviour, a reminder is issued and the child's name will be written on the board (if in class). If rules are continually ignored and the teacher needs to move on to the second stage in our policy, a caution is given and the name circled. A third incident will result in a consequence and the child's name will be crossed through. At this point they will be given a lunchtime meeting with a senior member of staff. If a child has two or more lunchtime meetings in a half term the class teacher should contact the parents to inform them of the situation and invite them in to discuss the issues.

When sanctioning, staff will consider:

- Avoid whole group sanctions that punish the innocent as well as guilty
- Wherever possible use sanctions that are logical consequences of the pupil's inappropriate behaviour
- Use sanctions to help the pupil and others learn from mistakes and recognise how they can improve behaviour
- Where appropriate use sanctions to put right the harm caused
- Never use sanctioning that is humiliating or degrading
- Always use sanctions in a calm and controlled manner
- Ensure that sanctions are carried through
- Attempt to link the concept of sanction with choice so that pupils see the connection between their own behaviour and its impact on themselves and others, and therefore take increased responsibility for their own behaviour.

Below is a sample of the type of negative behaviours that the school addresses through appropriate sanctioning/action. An incident that is frequently repeated is regarded as more serious on its second or subsequent occurrence and consequently could attract a more severe sanction.

Unsatisfactory behaviour

- Ignoring instructions
- Child off task and/or engaged in non-work-oriented talk
- Lack of cooperation and poor work attitude
- Interrupting or interfering
- Shouting out or rudeness
- Wandering around class
- Ignoring health and safety, security or clothing rules

Misconduct

- Absenteeism without permission
- Harassment or discriminatory behaviour towards other children or staff
- Dangerous or rowdy physical play
- Neglect causing damage to, or loss of, other children's, staff or school property
- Unsatisfactory attitude towards staff
- Insubordination
- Knowingly and repeatedly behaving in a manner which stops others learning

Serious Misconduct

Where a child's behaviour falls into, or potentially could fall into, one of the following categories, the Headteacher/member of the Leadership Team/Year Head must be informed as soon as possible.

- Bullying through deliberate hurtful behaviour, repeatedly over a period of time, verbal name-calling/racist remarks
- Sexual violence (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- False allegations against peers or staff
- Theft/stealing
- Physical and violent behaviour including fighting
- Leaving school without permission
- Wilfully damaging, breaking or destroying other children's, staff or school property.

Bullying is considered Serious Misconduct at Cleves School – see appendix for anti-bullying guidance, procedures and processes.

Sanctioning Procedures

As mentioned earlier the three school rules or Class Charters are clearly displayed in the classroom. They serve as a constant reminder to the children. The class teacher will discuss the school and any classroom rules at the start of the academic year. The sanctioning procedures are designed to help and encourage children to achieve and maintain standards of good behaviour. They apply to all children with the aim of ensuring fair and consistent treatment. However, due respect is paid to individual needs including special educational needs, disability (including mental disability/conditions).

At Cleves we believe all staff must take responsibility for the behaviour of the children.

Pupils are encouraged to report anything that makes them uncomfortable; no matter how 'small' they feel it might be.

Dealing with Unsatisfactory Behaviour

When dealing with incidents of unsatisfactory behaviour the school's response will be: Proportionate,

Considered, Supportive and Decided on a case-by-case basis. The following points of guidance need to be considered:

- Incidents need to be resolved, not smoothed over
- Responsibility may not be one-sided
- What happened may never be proved
- Expectations may be unrealistic
- Be mindful of entering into “arguments” with children
- Avoid early escalation to severe sanctions, reserving them for more serious misconduct
- Avoid sanctions becoming cumulative and automatic
- Take account of individual needs
- Clearly deal with the behaviour rather than stigmatising the pupil
- Some strategies for dealing with unsatisfactory behaviour in the classroom/playground:
- Doing the unexpected – stay calm and tactically ignore the behaviour. When the pupil is calm, discuss and resolve the situation.
- Head off trouble
- Reinforce expectations and give clear instructions. Discreetly, at eye level, give the pupil choices as to where the situation can go. Always give the pupil the opportunity to correct the behaviour. · Reinforce good behaviour with specific praise (remember the 3:1 ratio of praise to criticism) · Model good behaviour
- Discuss school and any additional class rules with pupils
- Ignore the disruptive behaviour where possible and praise the rest of the group · Encourage the class to ignore the disruptive child
- Give the child a look of enquiry or concern
- Tell the child their behaviour is unacceptable
- Ask them “What’s the school rule about?”
- Explain the consequences of further poor behaviour
- Get the child to apologise to the “victim”. Often both parties need to apologise and always remember to allow sufficient reflection and calming down time before seeking an apology.
- After the event, reflect on what happened and why
- Time out in another class or year group
- Missing playtimes as a sanction (must be supervised)
- Completing unfinished work at playtimes and lunchtimes (must be supervised)
- Send home unfinished work with a note of explanation to parents
- Use of non-verbal messages including proximity strategies.
- Staff should recognise that shouting or using intimidating gestures or comments are not appropriate and are not supported as effective methods of pupil management. This often leads to more confrontation where a pupil may feel they have no way of backing down and the situation can only escalate.

Investigating Misconduct

If after investigation a member of staff believes a child has committed an act of misconduct that warrants more than a consequence, the year leader will be informed and will speak directly with the child. The year leader may decide a meeting should be arranged with the parents. The meeting will

include the class teacher, head of year and if appropriate the Head Teacher or a member of the Leadership team. The child may also be invited to attend to give their explanation. The Head Teacher or member of the Leadership team would normally give a decision about whether further sanctioning action, if any, needs to be taken.

Malicious allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation needs 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.

Sanctioning and Monitoring Action

In more serious cases a formal written letter, making it clear that further misconduct will be likely to lead to further sanctioning action involving more serious consequences, will be sent to the parents.

Removal from classrooms

Removal from a classroom may be required for serious disciplinary reasons whereby a pupil is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. In some circumstances a pupil with SEND may be removed from class to help them regulate, this will not be classed as removal.

The use of removal will allow for continuation of the pupil's education in a supervised setting. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal should be used for the following reasons:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- To allow the pupil to regain calm in a safe space.

Parents will be informed on the same day if their child has been removed from the classroom.

Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to

regulate his or her emotions because of identified sensory overload as part of a planned response.

Governance of removal

Pupils should not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher. These pupils will be given extensive support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the mainstream school community.

Cleves will collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal. Cleves School will make data-based decisions to consider whether frequently removed pupils may benefit from additional and alternative approaches a pastoral review or investigation by the Special Educational Needs and/or Disabilities Co-ordinator (SENDCo).

School leaders and the SENDCo will analyse the collected data to identify patterns relating to pupils sharing any of the protected characteristics and to ensure the removal policy is not having a disproportionate effect on pupils sharing particular protected characteristics

There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction.

Staff supervising areas used for removal should be suitably trained in both the school Behaviour Policy and the interpersonal skills necessary to manage pupils with a variety of challenging behaviours and contexts.

Exclusion

If a child is causing further concern, and is at risk of exclusion, then a Pupil Support Plan (PSP) will become active, and a meeting held with school, parents and outside agencies to formulate appropriate targets for behaviour.

If none of the targets and sanctions are effective, and the child's behaviour meets the criteria for exclusion, where:

- There continue to be serious breaches of the school's behaviour policy and · If allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school
- The incident is considered to be either a single one –off serious misconduct or an escalation of unsatisfactory behaviour.

The Headteacher could begin a process of (1) fixed term exclusion and (2) permanent exclusion.

After a period of a 5-day fixed-term exclusion, a meeting with the child's parents, Headteacher and other relevant school staff and involved outside agencies will be held to discuss other possible courses of action.

Certain groups of pupils, such as those with special educational needs and disabilities and looked after children are particularly vulnerable to the impact of exclusion. Where concerns arise about behaviour of

such pupils, additional support will be sought in order to help the pupil improve their behaviour. This might include the use of external agencies, the use of alternative provision and the use of multi agency meetings and/or assessments.

The school adheres to statutory guidance on exclusions and will if necessary/appropriate seek advice and support from external agencies.

Work will be set for pupils throughout the period of exclusion.

Special Educational Needs and Disabilities (SEND) and Permanent Exclusion

Our school culture will consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom.

Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

If a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school will co-operate with the local authority and other bodies. As part of meeting any of these duties staff will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these.

Examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure should consider the specific circumstances and requirements of the pupil concerned.

Appealing a Permanent Exclusion

Where parents dispute the decision of a governing body not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent panel. Where there is an allegation of discrimination under the Equality Act 2010) in relation to either a fixed term or permanent exclusion, parents can also make a claim to the First Tier Tribunal (for disability discrimination), or a County Court (for other forms of discrimination).

Where an excluded pupil has SEND, parents have the right to request the presence of a SEND expert at an independent review panel. The SEND expert's role is to provide impartial advice to the panel about

how the SEND could be relevant to the exclusion; for example, whether the school acted reasonably in relation to its legal duties when excluding a pupil.

Further information and guidance are available in the statutory guidance document '[Guidance for maintained schools, academies, and pupil referral units in England](#)' published in August 2024.

An independent Review Panel does not have the power to direct a governing body to reinstate an excluded pupil. However, where the panel decides that the governing body's decision is flawed, it can direct the governing body to reconsider its decision.

Preventing recurrence of misbehaviour

Through regular monitoring relevant members of leadership and pastoral staff should be aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour.

Interventions can include:

- frequent and open engagement with parents, including home visits if deemed necessary
- providing mentoring and coaching
- short-term behaviour report cards or longer-term behaviour plan
- pupil support units
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

If the pupil has an Education, Health and Care (EHC) plan, early contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed.

Where a school has serious concerns about a pupil's behaviour, it should consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required.

9. Use of Force by Staff

9.1 Physical Intervention

In line with [Surrey County Council guidance](#), Cleves School does not advocate the routine use of physical intervention. It is believed that the school's ethos is such that physical intervention should not be necessary. If, however in exceptional circumstances it becomes necessary to use physical intervention up to and including physical restraint, it is important that this is applied, as an act of care, not punishment, and the safety and dignity of all parties is paramount. Due attention should be paid to any risk assessments that have been carried out for individuals.

Restrictive physical intervention should not be used purely to force compliance with staff instructions, where there is no immediate risk to the child or other individuals.

Only the minimum force necessary to prevent injury or to remove the risk of harm should be applied

and if used this should be accompanied by calmly informing the child what he/she needs to do to remove the need for the restrictive physical intervention.

It is expected that the use of physical intervention will be very rare and only used in exceptional circumstances when a particular need arises.

The use of physical intervention must be clearly recorded and the parent/carer must be informed.

9.2 Examples of Physical Interventions

- Standing between pupils
- Blocking a pupil's path
- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back
- Pushing
- Pulling
- In more extreme circumstances using two-man restrictive holds which require specific training and expertise.

9.3 Positive Physical Touch

In line with [Surrey County Council guidelines](#), Cleves believes that there can and should be positive physical contact between staff and children. Physical touch is an essential part of human relationships and adults may well use touch to prompt, give reassurance or to provide support in PE or other curriculum areas. Equally contact is appropriate as it provides comfort, eases distress and signals care. Staff must however bear in mind that even innocent actions can sometimes be misconstrued and must therefore conduct themselves accordingly. Any form of physical contact should be a conscious, self aware, reasonable and justifiable act. Staff should also bear in mind the different cultural, emotional and behavioural factors which may apply, together with the age and maturity levels of pupils. Where a member of staff feels that it would be inappropriate to respond to a child seeking physical comfort, the reasons for denying this should be explained to the child, and the child should be comforted verbally as necessary.

Staff are fully trained in 'positive touch'. Positive touch is part of the MAPA programme of skills and is an approved training for Surrey schools. Accredited by BILD-ACT and delivered by licenced MAPA trainers, this training includes:

- The Legal Framework
- De-escalation and Prevention Strategies
- Risk Assessment and Decision Making
- Managing Risk Using Disengagement and Holding Skills
- Post Crisis Support

9.4 Restrictive Physical Interventions

These were defined by the [DfES/DoH 2002](#) as being “designed to prevent movement or mobility or to disengage from dangerous or harmful physical contact”. The use of restrictive physical interventions needs to be consistent with the Human Rights Act 1998 and the United Nations Convention on the Rights of the Child, ratified 1991.

[DfE guidance on the use of reasonable force – July 2013](#) enables school staff to use such force as is reasonable in the circumstances, to prevent a pupil from doing or continuing to do any of the following:

- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

There is however no legal definition of “reasonable force”. However, there are two relevant considerations:

- The use of force can be regarded as reasonable only if the circumstances of an incident warrant it.
- The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour, or consequences that it is intended to prevent.

The use of restrictive physical intervention may give rise to an action in civil law for damages if it results in injury, including psychological trauma, to the pupil concerned. Surrey County Council will only support staff who have been specifically trained by its representatives in the use of restrictive physical intervention, and where the use was considered to be reasonable.

9.5 Authorised Staff – Restraint

Any use of restrictive physical intervention that staff adopt is likely to be unplanned and in response to an emergency. In deciding whether or not to use restrictive physical force, staff need to consider:

- a. The seriousness of the incident assessed by the effect of the injury, damage or disorder which is likely to result if force is not used. The greater the potential for injury, damage or serious disorder, the more likely it is that using force may be justified.
- b. The chances of achieving the desired result by any other means.
- c. The relative risks associated with the physical intervention compared with other strategies.
- d. Consideration of SEN, disability or specific medical conditions.

9.6 Risk Assessment

The use of restrictive physical intervention should therefore be an outcome following a considered professional judgement made by staff on the basis of this policy. It should only be considered if all other behaviour management strategies have proved to be ineffective or are judged to be inappropriate. Before deciding whether to intervene, staff should weigh up whether the risk of not intervening is greater than the risk of intervening. Any intervention carried out should have the child’s best interests at heart.

Staff are not expected to intervene physically against their better judgement, nor are they expected to place themselves at unreasonable risk. In such circumstances they should take steps to minimise risks, for example by calling for assistance or removing other pupils.

9.7 What to do after the use of restrictive physical intervention

After the use of an unplanned restrictive physical intervention, the following steps should be taken:

- Details of the incident should be logged and recorded by all adults involved as a matter of urgency. Details should include personal data on the pupil, e.g. name, class etc., contextual data, i.e. day, date, time and location, staff involved (directly or witnesses), other pupils involved (directly or witnesses), nature of the incident, events leading to the use of force, any de-escalation or other strategies used to minimise the use of force, reason for using force, description of force used including type and duration, subsequent actions including those related to the welfare of the pupil and staff involved.
- Any injuries suffered by those involved should be logged in accordance with school procedures (see Welfare Officer).
- The Headteacher/Leadership team will check there is no cause for concern regarding the actions of the adults.
- Parents/carers should be informed either by the Headteacher, Leadership team or Welfare Officer. This could be done initially by telephone, but should be followed up in writing. Parents and carers should be offered the opportunity to discuss any concerns they have regarding the incident.
- Support/debriefing should be available for the adults and pupils who have been involved in any incident involving restrictive physical intervention. This will be provided by the Headteacher/Leadership team/Welfare Officer.
- In the days/hours after the incident it would be helpful to hold the pupil to account so that he/she can recognise the harm caused or which might have been caused. This may involve the pupil having a chance to redress the relationships with staff and other pupils affected by the incident. This should not be undertaken until the pupil has had sufficient time to calm down.

10. Searching of Pupils and Confiscation

Cleves school has the legal right to search pupils, without their consent, for weapons or items banned under the school rules. Searching can only be carried out by the Headteacher and authorised staff. There must always be two authorised staff members present at a search, one of whom must be the same sex as the pupil being searched. The searcher and/or the second person could use reasonable force. Ideally the searchers should have received the appropriate training. The search should, where possible, take place in full public view. School is not compelled to use these powers and where a pupil is suspected of carrying a weapon and is likely to become physically aggressive, the police should be called.

If it is felt necessary for a pupil to be 'searched' for stolen property, the pupil should be asked to turn out their pockets and empty bags or other property. If the pupil refuses staff should sanction the pupil appropriately.

Where a pupil is suspected of cyber bullying using a mobile telephone the Headteacher/Leadership Team/Year Head can confiscate the item. Accessing the phone without the pupil's permission is not legally permissible. Staff can ask the pupil to reveal a message for the purpose of establishing whether

cyber bullying has occurred; but if the pupil refuses the instruction should not be enforced. The pupil should then be appropriately sanctioned and parents/carers called in.

Where items have been confiscated by members of staff they should be returned either to the parent/carer or the pupil at the end of the lesson, school day, or week as appropriate. This should be done as a means of reinforcing the school rule. Staff should not lose items.

11. E-Safety Behaviour

Behaviour incidents online

The way in which pupils relate to one another online can have a significant impact on the culture at Cleves. The same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

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 same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response.

The school has "Pupil ICT Acceptable Use Policy" (AUP) where each child and parent/carer receives a copy to sign and return to school, in order to signify their agreement. Once the signed agreement has been received, the pupil will be able to access technologies in school.

The AUP covers the following statements: -

- I will only use my own school email address when emailing.
- I will only e-mail people I know, or my teacher has approved.
- The messages I send, or information I upload, will always be polite and sensible. · I will not open an attachment, or download a file, unless I have permission or I know and trust the person who has sent it.
- If I see anything I am unhappy with or I receive a message I do not like, I will not respond to it but I will tell a teacher / responsible adult immediately.
- I will not tell other people any of my ICT passwords or usernames.
- I know that my use of ICT can be checked and that my parent/carer contacted if a member of school staff is concerned about my 'e-Safety'.
- I will only use the school's computers for schoolwork and homework.
- I will only delete my own files.
- I will not look at other people's files without their permission.
- I will not bring files into school without permission.
- I will ask permission from a member of staff before using the Internet and will not visit Internet sites I know to be banned by the school.
- I will not give my home address, phone number, send a photograph or video, or give any other personal information that could be used to identify me, my family or my friends, unless my teacher has given permission.

- I will not arrange to meet someone I have only ever previously met on the Internet or by email or in a chat room, unless my parent, guardian or teacher has given me permission and I take a responsible adult with me.
- I will follow the Learning Platform Charter & E-Safety Statement when using the Learning Platform.
- I will be responsible for my behaviour when using ICT because I know that these rules are to keep me safe.
- I understand that I will lose my ICT privileges if I choose not to follow these rules.

An e-package is sent home which includes user policies and e-safety guidance.

Mobile phones

Although we accept some pupils may bring a mobile phone into school with them, especially if they walk to school on their own, devices should put to silent or turned off and be kept in pupils' lockers throughout the school day. Pupils should only take out or use their phones when off the school grounds. Should any pupil use their mobile within the school day it will be handed to the Headteacher for safekeeping and returned at the end of the day.

12. Out of School

Pupils are encouraged to uphold the good reputation of the school when walking to and from school or on a visit with a school group, both through their behaviour and by their adherence to the school's dress code. Pupils are asked to sign a Residential Code of Conduct, which highlights expectations.

Teaching staff reinforce expectations before any visit, day or residential, to provide clarity to pupils, group leaders and volunteer helpers. Any incident which is deemed serious by the visit leader will be reported to the parents/carers as soon as realistically possible and relevant sanctions implemented. Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their child inside and outside the school. The school will encourage parents to work in partnership with the school to assist in maintaining high standards of desired behaviour.

Parents/carers are actively encouraged to raise with the school any issues arising due to the policy.

13. Training

The Leadership Team will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy and ensure that staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs that may at times affect a pupil's behaviour.

Cleves School will engagement with experts, such as educational psychologists and other support staff such as counsellors and mental health support teams.

14. Involvement with Outside Agencies

The school works closely with external agencies. We seek appropriate support to ensure that the needs of the pupils are met by utilising the range of external support available. Pupils needing support from external agencies will be identified through their class teacher, Welfare Officer and SENDCo.

Appendix – Anti-bullying Guidance, Processes & Procedures

1. Introduction

At Cleves we aim to ensure that the children have a secure and happy environment where, should bullying or harassment occur, the incident will be dealt with quickly and fairly by a supportive and informed member of staff and then carefully logged.

We believe in tackling bullying by encouraging an environment where individuality is celebrated and individuals can develop without fear. We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.

BULLYING IS TOO IMPORTANT TO IGNORE

All incidents will be:

- Taken seriously and dealt with sensitively
- Followed up with necessary action and support

The anti-bullying message will be reinforced through assemblies, the curriculum, the PSHE Program and the healthy school agenda.

2. Staff Action

If you suspect a pupil is being bullied or have an incident reported to you. **DON'T IGNORE IT – TAKE ACTION!**

Make it clear that school can help and support will be given.

Reassure that:

- a) Everyone has a right to learn and play in a safe environment
- b) They were right to tell
- c) If the bully gets into trouble, it is as a consequence of the bully's actions

Discover the facts:

- a) Listen carefully to pupils
- b) Use a no blame approach with bully
- c) Never make promises to the child

Alert class teacher and Year pastoral co-ordinator via Pastoral Care system.

Discuss situation with all parents concerned.

Keep a note of any bullying incidents and what the child has said to you.

Continue to monitor **CLOSELY** – do not assume the incident is resolved.

3. We will teach pupils:

If they are being bullied:

- Tell a friend
- Tell a teacher or appropriate adult
- Tell family

If they are told about bullying:

- Tell a friend
- Tell a teacher or appropriate adult
- Tell family

If they witness bullying:

- Tell a friend
- Tell a teacher or appropriate adult
- Tell family

About places they can go and people they can talk to:

- Nurture room
- Welfare room
- Peer Mediators
- Trusted adults at school

4. Parent/Carer Action

Encourage your child to talk to you about school and their social life.

Inform the class teacher of any concerns you may have – even minor problems can be distressing to a child.

WATCH for any signs of distress in your child.

LISTEN to your child and take seriously any reports of anti-social behaviour.

REMEMBER that children do not always report incidences accurately.

If your child is a victim of bullying:

- Make sure of the facts
- Contact the school – speak to your child's teacher
- Work with the school to develop strategies to support your child

If your child is responsible for bullying:

- **DO NOT IGNORE IT**
- Make sure of the facts
- Try to find out why your child is bullying
- Make it clear that such behaviour is unacceptable
- Work with the school to develop strategies to change behaviour

5. In the classroom

All staff at our school are aware that children may bully other children, and that this can happen both inside and outside of school and online.

Examples of teacher interventions in the classroom:

- Make frequent reference to the anti-bully policy in the classrooms, referring to classroom poster
- Deal with all bullying behaviour – ignored behaviour is seen as “condoned”
- Act as a role model for pupils in your interactions
- Encourage pupils to discuss feelings and emotions
- Supervise pupils positively (giving lots of reference to their good social behaviour)
- Be prepared to challenge racist or sexist language of pupils (and adults)
- Listen to pupils and be prepared to act on their information
- Work on promoting self-esteem among pupils
- Be on time to lessons and early on duty
- Use teaching and learning styles that encourage positive behaviour
- Be firm and consistent

6. Behaviours

Bullying behaviour may include, but is not limited to:

Physical – pushing, poking, kicking, hitting, biting, pinching etc.

Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling

Emotional – isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion

Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.

Online / Cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion etc.

Indirect – can include the exploitation of individuals such as ‘false friendships’, criminal exploitation, sexual exploitation, and radicalisation

Prejudice-related – derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature.

7. Indicators

Signs which may indicate a child is being bullied can include some or all of the following characteristics:

Child:

- Is afraid walking to or from school
- Is unwilling to attend school
- Requests to be driven to school
- Changes the route taken to school each day
- Their standard of school work declines
- Regularly has clothes or books or schoolwork torn or destroyed
- Comes home hungry because lunch or lunch money has been “lost”
- Becomes withdrawn or moody

- Starts stammering
- Starts hitting other children
- Stops eating or becomes excessively clean
- Develops headaches and stomach aches
- Cries them self to sleep
- Runs away from home or school
- Has nightmares
- Has unexplained bruises, cuts or scratches
- Has their possessions “go missing”
- Continually asks for money or starts stealing
- Continually loses money
- Refuses to say what is wrong
- Gives improbable excuses to explain any of the above

8. Strategies/Process

1. Take an account from the child being bullied and REALLY LISTEN. The circumstances of bullying are not especially important but the effects are. Note down the *feelings* and allow the child to express these at length. Pictures and writing may be helpful strategies.

“I understand that things aren’t going too well for you at the moment and I wanted us to have an opportunity to talk about how you are feeling”

“Do you want to tell me anymore?”

“I can understand how angry you must be”

“How are you coping?”

“Is there anything else you’d like to say?”

“I know it’s been difficult for you to share that with me and I’m really pleased that you have been able to”

2. The next step is to convene a meeting with the perpetrator(s).
3. Explain to the group that there is a problem. Recount the story so that the distress is described.

“I’ve asked to meet with you all because I’m particularly concerned. From what I’ve heard of the situation, someone is feeling really upset and afraid of going into the playground”
4. The important thing to remember is not to attribute blame but to state that members of the group are responsible and can do something about it.

“I know that members of this group are responsible and I also know that you can do something about it. I want us to find ways of making things better”

5. The next step is to ask all the group members if they can make some suggestions about the way in which they might help. List all the ideas. It's really important not to go on to extract a promise of improved behaviour.

"I wonder if you can think of some strategies to help solve this situation"

"Feels like a hard thing to have said. I'm really pleased that you've been brave enough to share this"

6. This step needs to end by arranging a meeting with each group member individually in about a week to find out how things are going.

"I'm really pleased with the way you have all worked through this situation and all the ideas that you have come up with. What I'd like to do is meet with each of you individually in about a week to find out how things are going"

7. Throughout this process, convey your belief that the young people involved are not "bad" and are capable of kind behaviour and can help.

If bullying has been proven to have occurred:

- Arrange a formal meeting with the parents, involving the class teacher and year leader or pastoral co-ordinator
- An official apology to be made to the pupil who has been bullied
- An agreed set of consequences involving both school and home
- Agreed consequences and future sanctions outlined to parents and documented

In some cases, outside agencies may need to be involved

9. Cyber/Online Bullying

Cyberbullying may be defined as 'the use of electronic communication, particularly mobile phones and the internet, to bully a person, typically by sending messages of an intimidating or threatening nature: children and adults may be reluctant to admit to being the victims of cyberbullying'.

Cyberbullying can take a number of different forms: threats and intimidation, harassment or 'cyber-stalking' (e.g. repeatedly sending unwanted texts or instant messages), sexting (e.g. sending and receiving sexually explicit messages, primarily between mobile phones) vilification/defamation, exclusion/peer rejection, impersonation, unauthorised publication of private information/images and 'trolling' (abusing the internet to provoke or offend others online).

Cyberbullying can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However it differs from other forms of bullying in several significant ways:

By facilitating a far more extreme invasion of personal space cyberbullying can take place at any time and intrude into spaces that have previously been regarded as safe and personal.

The potential for anonymity on the part of the bully can be extremely distressing for the victim.

The potential for the bully to play very rapidly to a larger audience means the scale and scope of cyberbullying can be greater than for other forms of bullying.

The knowledge that the data is in the worldwide domain can be especially distressing.

By passing on a humiliating picture or message a bystander becomes an accessory to the bullying.

The profile of the bully and target can be different to other forms of bullying as cyberbullying can take place between peers and across generations.

Many cyberbullying incidents can themselves act as evidence so it is important the victim saves the information.

Generative Artificial Intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

Cleves recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Cleves will treat any use of AI to bully pupils in line with our behaviour policy.

Staff & Online/Cyber Bullying

Staff will report all incidents to the headteacher. The report will be investigated and relevant people will be contacted e.g. parents, Police, LA if appropriate.

Advice for parents/carers

- Don't wait for something to happen before you act. Make sure your child understands how to use technologies safely and knows about the risks and consequences of misusing them.
- Make sure your child knows what to do if they, or someone they know, are being cyber bullied.
- Encourage your child to talk to you if they have any problems with cyber bullying.
- If your child does have a problem, contact the school.
- Parental control software can limit who your child sends emails to and who he or she receives them from. It can also block access to some chat rooms. Moderated chat rooms are supervised by trained adults. Your ISP will tell you whether they provide moderated chat services.
- Make it your business to know what your child is doing online and who your child's online friends are. It is important that parents and carers ensure that their children are engaged in safe and responsible online behaviour.
- Keep the computer or other electronic devices in a public place in the house.
- Periodically check on what your child is doing.

- Discuss the kinds of Internet activities your child enjoys.
- Be up front with your child that you will periodically investigate the files on the computer, the browser history files, and your child's public online activities.
- Search for your child's name online, look at his or her profiles and postings and review web pages or blogs.
- Tell your child that you may review his or her private communication activities if you have reason to believe you will find unsafe or irresponsible behaviour.
- Watch out for secretive behaviour as you approach your child when they are online, such as rapidly switching screens, changing passwords and for attempts to hide online behaviour, such as an empty history file.

Advice for pupils

- If you are being bullied, remember bullying is never your fault.
- It can be stopped and it can usually be traced.
- Don't ignore the bullying. Tell someone you trust, such as a teacher or parent, or call an advice line.