

Edenfield C of E Primary School



Behaviour Policy

Statement of Principles

Edenfield C E Primary School – Where Children Come First

By living and learning through God, we strive to provide a secure and stimulating environment where the children enjoy school and demonstrate a desire to learn. Through the delivery of an exciting, engaging and broad curriculum, we strive to achieve the highest standards and seek to develop the full potential of every child.

As a Church of England School, we are committed to fostering Christian values and beliefs. Through God's love and guidance, our ethos is embedded in the vision of the school and underpinning all aspects of school life at Edenfield CE Primary School is the vision statement:-

Guided by God, following in his footsteps

Our vision is theologically centred on Psalm 119:105

Your word is a lamp for my feet and a light on my path

The word of God is a light on our school pathway; it shows us how to follow the right way. Our pathway will open up horizons of hope and aspiration as we educate our children for wisdom, skills and knowledge and nurture their God given talent and individuality. We foster forgiveness and reconciliation so that all flourish and live well together, embracing difference and treating everyone with respect in our school and church community, and the wider world.

Our School Code

These are our five promises

1. Be prepared to do your best and be proud of yourself and our school
2. Be thoughtful and courteous. Respect and listen to the views of others
3. Show consideration for others by what you say and do; be willing to say sorry
4. Always be ready to listen, learn and stay on task
5. Care for our school and everyone and everything in it

Core Values

- Love
- Faith
- Hope
- Forgiveness
- Joy
- Respect

This policy supports our responsibility to fulfil the above commitment and are central to the standard of behaviour we expect from pupils at the school.

Context

This policy is linked to the following policies:

- Health and Safety Policy
- Safeguarding Policy
- Online Safety Policy
- Attendance Policy
- Teaching and Learning Policy
- Anti-bullying Policy
- Code of Conduct
- Home School Agreement
- ICT Acceptable Use Agreement and Policy

Edenfield C E Primary School believes that good behaviour in schools is central to a good education. As such, the school is proud of its high standards in behaviour which results in a calm, safe and supportive environment which children want to attend and where they can learn, thrive and succeed personally. These learning environments ensure pupils can learn and feel safe. The school's distinct Christian vision and core values create a culture where pupils and staff flourish in safety and dignity. This culture permeates through every aspect of school life and all staff members are trained to make sure that they collectively embody this school culture, upholding the schools' behaviour policy at all times and responding to misbehaviour consistently and fairly.

The school's culture promotes a clear vision of what is good behaviour, through its school code and core values so that pupils can learn in a calm, safe, and supportive environment protected from disruption. The school is very clear about which behaviours are permitted and prohibited. The behaviour policy is implemented effectively to create a positive behaviour culture in which pupils are encouraged to reflect the core values of the school.

School leaders visibly and consistently support all staff in managing pupil behaviour through following the behaviour policy and ensure:

- pupil behaviour does not disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
- all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully;
- any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively;
- measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required.

The headteacher and senior leaders have devised this policy to:

- encourage good behaviour and respect for others;
- secure an acceptable standard of behaviour of pupils;
- promote, among pupils, self-discipline and proper regard for authority;
- prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- provide consistent and clear language which is used to acknowledging positive behaviour and address misbehaviour as required
- ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and
- otherwise regulate the conduct of pupils.

Furthermore, all staff are aware of the school's safeguarding and child protection policy, the staff code of conduct and the safeguarding response to children who go missing from education, and the role and identity of the designated safeguarding lead and any deputies.

A Whole School Approach to Good Behaviour

Edenfield C E Primary School ensures that high standards and expectations of good behaviour pervade all aspects of school life including:

- the lived vision, culture, ethos, and Christian core values of the school;
- how pupils are taught and encouraged to behave;
- the response to misbehaviour;
- the relationships between staff, pupils and parents.

The school's approach to behaviour is easily apparent to anyone joining or visiting the school where it is abundantly clear that everyone treats one another with dignity, kindness and respect.

The consistent and fair implementation of the measures outlined in this behaviour policy is central to an effective whole-school approach to behaviour. Consistent implementation helps to create a predictable environment. Some pupils may require additional support to meet Edenfield school's behaviour expectations. This support is given consistently and predictably, applied fairly and only where necessary. As a result of the school's simple, clear and well communicated expectations of behaviour, alongside providing staff with bespoke training on the needs of the pupils at the school, behaviour is managed consistently so that both pupils and staff can thrive, achieve and build positive relationships based on the school's Christian vision, predictability, fairness and trust.

At Edenfield C E Primary School, the school leadership team is highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

School leaders play a crucial role in making sure all staff understand the behavioural expectations and the importance of maintaining them. They make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the warm, positive,

family centred culture of this Church school where everyone is treated with kindness and respect, and high expectations prevail.

Leaders also ensure that Edenfield staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Ongoing engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, help to inform effective implementation, and design, behaviour support plans.

Edenfield C E Primary School staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by this school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct. All staff clearly communicate the school's expectations, routines, values and standards, both explicitly through teaching behaviour, and in every interaction with pupils.

Rules

The school code is displayed in each classroom, and communal areas, and referred to when acknowledging good behaviour or dealing with disciplinary incidents. Each class also uses the school code to develop their own set of 'always' rules. In this way, the children have ownership of their behaviour. By following the school code and the 'always' rules, the children understand we can create a safe and secure environment conducive to learning and achievement.

Routines

The consistent application of school routines are used to teach and reinforce the behaviours expected of all pupils. These repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. Any aspect of behaviour expected from pupils are made into a commonly understood routine, for example:

- entering and leaving the classroom
- movement around school
- communication between pupils and staff where everyone is treated with kindness and respect
- listening and working hard in lessons
- engagement in whole school worship and daily prayers

These routines are simple for everyone to understand and follow and are embedded from the earliest days in school in the EYFS. Adjustments are made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations.

Rewards

A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should be clear of the high standards of behaviour expected at all times. Good behaviour is encouraged through a mixture of high expectations and an ethos which fosters discipline and mutual respect between pupils and between staff and pupils. The school uses a range of options and rewards to reinforce and praise good behaviour and clear sanctions for those who do not comply with the school's behaviour policy. These are proportionate and fair. When poor behaviour is identified, sanctions are implemented, consistently and fairly, in line with this policy.

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards are applied clearly and fairly to reinforce the school's routines and expectations of behaviour.

The school encourages the children to make good choices and it acknowledges and rewards these choices. Every pupil belongs to a house: Cedar, Elm, Rowan or Willow. House points are awarded following a consistent system throughout school i.e. one house point for a good choice or good work and two house points for an outstanding choice or outstanding work. Occasionally, exceptional achievements are rewarded with five house points. House points are collected by each child; they work as a team to try to win the house trophy each half term and they also earn rewards on an individual basis. Every half term the children aim to be the house point champion for their house. Each house champion is awarded a certificate, badge and pencil. The children also accumulate house points on an ongoing basis and every child can achieve recognition for their efforts in the following way:

- 50 house points - bronze award (certificate and bronze badge)
- 100 house points - silver award (certificate and silver badge)
- 150 house points - gold award (certificate and gold badge)

At the end of each half term, the child with the most house points overall, across all houses in their class, is awarded a certificate, pencil and badge. There is also a special reward for the overall house point champion for the whole school year.

By following the school code, children are entitled to thirty minutes of Golden Time every Friday. The school offers a wide range of enrichment activities and the children choose a new activity each half term. The 'bead in a jar' system is also used in every class to encourage team participation. Beads are awarded for exceptional conduct and when the jar is full, the class is rewarded with a theme day or a 'whole class treat' selected by the children and their teachers.

Other rewards include:

- Verbal praise
- Communicating praise to parents via phone call or written correspondence
- Certificates, whole school award ceremonies or special assemblies
- Positions of responsibility or being entrusted with a particular decision or project

- Star of the Week Certificate
- Headteacher Award Cards
- Teacher Award Cards
- Subject award cards
- Star of the Day Cards

Additional Responsibilities and Pupil Voice

In order to achieve an environment that is calm, safe, and supportive and where pupils are treated with dignity, every pupil is made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Pupils are explicitly taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture where everyone is treated with kindness and respect. Pupil voice is valued and children are given the opportunity to sit on the School Council, Pupil Ethos Committee and the Pupil Equality Champions. The successful applicants meet on a monthly or weekly basis (dependent on committee), with the lead teacher, to raise possible issues and suggest solutions and strategies. They also work collaboratively to promote the vision and core values of the school. All pupils across the school regularly plan and lead whole school worship. Children are also provided with the option of taking on a variety of additional responsibilities, as long as they demonstrate the attitude and behaviour to warrant these roles. These responsibilities include:

- School Council
- School Ethos and Mental Health Champions
- School Equality Champions
- House point captain
- House point vice-captain
- Y6 Monitors
- Y6 Buddies
- Digital Leaders
- Archbishop of York Young Leaders

SEND

Edenfield C E Primary School adopts a whole-school approach which meet the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. Edenfield is proud of its positive behaviour culture which create a calm environment which benefits pupils with SEND, enabling them to learn. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not always follow that every incident of misbehaviour will be connected to their SEND.

When a pupil is identified as having SEND, the graduated approach is used to assess, plan, deliver and then review the impact of the support being provided. Edenfield C E Primary school recognises that it has duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices and that under the Children and Families Act 2014, relevant settings

have a duty to use their 'best endeavours' to meet the needs of those with SEND. If a pupil has an Education, Health and Care plan, the school is fully committed to ensuring that the provisions set out in that plan are secured and the school co-operates with the local authority and other bodies as required. The school is able to anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative 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;
- training for staff in understanding conditions such as autism.

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

Whole School Sanctions

Whilst Edenfield C E School positively reinforces the behaviour which reflects the values of the school, sometimes a pupil's behaviour will be unacceptable, and pupils need to understand that there are consequences for their behaviour. Often this will involve the use of reasonable and proportionate sanctions. Edenfield staff will always respond predictably, promptly, and assertively in accordance with the school behaviour policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across a school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring.

The aims of any response to misbehaviour is to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour. To achieve these aims, a response to behaviour may have various purposes. These include:

- deterrence: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- protection: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- improvement: to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. Pupils are supported to understand and follow the rules, via sanctions, reflective conversations or targeted pastoral support.

Where appropriate, staff take account of any contributing factors that are identified after a behaviour incident has occurred.

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails

to follow a reasonable instruction, the teacher can apply a sanction on that pupil. Staff can also issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits.

Under law, a sanction will be lawful if it satisfies the following three conditions:

- a) The decision to sanction a pupil is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher;
- b) The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and
- c) It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

In considering whether a sanction is reasonable in all circumstances, the school will always consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have.

Following a sanction, strategies are considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- a phone call with parents,
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy;
- considering whether the support for behaviour management being provided remains appropriate

Designated staff are appropriately trained to deliver these interventions. These interventions are often part of a wider approach that involves the wellbeing and mental health of the pupil.

Classroom Management

Edenfield Primary School uses the Star, Sun and Cloud system to promote positive behaviour management. In each class, every child is provided with clear choices and consequences. Each day the children's names are placed on the sun. The aim is to remain on the sun and reach for the star. Pupils who are placed on the star will receive a 'Star of the Day' reward card and a special mention in the weekly awards assembly. If a pupil breaks one of the five promises, their name is moved on to the cloud. Throughout the day, they have the opportunity to correct and improve their behaviour and be moved back on to the sun. **If at the end of the day**, a pupil's name remains on the cloud, this will result in the

sanction of one missed playtime. Typical behaviours which will result in being placed on the cloud include:

- Consistent low level disruption (e.g. shouting out, making noises, moving out of class place without permission, distracting others)
- Name calling
- Unkind or thoughtless acts towards others
- Disrespectful behaviour to pupils or staff

If unacceptable behaviour persists, a letter will be sent home to parents or carers with an invitation to come into school to discuss ways of helping their child with behaviour management. In some instances, this may result in an IBP (Individual Behaviour Plan). This will be written alongside the SEND leader with clear targets for improving behaviour and specific strategies to help the child manage their conduct in school. All staff, including welfare staff, will be informed whether a pupil has an IBP so they can be supported with their targets throughout the school day.

Serious Behaviour Incidents

In the event of serious behaviour incidents, the child will be sent to the headteacher and the incident will be recorded in the Serious Behaviour Incident book. The parents will be informed immediately. Serious behaviour incidents include:

- Damage to school property
- Verbal abuse
- Aggressive acts towards others (pupils and staff)
- Inappropriate physical acts towards others
- Spitting
- Non-cooperation – e.g. refusing to move from a classroom
- Stealing
- Identified incidents of bullying

As every incident must be dealt with on an individual basis, depending on the severity of the incident, the pupil may:

- Miss up to one week of playtimes and lunchtimes
- Be internally excluded – work outside the headteacher's office from one day up to one week depending on the nature and severity of the incident (removal – see below)
- Be given a fixed term exclusion (suspension – see below)

Removal

Removal is where a pupil, for serious disciplinary reasons, 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. The use of removal allows for continuation of the pupil's education in a supervised setting. The continuous

education provided may differ to the mainstream curriculum but will still be meaningful for the pupil.

Removal from the classroom is considered a serious sanction. It is only 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. Parents will be informed on the same day if their child has been removed from the classroom. Removal is used for the following reasons:

- a) To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) To enable disruptive pupils to be taken to a place where education can be continued in a managed environment;
- c) To allow the pupil to regain calm in a safe space
- d) If the misbehaviour is classed as a serious behaviour incident (see above)

The length of the removal may vary according to the nature of the incident. Pupils who are removed will be supervised and supported by trained staff and have access to appropriate resources in an area which will allow them to learn and refocus. Removal is distinguished from the use of separation 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.

When dealing with individual removal cases, the headteacher and teachers will:

- a) consider whether any assessment of underlying factors of disruptive behaviour is needed;
- b) facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future.

Pupils will 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.

Suspension and permanent exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension (fixed term exclusion) and permanent exclusion in response to serious incidents, or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

Where a fixed term exclusion (suspension) is deemed necessary, the school expects the child to be collected from school immediately. For fixed term exclusions lasting longer than one day, work will be provided by the class teacher. Parents have the right to make representations to the Governing Body about a fixed term exclusion. The Headteacher (or Deputy in her absence) is the only member of staff who can sanction a fixed term or permanent exclusion. In the case of all exclusions, parents or carers are informed in writing of the reasons for the exclusion and their right of appeal. Excluded pupils are provided with

work for the first five days of the exclusion by the class teacher. For fixed term exclusions beyond five days, school will arrange alternative educational provision from the sixth day.

The Headteacher will present a behaviour monitoring report to the Governing Body each term. All exclusions and suspensions are reported to the Governing Body.

Edenfield C E Primary School is a calm and orderly environment where pupils feel safe and can thrive. This culture means that the school adopts a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. Misbehaviour is rare and this is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations.

Examples of interventions used by Edenfield C E Primary School include:

- frequent and open engagement with parents;
- providing mentoring and coaching;
- longer-term behaviour plans;
- engaging with local partners and agencies to address specific challenges.

When addressing underlying factors which may lead to misbehaviour, an assessment of whether appropriate provision is in place to support any SEND that a pupil may have is completed. The 'graduated response' is used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided. If the pupil has an Education, Health and Care (EHC) plan, early contact with the local authority about the behavioural issues may be necessary. If the school has serious concerns about a pupil's behaviour, it will 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.

Managed Moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction will be used. Managed moves will only occur when it is in the pupil's best interests.

Parents

The role of parents is crucial in helping the school develop and maintain good behaviour. Edenfield C E Primary School encourage parents and carers to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. The school believes that parents have an important role in supporting the school's behaviour policy and encourages parents 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.

Edenfield C E Primary School reinforces the whole-school approach by building and maintaining positive relationships with parents, for example, by:

- keeping parents updated about their children's behaviour,
- encouraging parents to celebrate pupils' successes,
- communicating any behaviour concerns clearly and consistently
- inviting parents to contribute to any potential behaviour plans, should these become necessary
- attending reviews of specific behaviour interventions in place.

Conduct outside the School Gates

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for, include:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil;
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable'. In response to poor behaviour or bullying which occurs off the school premises, witnessed by a member of staff or reported to the school, whole school sanctions, as outlined for the management of behaviour in school, will be applied.

Preventing Bullying

What is Bullying?

Bullying is behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet) and might be motivated by actual differences between children or perceived differences. Teachers and school have to make their own judgements about each specific case.

Edenfield C E Primary School proactively identify issues that may provoke conflict, and develop strategies to prevent bullying occurring in the first place. The bespoke school

curriculum includes dedicated lessons, events and projects, including Whole School Worship and class reflection sessions to discuss issues of difference and the importance of mutual care and respect. Values of respect for staff and other pupils, an understanding of the value of education and a clear understanding of how our actions affect others underpin the ethos of the school.

If bullying incidents are correctly identified, the same principles and sanctions outlined for the management of behaviour in school will be applied in accordance with the severity of the incident. The procedures followed for incidences of bullying can also be found in the Anti-Bullying Policy.

Safeguarding and Young People

Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm'. Even where safeguarding is not considered to be an issue, the school may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child carrying out the bullying.

Following any report of child-on-child sexual violence or sexual harassment offline or online, Edenfield C E Primary School follows the general safeguarding principles set out in Keeping Children Safe in Education September 2026 (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy DSL) is the most appropriate person to advise on the school's initial response. Each incident is considered on a case-by-case basis.

Edenfield C E Primary School is clear in every aspect of their culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. Staff know the importance of challenging all inappropriate language and behaviour between pupils. Edenfield C E Primary School never normalises sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. Rather, it advocates strenuously for high standards of conduct between pupils and staff. All staff and adults demonstrate and model manners, courtesy and dignified and respectful relationships. The school recognises and understands that responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future.

All victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school is not downplayed and is treated equally seriously.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate for the individual who made it as per its own behaviour policy. As with all safeguarding matters, it is important that the designated safeguarding lead is engaged and makes referrals into support services as appropriate.

Child-on-Child Abuse

All staff are aware that children can abuse other children (often referred to as child-on-child abuse) and that it can happen both inside and outside of school, and online. All staff are aware of the important role they have in preventing this and responding where they believe a child may be at risk from it. Child-on-child abuse is mostly likely to include but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children
- 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 stand alone 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 nude 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 obtain sexual gratification or cause the victim distress, humiliation or alarm
- 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)

Behaviour incidents online

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. Edenfield C E Primary School make it explicitly clear that even though the online space differs in many ways, 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 are always 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 will refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns

can be especially complicated and Edenfield C E Primary Schools follows the principles as set out in Keeping Children Safe in Education (September 2026). The UK Council for Internet Safety also provides guidance to support school staff and designated safeguarding leads.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school ethos and culture. Edenfield C E Primary School will sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for their health and safety.

Criminal Law

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example, under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known, or believed to be false, by the sender. If school staff feel that an offence may have been committed, they may elect to seek assistance from the police, but any reference to the police should only be taken with the agreement of the Headteacher.

Confiscation of inappropriate items

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

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items, provided they have acted lawfully and reasonably.
2. Power to search without consent for 'prohibited items' including:
 - Knives and weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives and extreme or child pornography must always be handed over to the Police. Otherwise it is for the teacher to decide, if and when, to return an item, or whether to dispose of it.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will always consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Power to use Reasonable Force

The school does not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

School staff have a legal power to use reasonable force. Force is usually used to control or restrain. It is never used as punishment.

What is reasonable force?

- The term reasonable force covers a broad range of actions used by most teachers at some point that involve a degree of physical contact with pupils.
- Force is usually to control or restrain. This can range from guiding a pupil to safety by the arm to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Schools generally use force to control pupils and to restrain them. 'Control' means either passive contact, such as standing between pupils or blocking a pupils' path, or active physical contact such as leading a pupil by the arm out of a classroom. 'Restrain' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example, when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Examples of situations where reasonable force can be used

Schools can use reasonable force to:

- Remove disruptive pupils from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- 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 stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts

Roles and Responsibilities

The role of the Governing Body is to:

- Set the general principles that inform the Behaviour Policy in consultation with the Headteacher, school staff, parents and pupils
- Under Section 88(1) of the Education and Inspections Act 2006 (EIA) ensure that policies are designed to promote good behaviour and discipline and that these are pursued at the school.
- In line with Section 88(2) of the EIA, make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and notify the head teacher and give her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.
- Provide clear advice and guidance which feeds directly into the behaviour policy, and helps members of staff better understand the extent of their powers and how to use them. Staff are confident of the governing body's support if they follow that guidance.
- Consider their duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010

The Role of the Headteacher is to:

- Develop the Behaviour Policy and support staff in its successful implementation
- Decide the standard of behaviour expected of pupils and how that standard will be achieved
- In consultation with governors, staff and pupils, devise: school rules; any disciplinary penalties for breaking rules; and rewards for good behaviour
- Promote and model a consistent approach throughout the school
- Publicise the School Behaviour Policy, in writing, to staff, parents and pupils at least once a year

The Role of the Teachers, teaching assistants and other paid staff with responsibility for pupils is to:

- Deliver a consistent approach throughout school
- Establish and encourage positive and respectful relationships
- Discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction
- Impose any reasonable disciplinary penalty in response to poor behaviour
- Implement the school's policies for behaviour
- Model and encourage the pupils to follow the School Code and Class Rules
- Provide opportunities for the pupils to achieve house points, award cards and beads

It is the responsibility of the school to produce a Home School Agreement and ask parents to sign this agreement. It outlines the responsibilities of the parent and the school, including those around behaviour and attendance.

School Support Systems

The school recognises that for some children additional or different action may be necessary as a result of special educational needs and / or disability. This is in accordance with the SEN Code of Practice. Where required, a child will be identified on the school SEN register. An individual behaviour plan will be established in consultation with the child and parents and carers. This will outline agreed targets and strategies to support the child in managing the identified behaviours. If necessary, a referral may be made in order to obtain a multi-agency assessment.

Further information on the school's approach to inclusion is outlined in the Special Educational Needs Policy.

Teachers, teaching assistants and paid support staff have access to appropriate training and pastoral support to help them to manage pupils who present challenging behaviour.

Consultation, Monitoring and Evaluation

The Governing Body, staff and pupils have been consulted throughout the process of devising this policy. It will be reviewed on an annual basis and published on the school website.

Complaints Procedure

In respect of this particular policy it should be noted that:

1. All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
2. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

3. When a complaint is made the onus is on the person making the complaint to prove that their allegations are true – it is **not** for the member of staff to show that they have acted reasonably.
4. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
5. Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
6. If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact that can provide support.
7. Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
8. As employers, schools and local authorities have a duty of care towards their employees, it is important that schools provide appropriate pastoral care to all members of staff.

Signed: *C. L. Garner* **September 2026** **Review: September 2027**

Headteacher: Mrs Charlotte Garner

Chair of Governors: Mrs Barbara Dewar