



# WHOLE SCHOOL BEHAVIOUR POLICY (Walney School)

Approved by: Local School Committee	
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Implementation Date	Spring 2026
Review Date:	Spring 2027

## POLICY STATEMENT

### 1. Definitions

For the purposes of this Policy and procedures a child, young person or student is referred to as a 'child' or a 'student' and they are normally under 18 years of age.

Wherever the term 'parent/carer' is used this includes any person with parent/carer authority over the child concerned e.g. carers, legal guardians etc.

Wherever the term 'Headteacher' is used this also refers to any Manager with the equivalent responsibility for children.

Wherever the term 'school' is used this also refers to academies and Student Referral Units (PRU) and references to Governing Bodies include Proprietors in academies and the Management Committees of PRUs and will usually include wrap around care provided by a setting such as After School Clubs and Breakfast Club.

### 2. Introduction

In their document 'Behaviour and Discipline in Schools – advice for Headteachers and school staff', the Department for Education (DfE) have set out the legal powers and duties that govern behaviour and attendance in schools and explains how they apply to teachers, governing bodies, students and parent/carer.

Every school must have a Behaviour Policy to meet the requirements of Section 89 of the Education and Inspections Act 2006 (maintained schools)/Part 3 of the Schedule to the Education (Independent School Standards) (England) Regulations 2014 (Academies). Section 78 of the Education Act 2002 requires that the curriculum for a maintained school must promote the spiritual, moral, cultural, mental and physical development of students at the school and of society which, in turn, prepares students at the school for the opportunities, responsibilities and experiences of later life. The school pays regard to the DfE [Guidance for schools on the promotion of fundamental British values of democracy, the rule of law, individual liberty and mutual respect of those with different faiths and beliefs](#).

The Governing Body is responsible for setting general principles that inform the Behaviour Policy and procedures. Governors of maintained schools are required to have a 'Statement of Behaviour Principles' which is a statutory document. (DfE – [Statutory policies for schools and school trusts](#)). Headteachers are responsible for developing the Behaviour Policy and supporting procedures, based around the 'Principles' required by the Governing Body, and deciding the standard of behaviour expected of students at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary penalties for breaking the rules.

In terms of staff and other adults, any person whose work brings them into contact with children including volunteers must follow the principles and guidance outlined in the school Code of Conduct for Staff and other Adults. In addition to this Code of Conduct, all employees engaged to work under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the 'Teachers' Standards 2011 (updated 2013)' (Part 2 of the Teachers' Standards - Personal and Professional Conduct refers).

The procedures which support the Whole School Behaviour Policy must include measures to prevent all forms of bullying among students.

This Policy and procedures should be read in conjunction with the following school Policies and procedures. This behaviour policy forms part of our safeguarding arrangements and is provided to all staff at induction alongside Part 1 of KCSIE 2025.

#### Overarching Safeguarding Statement

- Health and Safety Policy and procedures
- Online Safety Policy and procedures
- Child Protection Policy and procedures
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy and procedures
- Whistleblowing procedures
- Child on child abuse procedures and policy
- Supporting Students with Medical Conditions Policy and Procedures

- Single Equality Scheme/Objectives
- Special Educational Needs Policy/Information Report
- Admissions Arrangements
- Attendance procedures
- Missing Child procedures
- Complaints procedure
- Positive Handling, Support and Intervention procedures
- Code of Conduct for Staff and other Adults
- Educational Visits procedures (including procedures for assessing risk)
- Risk Assessments (including Behaviour Management Plans)
- CCTV Procedures (should form part of Data Protection Policy)
- Home to School Agreement (voluntary)

### 3. Ethos

The vision of Walney School is for our students to be supported and stretched to achieve their maximum potential, both academically and as well-rounded, confident, happy people. Whether in the classroom, or through the wider curriculum, students will develop their Walney Ways as the skills of being aspirational, curious, resilient, self-motivated, self-aware and communicative, with the ability to think more widely about the world around them. Upon completing their educational journey through Walney School, we aim for students to leave as happy, well-rounded, self-reliant individuals, with the knowledge, qualifications and interpersonal skills required for the next chapter of their lives, whatever that may be. Our Walney Ways ethos, being proud of our school, is evident in every aspect of school life - in classrooms, corridors, during social times and assemblies, extra-curricular clubs, representing the school whilst on trips or with visitors to the school. As a member of Walney School, our aim is to extend our values beyond the school gates to contribute positively to the wider community.

Positive behaviour is intrinsic and fundamental to the success of a school's core ambitions. The benefits of positive behaviour are accrued in every area of school life; it is the foundation which creates a safe and respectful environment along with positive relationships - enabling both students and staff to flourish. Every member of our community, whether a member of staff, governor, parent, carer or student, has a role and a responsibility to build and develop the behaviours we want to see; this contributes to the culture we want to create.

Rewards and sanctions are essential to the functioning of any school. Rewards are used to encourage the positive and aspirational behaviours required by students to thrive. They encourage these behaviours to blossom in the individual, which in turn has a positive impact on those around them. Every child is celebrated to nurture the ambitious behaviours we want them to develop. We recognise the quiet unassuming determination of those who persevere to achieve individual success or overcome personal difficulty as well as recognising high achievers and winners of prestigious competitions. Both intrinsic and extrinsic rewards are implemented to support students in seeing themselves as valued members of our community whilst enhancing their self-worth.

### 4. Aims

#### ***Policy Statement and Aims***

We believe that each student and member of staff is entitled to a **calm, safe and respectful environment in which to learn**. We will not tolerate or excuse behaviours which prevent this and as a result we use sanctions and intervene with corrective stance. To support students' behaviour, we use a combination of proactive and reactive approaches across all areas of the school which promote mutual respect, cooperation and self-development.

Through proactive approaches we aim to prevent unwanted behaviour from occurring, whilst reactive approaches deal effectively and fairly with any unwanted behaviour at the point of incident.

We have clear and consistent rules within both our behaviour expectations and the associated consequences when these behaviours are not met. Our behaviour system (both rewards and sanctions) is conducive to the calm, safe and

respectful environment we are committed to providing for all.

***At Walney School we aim to:***

- have a positive approach to behaviour throughout the school, working in partnership with students and their parent/carer/carers and the wider community;
- foster positive caring attitudes, so that everyone feels valued and values others;
- share a common understanding about expected positive behaviour and challenge all examples of poor behaviour appropriately;
- encourage increasing independence and self-discipline so that everyone can accept responsibility for their own actions;
- establish and maintain a calm, safe working culture where achievement is rewarded.

Our school and staff aim to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our school's Whole School Behaviour Policy and procedures is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote the overall well-being of students and staff and an environment in which everyone feels happy, safe and secure.

The Whole School Behaviour Policy and procedures confirms the school commitment to:

- ensure that each child can develop and achieve his/her full potential, educationally, morally and spiritually;
- provide a safe and attractive environment where everyone feels welcome, happy and secure; free from disruption, violence, bullying and any form of harassment;
- provide each young person with the motivation and confidence to learn effectively;
- promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- promote a culture of praise and encouragement in which all students can achieve;
- provide every student with appropriate high-quality teaching through a broad and balanced curriculum which is appropriately differentiated to meet each student's individual needs;
- teach children to respect themselves and others and to take responsibility for their own action and behaviour;
- help teachers and other staff manage behaviour problems that can inhibit effective learning for all children, and to realise that we cannot always deal with problems by ourselves and that we have colleagues and other agencies who are willing to assist;
- help young people to understand how behaviour affects others and the world around them;
- create a partnership of support and effective communication between home, school and the wider community;
- provide young people with an informed view of life and develop a strong sense of right and wrong enabling them to become thoughtful, caring members of society;
- value every child regardless of ability, race, gender or religion;
- maintain, develop and consistently apply high standards within the school and enable teachers and other school staff to develop and use their own professional expertise.

The aim of this Policy and supporting procedures is to determine the boundaries of acceptable and unacceptable behaviour, introduce rewards and sanctions and determine how they will be fairly and consistently applied.

To achieve this, the school will:

- make clear its expectations of good behaviour, through assemblies, student voice feedback and in published documents;
- recognise outstanding successes, award achievement points, distribute certificates, give students the opportunity to accumulate certificates and prizes;
- treat every member of the community as individuals and respect their rights, values and beliefs;
- create a zero-tolerance environment against all instances of bullying or discrimination based on race, gender, ability or cultural differences;

- provide positive examples for modelling behaviour;
- promote good relationships and a sense of belonging to the community;
- intervene early to challenge undesirable behaviour;
- follow and apply consistently clear guidelines when responding to instances of unacceptable behaviour.

## 5. Communication

The School Governors are required to ensure that this policy and procedures is published on the school website. A copy of this Policy and procedures is also available on request.

### Home School Agreements

There is no statutory requirement to have, or to ask parent/carer to sign, a Home School Agreement that outlines the responsibilities of the parent/carer and the school; including those around behaviour and attendance.

On balance, and in order to continue to foster parent/carer relationships, we have decided to continue with the Home School Agreement which should be signed and returned to the school.

## PROCEDURES

### 1. Responsibilities

The commitment of staff, students and parent/carer is vital in developing a positive whole school ethos. The expectations of staff, students and parent/carer are outlined below.

#### 1.1 What students can expect from staff

Students may expect staff and other adults in the school to:

- arrive at lessons on time;
- plan and deliver good to outstanding lessons which engage and motivate them to achieve;
- allocate sufficient time for each task;
- be enthusiastic and develop positive working relationships with them and their peers in their classes;
- celebrate the success of students in lessons, after school activities and assemblies;
- encourage all students to contribute to the work in hand;
- communicate both successes and concerns with parent/carer;
- have a well organised room;
- mark or give feedback on work as soon as possible;
- set homework appropriate for the age and abilities of each student;
- treat them fairly;
- eliminate or control hazards which may cause them harm;
- use a range of non-verbal and verbal cues to encourage good behaviour and limit inappropriate behaviour;
- be approachable and listen to them at appropriate times;
- always take seriously any complaints of bullying or inappropriate behaviour reported to them;
- display their work;
- set high expectations, clear boundaries and regularly agree classroom and behaviour expectations;
- use rewards and, where necessary, sanctions consistently;
- model the behaviours you wish to see.

#### 1.2 What staff can expect from students

Staff may expect students to:

- arrive at lessons on time;
- enter the classrooms quietly;
- wear full school uniform correctly;
- adhere to jewellery expectations;
- sit where you are told to sit by the teacher or any other member of the school staff;
- have equipment and books for lessons, including student handbooks; laptops and chargers;

- follow classroom rules and procedures and not disrupt the learning of other students;
- follow instructions given by staff and other adults without arguing;
- listen attentively to the teacher who will explain the lesson, what you are going to do, why and how;
- put up your hand to indicate you wish to speak;
- use appropriate language;
- listen to others' ideas and work co-operatively;
- tell the truth and learn from your mistakes;
- care for the classroom and resources, respecting others' property;
- value other individuals and their contributions to lessons;
- lead by example creating a good role model for younger students in the school;
- accept responsibility for your behaviour;
- consider the needs of all the other people in the classroom;
- use ICT in accordance with school Online Safety Policy and procedures;
- be responsible when using online technologies and not compromise the professional integrity of staff or other adults in the school community;
- follow the schools mobile phone policy;
- report to a teacher or other adult any bullying behaviour by others including bullying with the use of technology (cyber bullying);
- behave appropriately when outside school;
- be an ambassador for the school.

### **1.3 What staff can expect from their colleagues**

Staff may expect colleagues and other adults in the school to:

- treat each other with respect;
- work and co-operate together for the overall good of the school community;
- respect each other's values and individual beliefs;
- treat all student and staff issues with the highest standards of confidentiality;
- offer support when appropriate;
- be aware of each other's job remit and respect its boundaries;
- use ICT appropriately and in accordance with the school's Online Safety Policy and procedures and staff Acceptable Use Agreement;
- be aware of and consider the possible implications for the school, colleagues and themselves when posting on Social Network sites;
- use online technology appropriately and not compromise the professional integrity of colleagues or other adults in the school community.

### **1.4 What staff can expect from parent/carer**

Staff and other adults in the school may expect parent/carer to:

- treat all staff and other adults with respect;
- treat other parent/carer, students and visitors to the school with respect;
- behave responsibly whilst on school premises;
- report any incidents of bullying including cyber bullying as soon as they are discovered so that the issue can be dealt with promptly by school staff;
- ensure that their child arrives at school on time;
- ensure that their child is dressed appropriately, in school uniform with any necessary equipment e.g. PE kit;
- ensure that their child attends school regularly and contact the school in the event of an absence or lateness;
- encourage their child to achieve their very best in school;
- reinforce the value of good behaviour at home;
- encourage their child to have high standards of behaviour in and out of school;
- support the school's Policies, strategies and guidelines for behaviour;
- work with school staff to help their child accept responsibility for their behaviour and actions;
- inform the school of any concerns or problems that may affect the child's work or behaviour;

- support their child’s homework and other home-based learning activities;
- support the school in its use of rewards and sanctions;
- take responsibility for their child’s behaviour;
- discuss any issues of concern with the class teacher, pastoral staff or Headteacher in a calm and non-aggressive or threatening manner;
- refrain from smoking on the school premises or around entrances/exits, especially at busy times before and after school. This includes the use of e-cigarettes;
- refrain from using foul language in earshot of any young person at any time in or around the school premises;
- refrain from bringing dogs onto the school premises (regardless of their size or temperament) or stand with them close to the entrance gate at busy times before and after school;
- avoid posting inappropriate, defamatory, or offensive content on social networking sites, as this can harm individuals and damage the reputation of the school.
- support the school’s approach to online safety by not uploading or posting any pictures, video or text that could upset, offend or threaten the safety of any member of the school community or bring the school into disrepute.
- recognise the need for security and not create online media “on behalf” of the school without the Headteacher’s express permission.

## 1.5 What parent/carer can expect from staff and other adults in the school

Parent/carer may expect staff and other adults working in the school to:

- treat all adults with respect;
- set high standards of work and behaviour for all children in their care;
- encourage your child to always do their best;
- deal promptly with any incidents of bullying regardless of whether your child is seen as either the bully or the victim;
- impose sanctions consistently in accordance with this Policy and procedures;
- promote positive behaviour and reward such behaviour in accordance with this Policy and procedures;
- promote positive behaviour beyond the school gates and impose sanctions for inappropriate behaviour which reflects negatively on the school and its values;
- discuss your child’s actions with them, give a warning and ensure that your child knows what the penalty will be should they continue to misbehave. All penalties will be carried out;
- provide a balanced curriculum to meet the needs of each child;
- keep you informed about general school matters, and your child’s individual progress;
- let you know if there are any concerns about a child’s work, attendance or behaviour;
- support the child’s homework and other home-based learning activities.

## 2. Celebrating success

At our school, we regularly celebrate the success of all students in a variety of ways, as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school. The many ways we celebrate success are listed below and will be reviewed by students, parent/carer and staff during the academic year. They include:

- *Verbal praise in class*
- *Written praise in marked work*
- *Sharing and celebrating success during lesson time*
- *Displaying class work and homework that is exemplary for others of a range of abilities*
- *Sharing and celebrating success in assemblies*
- *Certificates, which are awarded for a wide range of reasons, such as good attendance, exceptional work, improvement, kindness and demonstrating the school’s core values of achieve, belong, contribute*
- *Headteacher’s award or certificate for outstanding achievement, progress, improvement, representing the school or contribution to school and community life*
- *Honorary trophies for outstanding students in specific disciplines*
- *Nominations to be honoured at Awards Evening, after GCSE results*

### 2.1 Rewards

We try to encourage students to be the best they can be using a mixture of intrinsic and extrinsic rewards. Achievement points are awarded for a wide range of positive behaviours. Our reward system is built on the idea that good behaviour is recognised.

Rewards may change through the year, but typical examples might be:

- *Invites to planned events, such as cinema events, picnics and trips.*
- *Individual prizes for students in each year group with the most achievement points received during each term*
- *Achievement Points are awarded for positive contributions to the class, acts of kindness, excellent pieces of work, impressive use of vocabulary, participating in events and activities and demonstrating a positive ethos and ethic.*
- *Postcards home may be sent for similar reasons but are more often used to mark significant or impressive contributions to classwork, group work or homework.*
- *Individual rewards for most improved students in subject areas and those who have made outstanding contributions to a subject area.*
- *Attendance at the end of Year 11 Prom is based on a mixture of attendance, conduct and contribution during GCSE years.*

### 3. Sanctions and consequences – The warm/strict approach

Although this school aims to focus on positives, there are unfortunately occasions when a minority of students let themselves, the school and others down through their unacceptable or inappropriate behaviour.

We want students to take responsibility for their behaviour and will encourage students to do this through restorative justice approaches which enable students to reflect on their behaviour and to make amends. This process does not, however, replace consequences. At our school, we know that consistency is essential for students to understand what is expected of them and to avoid mixed messages. It is vital that children learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community.

The warm strict approach combines personal warmth with high expectations, creating a supportive yet disciplined environment for students.

#### Definition and Principles

The warm strict approach, often referred to as “warm/strict”, is an educational strategy that emphasises the balance between warmth and strictness in teaching. This approach is characterised by:

- **Warmth:** Teachers show care, kindness and support towards their students, fostering a nurturing environment where students feel valued and secure.
- **Strictness:** Teachers maintain high expectations and clear rules, ensuring that students understand the importance of discipline and accountability in their learning process.

#### Key Features

1. **High Expectations:** Teachers set rigorous academic and behavioural standards, encouraging students to strive for excellence while providing the necessary support to help them meet these expectations.
2. **Consistent Application of Rules:** The approach involves consistently applying rules and consequences, which helps students understand the boundaries and expectations within the classroom.
3. **Supportive Environment:** While being strict, teachers also express genuine care for their students, reinforcing the ideas that discipline comes from a place of concern for their well being and success.
4. **Focus on Growth:** The warm strict approach encourages personal growth and development, helping students learn from their mistakes while feeling supported in their journey.

#### Benefits

- **Improved Student Outcomes:** Research indicates that combining warmth with strictness leads to better academic performance and social competence among students.
- **Enhanced Classroom Management:** This approach helps create a structured environment where students know what is expected of them, reducing behavioural issues and increasing engagement.
- **Preparation For Future Challenges:** By learning to navigate a structured environment, students are better prepared for the expectations they will face in higher education and the workforce.

## Conclusion

The warm strict approach is a powerful educational strategy that fosters a positive learning environment while maintaining high standards. By balancing warmth and strictness, educators can create a classroom culture that promotes both academic success and personal growth. This approach not only benefits students academically but also prepares them for future challenges in life.

### 3.1 Standards of behaviour

We work hard to ensure that discipline is consistent across the school so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination. Staff are trained to deal with behavioural strategies as part of their continued professional development and are well informed of the extent of their disciplinary authority. We promote good behaviour within the curriculum and reminders of expected standards of behaviour are referred to in lessons and assemblies and displayed around the site.

## SANCTIONS

### CLASSROOM BEHAVIOUR

In classrooms, staff have the highest expectations for student conduct. Students and staff work together to create a calm, safe and respectful learning environment where each individual is able to thrive.

Management of behaviour in lessons follows a **tiered system of intervention**. In all classrooms, staff use their professional relationship with students to maintain a **calm, safe and civil environment** in which to learn. However, when necessary to discourage behaviours which disrupt learning staff will:

- Give a first warning- students will be made clear that they have a warning and the need for them to change their conduct.
- Give a formal warning - students will be made clear that they have a warning and the need for them to change their conduct. A record of this warning will be made as a SIMs behaviour log.
- Remove to a partner classroom –usually the Head of Department. A record of this action will be made as a SIMS behaviour log and an after school detention will be issued.
- Remove to the Room for Improvement (RFI) - if the classroom move is not successful and unwanted behaviours continue meaning that disruption to learning and classroom expectations are still not met, the member of staff on call will be contacted to remove the student to the RFI. This will be recorded by the member of staff with responsibility for managing the RFI.

Student attitudes to learning are also recorded on a lesson-by-lesson basis using a four-point scale:

- 4 – Excellent attitude to learning
- 3 – All expectation of attitude to learning and/or work produced are met throughout the lesson
- 2 – Conduct and/or work produced has been below expectation
- 1 – Conduct has caused significant disruption to the learning of others or no work has been completed.

It is important that a staged approach is taken to behavioural issues. **Consistency and certainty** of practice is key and staff must operate within the agreed framework for sanctions. It is not the severity of the sanction but the certainty that it will happen that is important.

The classroom teacher is responsible for discipline in his/her classroom. Teachers have the right to teach and students the right to learn. Minor incidents should be dealt with at the time and as appropriate. **Teachers are encouraged to use a range of techniques before and during the warnings structure.** A student can be asked to change something they are doing without having to be given an official warning. Teachers should follow the agreed staged approach set out.

If there is a serious incident within the classroom (swearing/assault/racist/homophobic comment etc.) the warning system will be superseded and support sought.

If child on child abuse takes place in the classroom, the teacher will, as a minimum, issue an instant removal to a buddy room, with consideration whether the student should be removed to the RFI.

### 3.2 Exceptional Circumstances

There are rare occasions when it may not be appropriate to apply the staged approach during a lesson, when behaviour can be defined as extreme: this list is not exhaustive:

- violence or threats of violence against another student or member of staff;
- seriously endangering the health and safety of staff and/or students
- serious vandalism to school property;
- relating to alcohol, dangerous or illegal substances;
- bullying or racial/homophobic/other abuse;
- persistent defiance of school authority;

In these instances, it is appropriate for the Subject Leader/ASL to call directly for support from pastoral team/SLT.

Students with persistently high behaviour points behaviour may also have bespoke behaviour and consequences implemented.

Students are expected to attend sanctions on the first occasion, where this does not happen, teachers should inform year teams that day to ensure further consequences are implemented. Students who fail to attend Whole School School Detentions will automatically have a higher sanction implemented.

## 4. Disciplinary Sanctions

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and other staff in schools to discipline students. Where poor behaviour is identified, Furness School operates using the following sanctions:

- a verbal reprimand;
- removal from class;
- repeating unsatisfactory work until it meets the required standard;
- loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day/trip/study visit/school event/missing break time;
- detention including during lunch-time and after the school day;
- School based community service or imposition of a task – such as picking up litter; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti;
- regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring;
- internal exclusion (Room for Improvement);
- fixed term suspension;
- permanent exclusion;

Sanctions are adapted relating to the seriousness and frequency of the behaviour.

## 4.1 Internal Exclusions (Inclusion)

Students can be internally excluded (isolated from lessons) for any number of days. The decision to internally exclude a student will be taken in response to breaches of the School Behaviour Policy, including persistent disruptive behaviour or if allowing the student to remain in lessons would seriously disrupt the education of other students. The behaviour record of a student may also result in a period in internal exclusion including for persistent low level behavioural incidents. All students must hand in their mobile phone while in the Room for Improvement.

## 4.2 Serious Misbehaviour, Suspensions and Permanent Exclusions

Suspensions can vary in length for between 1 and 15 days. Only the Headteacher can authorise a suspension or permanent exclusion from the school. The length of a suspension is decided by the Headteacher and will depend on various considerations such as:

- the severity of the incident;
- all information relating to the matter including: statements from students, staff and other witnesses;
- whether the incident is a repeated incident;
- whether remaining in the school is likely to put students or staff at risk.

Some kinds of misbehaviour are so serious that they carry a risk of a permanent exclusion or a lengthy fixed term suspension for a first offence. These are usually behaviours that threaten the security and well-being of individuals or all or part of the school community, for example:

- sustained unacceptable disruptive behaviour which prevents the learning of others (where support interventions and sanctions have not been successful in modifying the student's behaviour);
- bullying and verbal abuse of students, staff and others including but not restricted to racist/homophobic/religious/sexual comments and including the use of social media/telecommunications to do so;
- physical assault on students, staff or others;
- using a mobile phone to film acts of violence/bullying of others and /or sending or posting such materials online or to other peoples' phones/computers;
- serious actual or threatened violence against another student or a member of staff group or against the school as a whole (in the case of the latter this would include behaviour such as a bomb hoax or the unjustified sounding of the fire alarm);
- serious deliberate damage to school property or the property of others;
- theft;
- carrying or bringing to the school (supply), arranging to supply for another student, sharing or misuse of, on school property or at an event associated with the school: tobacco products, including vapes, alcohol, a potentially dangerous substance/ item (e.g. gas/solvents), new psychoactive substances e.g. synthetic cannabinoids (formally known as legal highs) or any illegal substance;
- indecent behaviour, sexual abuse or assault;
- carrying and/or threatening to use or using a weapon (including knife or blade of any kind), potential weapon or imitation weapon;
- fire raising or arson;
- bringing materials that are inappropriate or illegal for children to have; such as racist or pornographic or hate crime related;
- repeated serious disruptive behaviours.
- On line bullying.

The above are examples and the list should not be seen as exhaustive

### 4.3 Other kinds of misbehaviour

Other kinds of misbehaviour which, if confined to an isolated incident, may warrant a shorter fixed term suspension (dependent upon the circumstances) but will be regarded as far more serious if repeated after a warning or prior consequence, for example:

- disruption of teaching and learning;
- theft;
- smoking/vaping or associating with students who are smoking/vaping;
- refusal to wear the correct school uniform;
- rudeness towards (especially swearing) or intimidation of staff or other;
- students;
- bullying;
- bringing alcohol, cigarettes, matches, lighters, vaporisers or fireworks onto school site or to an school organised trip/study visit.
- Refusing to comply with school rules.

The above are examples and the list should not be seen as exhaustive

### 4.4 Permanent Exclusion

The decision to permanently exclude a child from the school should always be the last resort. However, there are, on occasions, situations that may result in a “one off” permanent exclusion. All decisions taken by the Headteacher regarding suspension and permanent exclusion will be based on investigation and the balance of probability. In some cases, particularly where there is significant first-hand evidence implicating a student, the student may be given a temporary suspension whilst a full investigation takes place. In cases where there is a potential danger to a student or a member of staff, as a result of a student’s behaviour, the student identified as being responsible for the incident will be isolated and arrangements made to contact parent/carer whilst a further investigation takes place. No student will be sent off site before the end of the day unless contact has been established with parent/carer. In the event of contact not being made, the student must remain on site, withdrawn from class until the end of the normal School day.

### 4.5 Procedures during a Fixed Term Suspension

If the Headteacher decides to impose a suspension, parent/carer will be contacted as soon as possible. This is usually by telephone. If it is not possible to contact a parent/carer by phone/text then the suspension letter will be sent home with the student on the day of the incident and also posted home

#### ***The School’s responsibilities:***

During the first 5 days of any suspension the school will set work for the student. From day 6 a suspended student must receive full-time education provided by the school, if the suspension is fixed term, or by the Local Authority if permanent exclusion

#### ***Parent/carer responsibilities:***

Whilst suspended it is the legal responsibility of a parent/carer to ensure the student is not in a public place during school hours and that they are properly supervised. Parent/carer could be prosecuted or issued with a fixed penalty notice if they do not comply.

Parent/carer also have a responsibility to ensure that the student is not on or near the school grounds during the period of suspension. They also have a responsibility to cooperate with the school and not send their child to the school during the period of suspension. If a parent/carer disagrees with a suspension they can appeal to the governing body as described in the suspension letter. If a parent/carer does not comply with a suspension then the Headteacher may decide to follow further procedures in line with legal guidance. From day 6 parent/carer must ensure that the student attends full-time education by the designated provider.

## 4.6 Restorative justice/Reflection on actions

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a solution. Where there has been an issue the individuals involved will meet with a mediator who will ask them three main questions:

- What happened?
- Who else has been affected by this?
- What can be done to prevent this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other students and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative justice works extremely well if there has been a repeated problem for a student and member of staff. This is because it gives them an opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Restorative justice also works very well when students fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

Meetings are always held in a neutral place with a mediator who is not involved. The mediator's job is to keep everyone calm and civil and help those involved to move forward to restore the relationship.

Reflection on actions is normally used to allow the individual to reflect on their behaviour and to allow the student to decide for themselves why their behaviour was inappropriate and how it might have affected others in the school. Students are generally asked to write down their reasons for the behaviour and how that behaviour could be improved or what alternatives to the inappropriate behaviour might have been possible if the same circumstances arise again.

## 4.7 Sanctions and disciplinary action

There is a clearly defined process for issuing sanctions in this school. Where possible students are issued with a warning to enable them to rectify their behaviour though there are times when the nature of the behaviour does not warrant a warning as it is so serious. The school uses a wide range of consequences for poor behaviour which are outlined in more detail below.

### **Screening, Searching and Confiscation**

The school follows Government advice when confiscating items from students which is outlined in their document "[Screening, Searching and Confiscation – Advice for Headteachers, Staff and Governing Bodies](#)", a copy of which is available from the school on request.

The following items are what are termed 'Prohibited Items' and their presence on school premises or if found on an individual student will lead to the highest sanctions and consequences:

- Knives
- Firearms/weapons
- Illegal drugs
- Alcohol
- Fireworks
- Tobacco, snus, cigarette papers or electronic cigarettes including vapes
- Pornographic or unsuitable images
- Stolen items
- Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:
  - i) to commit an offence,
  - ii) to cause personal injury to, or damage to the property of, any person (including the student)

Headteachers and authorised staff can also search (with the permission of the student) for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The following are items which are banned by the school under the school rules:

- Mobile phones used in class (see Mobile Phone Policy)
- Digital media devices or similar used in class
- Jewellery not in accordance with the School Uniform Policy
- Lighters or matches

The school will confiscate any electronic items being used inappropriately on the premises such as mobile phones, digital media devices etc. Students can bring these to school on the understanding that they remain switched off and in bags during lessons and other directed time and the mobile phone policy is followed.

Staff in this school have the right to confiscate, search and ultimately delete any media which they “reasonably suspect” is being used to bully or otherwise cause an individual harm. Depending on the seriousness of the media, information may also be reported to the Police.

Students wearing any accessories or jewellery which do not follow the School Uniform Policy can expect to have these items confiscated. Any confiscated items will be logged and made available for collection at the end of the school day. Where a student repeatedly flouts the rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. For repeated offences of this nature, parent/carer will be asked to collect confiscated items. Where items are not collected, the school will dispose of them at the end of each term.

Students found with tobacco and/or cigarette papers/e-cigarettes will have these confiscated and destroyed whether they are found to be smoking or not. They will also be issued with a sanction for bringing tobacco on to school premises. Students will also receive sanctions for smoking near the school and on their way to and from school and in their school uniform.

Staff have the power to search students with their consent for any item banned under the school rules. This includes searching lockers and bags. A condition of having a locker in this school is that it may be searched where there is a suspicion that prohibited or banned items are being held within it and reasonable grounds for the search have been established.

Where items are ‘prohibited’ as outlined above, these will not be returned to students and will be disposed of by the school according to the DFE advice and statutory guidance ‘Screening, Searching and Confiscation – Advice for Headteachers, staff and Governing Bodies’. Students must not bring any of the items listed above on to school premises. The school will automatically confiscate any of the ‘prohibited’ items and staff have the power to search students **without** their consent for such items. There will be severe penalties for students found to have ‘prohibited’ items in school. In certain circumstances, this may lead to permanent exclusion.

Reasonable adjustments may be made to support students with SEND status. Further information is available in the SEND policy.

### ***Removal from class***

Students may also be removed from class for more serious misconduct without the use of warnings.

### ***Detention***

After school detentions are used when a student receives a high number of warnings. During detentions students are set relevant academic work or given the opportunity to reflect on an aspect of their behaviour. Detentions are also issued where a child fails to complete homework, as per homework policy. During homework detention, students complete the outstanding piece(s) of homework.

The Education and Inspections Act 2006 (amended by the Education Act 2011) determines that schools can issue detentions outside school hours **without parent/carer consent** although consideration should be given to whether the parent/carer ought to be informed of the detention. In many cases, it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school

detention where the student can get home safely; and whether suitable travel arrangements can be made by the parent/carer for the student. It does not matter if making these arrangements is inconvenient for the parent/carer.

Detention may be given at the following times:

- any school day where the student does not have permission to be absent

The Headteacher will decide which members of staff can put students in detention. At this school, [all staff, including non-teaching staff] [Directors of Learning and Standards/Year managers] [subject leaders] [class teachers] are permitted to put students in detention

#### ***Other examples of sanctions***

- Verbal warning
- Moved seat or place – to sit by an adult / or to work on your own
- Time out in another class –with subject leader
- Time out with senior staff
- Time out in inclusion room

#### ***Suspension***

The Government supports Headteachers in using suspension from school as a sanction where it is warranted but we understand this is a last resort. We recognise it is our responsibility as a school to communicate to students, staff, and parent/carer our behaviour expectations and the responsibility of all individuals working with students to ensure that no suspension will be initiated without first exhausting other strategies or in the case of a serious incident, a thorough investigation. We have a range of policies and procedures in place to promote good behaviour and appropriate conduct, we take steps to access local support services like Inclusion Support Officers and Early Help Services, and we strive to foster good parent/carer engagement.

The decision to suspend a student will be taken in the following circumstances:

- In response to a serious breach of the school's Behaviour Policy.
- If allowing the student to remain in school would seriously harm the education or welfare of other people or the student themselves in the school.

Suspension from school in any form will be a last resort, where suspension or permanent exclusion is considered appropriate and/or necessary.

### **4.8 Minimising the risk of safeguarding concerns towards students from other students**

On occasion, some students may present a safeguarding risk to other students. The school may well be informed by the relevant agency (either Police or Social Care) that the young person raises safeguarding concerns. These students will need an Individual Behaviour (or Risk) Management Plan to ensure that other students are kept safe and they themselves are not laid open to malicious allegations.

#### **Child on Child Abuse**

We recognise that children can abuse their peers. This is generally referred to as Child-on-Child Abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, sexting and initiating/hazing type violence and rituals. However, we recognise that abuse is abuse and will never be tolerated or passed off as “banter” or “part of growing up”. Furness School have a zero tolerance approach to child on child abuse.

We will not dismiss abusive behaviour between children as ‘normal’ and our thresholds for investigating claims and allegations are the same as for any other type of abuse.

Occasionally, allegations may be made against students by others in the school, which are of a child protection nature. Child protection issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

All staff will be clear on child protection and behaviour policies and the procedures in place to prevent all forms of child-on-child abuse.

All staff need to maintain an attitude of 'it could happen here'. All staff should address inappropriate behaviour and know how to respond if a child is at risk. Staff will understand the importance of challenging inappropriate behaviour between peers – and that if they don't, it can create an unsafe environment and lead to a culture that normalises abuse

We have a separate Child on Child Abuse Policy and procedures which will be followed in the event of an allegation being made against students in our school by other students. This Policy and procedures is available on request from the school office.

### **Child-on-child sexual abuse**

This can take many forms, such as:

- Abuse in intimate personal relationships between children (this is sometimes known as 'teenage relationship abuse')
- Sexual violence
- Sexual harassment
- Upskirting, which involves taking a picture under a person's clothing without their permission, to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Sexting, including both consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Causing someone to engage in sexual activity without consent, such as forcing them to strip, touch themselves sexually or engage in sexual activity with a third party

Sexual violence and sexual harassment can occur between two or more children of any age and sex. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable. Furness School is clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it or recognising it. Staff should always have professional curiosity and understand that "no reports" does not mean it is not happening, it may be the case that it is just not being reported. Challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

Consideration will also be given to the advice contained within the DFE documents '[Keeping Children Safe in Education](#)' and '[Sexual Violence and sexual harassment between children in schools and colleges](#)'.

Students are encouraged to report Child on Child Abuse and the issue is discussed as part of Personal Development curriculum.

## **5. Attendance and punctuality**

The school is required by law to keep a record of student attendance. In an emergency, such as a fire, it is essential that we have an accurate record of who is in school. Good attendance and punctuality are essential for good learning. They are also essential skills for later life. Students who are late and are recorded as late on a regular basis are put in an after-school detention.

If students are late or do not attend:

- Parent/carer should telephone the school in the morning on the first day of their child's absence;
- Parent/carer should contact the school every day of an absence. If they do not, the school will make attempts to contact them. In some circumstances, this may also involve a home visit.

On return to school, it is the student's responsibility to seek advice on completing any work missed. If a student is late to class, he/she must catch up on work missed. The subject teacher may give an after-school detention to ensure that this is done.

We strongly discourage parent/carer from taking their children out of school for holidays or family outings during the school term. The Headteacher is no longer able to grant any leave of absence during term time unless there are 'exceptional' circumstances. Absences taken without the authorisation of the Headteacher will be recorded as 'unauthorised' and passed on to the Local Authority.

## **6. Student conduct and misbehaviour outside of the school premises**

### **6.1 What the law allows**

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 90 of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

Subject to the school's Behaviour Policy and procedures, the teacher may discipline a student for:

- any misbehaviour when the child is:
  - taking part in any school-organised or school-related activity; or
  - travelling to or from school; or
  - wearing the school uniform; or
  - in some other way identifiable as a student at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school; or
  - poses a threat to another student or member of the public; or
  - could adversely affect the reputation of the school.

### **6.2 Out of school behaviour**

This school is committed to ensuring our students act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good order on all transport (including public transport) to and from school, educational visits or other placements such as work experience or college courses
- Good behaviour on the way to and from school
- Positive behaviour which does not threaten the health, safety or welfare of our students, staff, volunteers or members of the public
- Reassurance to members of the public about school care and control over students to protect the reputation of the school
- Protection for individual staff and students from harmful conduct by students of the school when not on the school site

The same behaviour expectations for students on the school premises apply to off-site behaviour.

### **6.3 Sanctions and disciplinary action – off-site behaviour**

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether it is an activity supervised directly by school staff. Sanctions may be in the form of detention, fixed term suspension or in very serious cases, permanent exclusion. In issuing sanctions, the following will be considered:

- the severity of the misbehaviour;
- the extent to which the reputation of the school has been affected;
- whether students were directly identifiable as being members of the school;
- the extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of staff);
- whether the misbehaviour was whilst the student was on work experience, taking part in a course as part of a school programme, participating in a sports event (and in any situation where the student is acting as an

ambassador for the school) which might affect the chances or opportunities being offered to other students in the future.

## 6.4 Student support

We aim to support all our students to ensure that every child succeeds during their time at the school. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support students.

- Monitoring report cards with targets to promote success in lessons
- Increased communication between home and school
- Individual Behaviour Plans
- Referral to Barnardo's
- Support from the pastoral and/or SEND team
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the child's behaviour
- Alternative curriculum provision
- Reduced timetable
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, Behaviour Specialists etc

## 7. The use of reasonable force

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom. The decision on whether to not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

The Governing Body have taken account of advice provided by the DFE - [Use of reasonable force: advice for Headteachers, staff and governing bodies](#) and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers or parent/carer accompanying students on a school organised visit.

Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and to prevent a student from doing or continuing to do any of the following:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property, including their own
- Engaging in any behaviour prejudicial to good order and discipline at the school or among any of its students, whether that behaviour occurs in a classroom or elsewhere

Force will **never** be used as a punishment.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the student and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold students with specific health needs, special educational needs and disabilities.

## **7.1 Action as a result of self-defence or in an emergency**

All staff including teaching assistants, lunchtime supervisors, administration staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly, in an emergency, if for example, a student was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene. A volunteer helping in school would not be expected to work with a child who is known to need physical restraint as indicated in their Behaviour Management Plan.

## **7.2 Circumstances in which reasonable force might be used**

Circumstances in which reasonable force might be used include the following:

- students found fighting will be physically separated;
- students who refuse to leave a room when instructed to do so may be physically removed;
- students who behave in a way which disrupts a school event or a school trip or visit may be physically removed from the situation;
- restraint may be used to prevent a student leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a student by the arm out of a classroom;
- students at risk of harming themselves or others through physical outbursts will be physically restrained;
- to prevent a student from attacking a member of staff or another student;
- to prevent a student causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object;

## **7.3 Power to use reasonable force when searching without consent**

In addition to the general power to use reasonable force, the Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for 'prohibited items'. See Section 3.2 above.

## **7.4 Unreasonable force**

The type of force which will never be acceptable in our school includes:

- holding round the neck or any other hold that might restrict breathing;
- kicking, slapping or punching;
- forcing limbs against joints (e.g. arm locks);
- tripping or holding by the hair or ear;
- holding face down on the ground.

## **7.5 Staff training**

All members of staff will receive training about the use of reasonable force appropriate to their role to enable them to carry out their responsibilities. This will include training on any restraint techniques which must not be used because they are known to present an unacceptable risk when used on children and young people. Some staff will receive additional training on the appropriate techniques which may be used to physically restrain students. The training will be to an approved nationally acceptable level and will be regularly refreshed.

## **7.6 Individual Behaviour Plans (IBPs)/Student Passports**

A student with a known challenging behaviour, a medical condition which affects behaviour patterns, has special educational needs or where there is evidence or suspicion of self-inflicted harm (i.e. is a risk to themselves) may be the subject of an Individual Behaviour Plan. This Plan sets out specific ways in which the behaviour is controlled whilst on school premises and during any off-site visit. It may also include details on managing the student's behaviour whilst travelling to school on organised home-school transport.

In such circumstances, parent/carer will always be made aware of their child's Individual Behaviour Plan/student passport and will be asked to contribute to the content and control measures implemented in an attempt to apply consistency of sanctions and rewards both in school and at home. Wherever possible and appropriate, the child concerned will also be involved in creating the Individual Behaviour Plan/student passport.

## 7.7 Informing parent/carer when reasonable force has been used

In accordance with current good practice, the school will speak to parent/carer about serious incidents involving the use of force and will record such serious incidents.

In making a decision about informing parent/carer, the following will be considered:

- the student's behaviour and level of risk presented at the time of the incident;
- the degree of force used;
- the effect on the student or member of staff concerned;
- the child's age.

All incidents when 'physical restraint' as opposed to 'physical control' is used will be recorded as soon as possible and details passed on to the Headteacher (or deputy in the absence of the Headteacher) who will follow up the incident where necessary. The following must be recorded:

- all incidents where unreasonable use of force is used;
- any incident where substantial force has been used e.g. physically pushing a student out of a room;
- use of restraint;
- all incidents where either the child or the 'handler' is injured because of the intervention;
- an incident where a student is distressed though clearly not overreacting.

The following criteria will be used when considering the need for recording:

- (a) Did the incident cause injury or distress to a member of staff or student?
- (b) Even though there was no apparent/carer injury or distress, was the incident sufficiently serious in its own right? Any use of restrictive holds, for example, fall into this category;
- (c) Did the incident justify force? This is particularly relevant where the judgement is finely balanced;
- (d) Does recording it help to identify and analyse patterns of student behaviour?

If the answer to any of the questions is 'yes', a written record should be made and held in a secure central location or recorded in the bound Record of Physical Intervention book (blue) and all other notes taken at the time are to be kept.

In all instances of the use of physical restraint, parent/carer will be informed the same day, by telephone, and invited into the school to discuss the incident unless to do so would result in significant harm to the student, in which case, the incident will be reported to the Cumbria Safeguarding Hub by the Headteacher/DSL.

All injuries will be reported and recorded in accordance with school procedures.

## 7.8 Post incident support

Serious incidents can create upset and stress for all concerned. After the incident ends it is important to ensure any staff and students involved are given first aid treatment for any injuries. Emotional support may also be necessary. Where required, immediate action will be taken to access medical help for any injuries that go beyond basic first aid. The school will then decide how and when to contact the parent/carer of the student to engage them in discussing the incident and setting out subsequent actions. After the incident, the Headteacher and/or other staff will:

- (a) ensure the incident has been recorded;
- (b) decide whether multi-agency partners need to be engaged and, if so, which partners;
- (c) hold the student to account so that he or she recognises the harm caused or which might have been caused. This may involve the child having the chance to redress the relationship with staff and students affected by the incident. It may also mean the child is suspended. See Section 3.2 above.
- (d) help the student develop strategies to avoid such crisis points in the future and inform relevant staff about these strategies and their roles;
- (e) ensure that staff and students affected by the incident have continuing support, if necessary, in respect of:
  - physical consequences
  - emotional stress or loss of confidence
  - analysis and reflection of the incident

## 7.9 Follow up

In many cases there will be a follow-up meeting of key personnel to discuss the restraint incident and review the Individual Behaviour Plan or other plans for students. It might also be appropriate to review the Whole School Behaviour Policy and/or supporting procedures.

## 7.10 Other physical contact with students

This school does not operate a 'No touch Policy'. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary.

- When comforting a distressed student
- When a student is being congratulated or praised
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To administer first aid
- To apply sunscreen to the arms, face or lower legs of very young students or those with special educational needs who might struggle to apply it appropriately themselves

# 8. Allegations of abuse against staff and other adults working in the School

## 8.1 General

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously. (For more information, refer to the School Allegations procedure which forms part of the Child Protection Policy and procedures).

The Governors of the School have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (section 175 of the Education Act 2002). Our policy is to identify where there are child welfare concerns and act to address them, in partnership with other organisations where appropriate, and in accordance with local inter-agency procedures.

School staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role, however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

To fulfil its commitment to the welfare of children, this School has a procedure for dealing with allegations of abuse against members of staff, supply staff, volunteers and other children.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation. Where an allegation is made against supply staff employed by an agency, the school will take the lead and will collect the facts when an allegation is made. In such cases, we will involve the agency in any further investigations and follow-up procedures.

If a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school, reference can also be made to the school's Whistleblowing procedures. The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in the DfE statutory guidance '[Keeping Children Safe in Education](#)' and the Cumbria Safeguarding Children Partnership (SCP) Core procedures.

## 8.2 Action in the event of a malicious allegation

If an allegation is determined to be false, unsubstantiated, unfounded or malicious, the LA appointed Designated Officer (DO) will be informed via Cumbria Safeguarding Hub and will refer the matter to the local authority children's social care services to determine whether the child concerned is in need of services or may have been abused by someone else. If an allegation is shown to have been deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against the student who made it, or the Police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a student. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a student might include fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/carer of the student concerned at an early stage.

## 9. Bullying, including on line bullying

**In addition to the sections below, we have a separate Child on Child Abuse Policy and procedures, a copy of which is available on request from the school office. The school has an online safety policy that is implemented in line with this behaviour policy.**

### What is bullying?

According to the DfE document '[Preventing and Tackling Bullying – Advice for Headteachers, staff and Governing Bodies](#), bullying may be defined as:

“Behaviour by an individual or group, which can be repeated over time, that intentionally hurts another individual or group either physically or emotionally”.

Specific types of bullying include those relating to:

- race, religion, culture or gender;
- SEN or disabilities;
- appearance or health conditions;
- sexual orientation;
- young carers or looked after children or otherwise related to home circumstances;
- sexist or sexual bullying.

It can take place between students, between students and staff, parent/carer and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.

Acts of bullying can include:

- name-calling;
- taunting;
- mocking;
- making offensive comments;
- kicking;
- hitting;
- pushing;
- taking belongings;
- inappropriate text messaging, emailing or 'posting' on social media sites;
- sending offensive or degrading images by phone or via the internet e.g. via social media sites;
- upskirting;
- producing graffiti;
- excluding people from groups;
- spreading hurtful and/or untruthful rumours.

Many experts believe that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical,

psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Cyber bullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying that occurs while students are under the school's direct supervision will be dealt with in line with this Policy and procedures.

In cases where cyber bullying occurs while students are outside our direct supervision (i.e. at home), parent/carer will be encouraged to report these incidents to the Police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. Parent/carer are also encouraged to report such bullying to the school. If the alleged perpetrator is a member of this school community, the school will support and act in line with this Behaviour Policy and procedures. The school will, wherever possible, support parent/carer in this and may impose a sanction upon the bully where this individual is recognisable.

## **9.1 The Law**

The school endeavours to comply with the legal requirements placed on schools and the Governing body to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that "encourage good behaviour and respect for others on the part of students and, in particular, preventing all forms of bullying among students" (Education and Inspections Act 2006, section 89). The school will exercise its legal powers as outlined in section 89/5 and section 91, Education and Inspections Act 2006 as deemed appropriate and practicable.

Schools are required to comply with the equality duty 'The Equality Act 2010'. The public sector equality duty has three aims:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

## **9.2 Reporting and recording incidents of bullying**

Students and parent/carer are encouraged to report bullying to any member of staff. Incidents are, in the first instance, referred to the student's form teacher or DOLS/Year Manager to be investigated, appropriate action taken and parent/carer will be informed promptly using usual school procedures. Student voice is important at this school and students are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of. This is reinforced via assemblies, Anti-Bullying Week, Personal Development lessons and during form time. The Whole School Behaviour Policy and procedures also reinforce the school's expectation as to how members of the school community should conduct themselves. A log will be maintained of racist incidents and information on incidents of bullying. All reported incidents of bullying will be recorded regardless of the outcome of the investigation.

## **9.3 Tackling bullying**

The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour.

## **9.4 Strategies for dealing with bullying**

- Ensuring that there is a promotion of an open and honest anti-bullying ethos in the school
- Investigate all allegations of bullying
- Personal development programmes that discuss issues such as diversity and anti-bullying messages
- Calendared anti-bullying week
- Poster and leaflet campaigns – designed and written by students

- Assemblies - both whole school and form that promote a sense of community
- Class discussions and role plays in Drama, English and RE that draw out anti-bullying messages
- Acceptable Internet Use Agreement is signed by all and online safety is discussed in Computing lessons.
- On-going staff induction and training programme
- Adequate staff supervision at lunch and break times
- Clear and consistently applied Policies for Behaviour and Uniform
- Home School Agreement (voluntary)
- Anti-bullying Ambassadors

## 9.5 Strategies for dealing with the bully

- Disciplinary sanction imposed including warnings, detentions, suspension or time in the inclusion room
- Engage promptly with parent/carer to ensure their support and involvement
- Restorative justice approaches taken as appropriate
- One-to-one interview with staff or peer mentors
- Work with appropriate outside agency
- Anger management strategies discussed

## 9.6 Strategies to support a victim

- Disciplinary sanctions as appropriate applied to the bully
- Pastoral support offered
- Mediation
- Out of lesson support passes issued
- Short term modification of school timetable
- One-to-one parent/carer interview, parent/carer support and involvement
- Private diaries given
- Self-assertive strategies discussed

## 10. Drugs and drug-related incidents

*Students will receive information during Personal Development lessons. Furness School work together with external agencies to enhance the curriculum. Students can be referred to School policing team and/or drug and alcohol services.*

### 10.1 General

A drug is a substance which, when taken into the body, changes the way we feel, the way we see things and the way the body works. This section covers a range of drugs including medicines, tobacco, alcohol, solvents, novel psychoactive substances (so called 'legal highs'), volatile substances and illegal drugs and describes the school's approach to dealing with incidents of drug misuse. Apart from medicines prescribed to an individual, all other items listed above are classed as 'prohibited items' with respect to screening, searching and confiscation – Section 3.2 refers.

Drugs education forms part of the Personal Development programme delivered in discrete sessions for all students.

- Current research indicates that drug use, both legal and illegal, is rising amongst young people.
- We do not support the misuse of tobacco, vapes, alcohol, solvents, illegal drugs and medicines by members of the school.
- Under no circumstances will the supply or sale of illegal drugs on the school site be tolerated.
- The school believes it has a duty to inform and educate young people on the consequences of drug use and misuse.
- Fundamental to our school's values and practice is the principle of sharing the responsibility for education of young people with parent/carer and carers by keeping them informed and involved at all times.

- Whilst we acknowledge that some young people will use and misuse substances, it is important to recognise that the remainder of young people are choosing not to use or misuse substances. We will help individual learners according to their differing needs.

## 10.2 Responsibilities

The Headteacher has responsibility for supporting other members of staff in the implementation of these procedures. Kelly Maden, Assistant Headteacher is named as the designated senior member of staff with responsibility for the drug related procedures in this school and for disseminating any information on drug-related education.

Drug prevention is a whole school issue. All staff, both teaching and support staff, will be made aware of these procedures and how they relate to them should they be called upon to deal with a drug-related incident.

The Site team regularly checks the school premises – any substances or drug paraphernalia found will be reported to the Headteacher and Senior Leadership Team and dealt with in accordance with these procedures.

## 10.3 Dealing with drug-related incidents

The following provides our framework for dealing with incidents surrounding the use, suspicion of use and finding of drugs and substances. We recognise that drug use can be a symptom of other problems and, where appropriate, we will involve or refer students to other services. Within our school the following guidelines apply to the possession or use of drugs, alcohol and tobacco on school premises:

### **Medicines**

Where students are prescribed medicines, cases will be dealt with on an individual basis and appropriate procedures will be followed (e.g. safe storage and administration of medicines in line with national guidance). Information for parent/carer on this issue is available on request from the school.

### **Tobacco**

In line with legislation, the school operates a 'No Smoking' policy in the building and on the school site. This also applies to the use of e-cigarettes.

### **Alcohol**

No alcohol is consumed during the normal school day. Those hiring the school premises are not allowed to consume alcohol on site unless it has been authorised by the Governing Body and forms part of the Lettings Contract.

### **Solvents**

The school will ensure that potentially harmful substances are stored safely, and students will be supervised carefully where such substances are used during their work. The use of aerosol deodorants will be discouraged because of the potential risks to people with asthma or other bronchial problems.

### **Illegal substances**

Illegal or illicit substances must not be brought to school or used on school premises.

## 10.4 Discovering a drug or suspected illegal substance

- (1) Take possession of the drug/substance and inform the Headteacher/Senior Leadership Team member who will inform the Headteacher at the first available opportunity.
- (2) In the presence of a witness the article should be packed securely and labelled with the date, time and place of discovery.
- (3) The package should be signed by the person who discovered it and stored in a secure place.
- (4) The Headteacher will always involve the school's link community liaison Police Officer in the case of suspected drugs or illegal substances in school.
- (5) In the event of discovering a hypodermic needle, the incident should be recorded and the following procedure should be observed to protect all persons:
  - Do **NOT** attempt to pick up the needle.
  - If possible, cordon off the area to make it safe.
  - Inform the Headteacher/Senior Leadership Team member.

- The needle should be placed in a sharps box or other secure metal box and disposed of via a local medical surgery.

## 10.5 Discovering or suspecting a student is in possession of a drug/drug paraphernalia

- (1) Request that the student hand over the article(s).
- (2) Having taken possession of the substance/paraphernalia, the procedure should be followed as above.
- (3) EXTREME CARE SHOULD BE TAKEN IF HYPODERMIC NEEDLES ARE INVOLVED.

If a student refuses to hand over articles a search may be required - it should be noted that in accordance with current DFE advice:

- The Headteacher and other authorised staff can search lockers etc. without the permission of the student when looking for prohibited items.
- Teachers can search a students' outer clothing so long as a witness is present, without the consent of the student. The personal search must be undertaken by a teacher of the same sex with the witness being the same sex wherever possible. Reasonable force may be used to complete the search.
- Students should be given the opportunity to empty their pockets, bag, etc. in the presence of a witness.

## 10.6 Dealing with a student suspected to be under the influence of a drug or substance

Stay calm, place the student in a quiet area, do not leave on their own and seek medical advice from the school's first aider who will assess the situation and act appropriately, the Headteacher/Senior Leadership Team member must also be informed.

Any suspected substances found should travel with the student if removed from the school for treatment. Vomit should be safely collected where possible by the school's First Aider and taken with the student (for analysis). All drug related incidents will be recorded.

## 10.7 When to contact the Police/disciplinary action

The Police will always be contacted in situations where controlled drugs are found. Any decisions made on the appropriate disciplinary action to be taken will take the Police advice into consideration. Further advice on this subject can be found in the NPCC guidance document [‘When to call the Police – Guidance for schools and colleges’](#).

- Where controlled drugs are found, these will be delivered to the Police as soon as possible.
- Alcohol will be disposed of. Under no circumstances will alcohol be returned to the student.
- Tobacco, vapes or cigarette papers will also be disposed of in the same way as alcohol.
- If other substances are found which are not believed to be controlled drugs, these will be confiscated and disposed of in accordance with the school's procedures. This would include, for example, so called 'legal highs'. Where staff suspect that a substance may be a controlled drug, they will treat them as controlled drugs and follow the procedure above.

In the event of a drug-related incident in the school, the school would co-operate with the Police should they wish to search the premises.

As a result of a drug-related incident, the student(s) concerned will be subject to disciplinary action. This action may result in a fixed term suspension in the most serious of cases would result in permanent exclusion.

## 10.8 Procedures for dealing with drug-related incidents involving adults

The following examples are situations where concerns about drug misuse or related behaviour involve a parent/carer or other adult rather than students:

- Adults may attend school premises under the influence of alcohol or drugs
- A parent/carer or adult may attempt to remove a child from school premises during or at the end of the school day whilst under the influence of alcohol or drugs
- An adult may behave aggressively, intimidate or threaten staff or assault school staff or students whilst appearing to be under the influence of alcohol or drugs
- School staff may be concerned that a parent/carer or family member's drug misuse may put the child at risk
- An adult may be involving students in drug misuse or the supply of drugs to students

These examples are not exhaustive and in each case, the Headteacher will consider the safety of the whole school community including staff when determining the appropriate course of action.

Where, in the opinion of school staff, it is thought that an adult is unable to provide appropriate care and supervision of a child because they are under the influence of drugs or alcohol, they will first attempt to contact an alternative adult carer for the child before contacting the LA Social Care Services and, if necessary, the Police. Where there are concerns over the safety of the child, school staff will attempt to persuade the adult not to leave the premises with the child until appropriate assistance arrives. If the adult insists on leaving the school, staff will immediately contact the Police. This will also be the case if an adult becomes threatening or aggressive. If school staff have concerns about an adult or adults supplying drugs on or near school premises, or to any of the students out with school premises, the Headteacher or other member of staff will consult with the Police.

## **11. Behaviour of parent/carers and other visitors to the school**

The school encourages close links with parent/carers and the community. We believe that students benefit when the relationship between home and school is a positive one. The vast majority of parent/carers and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the school community.

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. When formulating our procedures, reference was made to the DfE document 'A Legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community' and DfE non-statutory guidance 'Controlling access to School premises' (November 2018). A poster indicating that such negative behaviour is not acceptable is displayed in the school reception area.

Our school expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of the school community (including other parent/carers and visitors) have the right to visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence.

We expect parent/carers and other visitors to behave in a reasonable way towards other members of the school community. The following outlines the steps that will be taken where parent/carer or visitor behaviour is unacceptable.

### **11.1 Types of behaviour that are considered serious and unacceptable**

The following list outlines the types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting, either in person or over the telephone
- Speaking in an aggressive/threatening tone
- Physical intimidation e.g. standing very close to her/him
- The use of aggressive hand gestures/exaggerated movements
- Physical threats
- Shaking or holding a fist towards another person
- Swearing
- Pushing
- Hitting, e.g. slapping, punching or kicking
- Spitting
- Racist or sexist comments
- Sending inappropriate or abusive e-mails to school staff or to the general school e-mail address
- Publishing or posting derogatory or inappropriate comments which relate to the school, its students or staff/volunteers on a social networking site
- Breaking the school's security procedures

Unacceptable behaviour may result in the Police being informed of the incident.

## 11.2 Procedures for dealing with unacceptable behaviour

When a parent/carer or member of the public behaves in an unacceptable way during a telephone conversation, staff at the school have the right to terminate the call. The incident will be reported by staff to the Senior Leadership Team. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to verbal abuse. The school may warn the aggressor, temporarily or permanently ban them from the school site, and/or contact the Police.

When any parent/carer or visitor behaves in an unacceptable way in person towards a member of the school staff a member of the Senior Leadership Team will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedure should be followed. Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an extreme act of violence, the discussion will be terminated and the visitor will be asked to leave the school immediately. It is also an offence under Section 547 of the *Education Act 1997* for any person (including a parent/carer) to cause a nuisance or disturbance on school premises. The Police will be called if necessary. The perpetrator may also be banned from the school premises for a period, which will be determined by the school.

Prior to a ban being imposed, the following steps will be taken:

- Depending on the severity of the incident, the individual may first be issued with a written warning stating that if a similar incident occurs, the individual concerned will be banned (temporarily or permanently) from the school premises
- In more serious cases, the individual will be informed, in writing, that she/he is banned from the premises temporarily, subject to review, and what will happen if the ban is breached
- Extreme incidents will result in a permanent ban being enforced immediately. The individual will be informed in writing of the permanent ban but will be given the right to appeal in writing against the decision
- In all cases, parent/carer will be given the opportunity to discuss any issues relating to their child with school staff
- Incidents of verbal or physical abuse towards staff may result in the Police being informed and may result in prosecution

If an individual is intimidating, threatening or aggressive towards a member of the school community any interaction will be terminated immediately and the person will be instructed to leave the premises. Further action may be taken by the school.

The school will take action where behaviour is unacceptable or serious and breaches this Whole School Behaviour Policy and procedures.

## 11.3 Unacceptable use of technology

The school takes the issue of unacceptable use of technology by any member of the school community very seriously.

We expect parent/carer and other adults within the school community to act responsibly when using online technologies. The expectation of parent/carer is set out on page 2. Failure to comply with these expectations could result in parent/carer and/or other adults being banned either temporarily or permanently from the school site, and the incident may be reported to the Police.

Acceptable Use Agreements exist for students, staff and governors of the school and form part of our Online Safety Policy and procedures.