

Behaviour policy and statement of behaviour principles

Includes Anti-bullying procedures

OFFWELL C of E Primary School



Our Vision:

Be Well; Learn Well; Live Well!

Approved by: Full
Governing Board

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1. Aims

Our aims are:

- To create a school culture of safety, equality, justice and empathy for all children and adults.
- To create and sustain a safe, positive, learning environment in each class.
- To enable teaching staff to understand and manage behaviour with empathy and confidence.
- To work closely with parents, carers and families, learning from one another.
- To enable our children to develop into positive, confident, thoughtful individuals.

To achieve these aims, we will:

- Apply our Vision and Values to our daily behaviour
- Build positive relationships
- Teach an understanding of emotional regulation and behaviour
- Model helpful behaviour;
- Negotiate shared class rules
- Outline the expectations and consequences of behaviour;
- Notice and celebrate helpful behavior in class and school-wide;
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Apply our agreed, shared procedures to difficulties when they arise.
- Communicate considerately and promote cooperation with parents, carers and families;

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour, publish a behaviour policy and written statement of behaviour principles and confiscate if need.
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Positive behaviour is: Behaviour that promotes positive relationships and enables learning.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Negative attitude towards work, or others e.g: non-compliance, disrespect.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Our School behaviour curriculum and written statement of principles

Our vision and values are rooted in Maslow's Hierarchy of needs and Christian principles of kindness, fairness and forgiveness; our approach is also informed by the EEF 'Improving Behaviour in Schools' report:

"A key theme from these recommendations is the importance of knowing individual pupils well, so that schools and teachers know which factors might affect pupil behaviour and what the school can do to address these. Focusing on developing good relationships also ensures pupils feel valued and supported, meaning they are less likely to misbehave."

Be Well

Children thrive and learn in a caring, calm, consistent environment. We ensure fair, **safe boundaries** to maintain a sense of security for all. We take a **relational approach**, meaning we take time to get to know our children and families, so that we develop **relationships based on mutual trust and respect**. We aim to work together with pupils and their families to understand each child's unique context and help them achieve their goals through:

- **PACE** (Playful, Accepting, Curious, Empathetic) and **WINE** (I Wonder, Imagine, Notice and Empathise/understand) approaches, to create a calm atmosphere and enable appropriate communication, even in challenging situations.
- The Incredible **5 Point Scale** is used in class to help children to understand their emotions better.
- **Circle Time**: a class or group meeting, with clear rules to allow everyone their turn to speak, is good for addressing shared concerns e.g: about playtimes.

Learn Well

Children are taught about their emotions, how they affect behaviour, and how to form healthy relationships, as part of the **PSHE (Personal, Social, Health Education)** curriculum. Staff understand and address behaviour as a form of **non-verbal communication**. Learning to behave can involve:

- **Class rules** being agreed and clear rewards and consequences being shared;
- **STAR** analysis (Setting, Trigger, Actions, Result) can help staff and parents understand and respond appropriately to patterns of behaviour (See Dreikurs Mistaken Goals of Behaviour)
- **Attachment Based Mentoring** (See Staff Room Resources) can provide co-regulation, care, communication and modelling, within clear, safe boundaries.

Live Well

A culture where all feel secure, included and are treated with compassion allows us all to thrive, becoming life-long learners who can make the most of our opportunities.

- **Restorative Justice**: teaches children how and why they say sorry and to make amends, where possible, such as by tidying up, or writing a letter of apology, to help repair the relationship.
- a **Relational Plan** created with parents and carers, is an important recognition of a child's ongoing social, emotional and behavioural needs, under the direction of the SENCo
- A **My Safety Plan** is put in place where a child is affected by negative, harmful behaviours.

Additional support*: Early trauma, illness or bereavement, neurological or environmental factors mean that a graduated response, working with parents and carers, and referring for external agency support, **via Early Help, Social and Emotional Mental Health Team (SEMH), MASH (Multi-Agency Safeguarding Team), or Child and Adolescent Mental Health Services (CAMHS)**, may be appropriate.

Further action: if support and sanctions do not change problematic behaviour over time, parents and carers will be involved at each stage, to determine the best approach. In serious instances, a pupil may need to be **suspended**, so there can be a break for advice and readjustment. In the most extreme cases, a child can be **excluded**. It is our aim to avoid this whenever possible, as we ultimately want all our pupils to succeed. (See the Department for

Education's specific guidance on suspension and permanent exclusion in **section 8**, to ensure that these interventions are applied appropriately)

*** Children with SEND needs, and/or Children and families receiving Early Help, Children in care (or from care) or under Social Services support, will have this policy applied in a proportionate and appropriate way in order to ensure that the wellbeing of the pupil/pupils is maintained. See Section 9.**

5. Roles and responsibilities

5.1 The governing board

The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body.
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Modelling expected behaviour and positive relationships
- Creating a calm and safe environment for pupils
- Establishing and maintaining acceptable pupil behaviour
- Teaching positive learning behaviours
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents promptly (see CPOMS/ class file)
- Communicating with parents/carers, so they can collaborate in behaviour management

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Work with the school to manage misbehaviour (for example, supporting behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school to show how education is valued

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

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour pupils should display at school:

Pupils are expected to:

- Behave in a way that keeps others safe – calm and controlled
- Show care for each other and all members of staff
- Allow all pupils to learn in class,
- Have respect for school buildings and the property of others
- Follow sensible guidance, such as wearing the correct uniform and sports clothes
- Be honest; show regret and accept consequences
- Do not bring the school into disrepute, including when outside school or online
- Learn key rules and routines (aside from those above) as set out at the start of each term in each class
- Learn the rewards they can earn for meeting the behaviour standards, and the consequences they could face
- Know the pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated support whenever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who arrive in-year.

6. Bullying

Bullying is defined as the **repetitive, intentional harming** of a person or group by another person or group, where the relationship involves an imbalance of power. Definitions can vary, but bullying is generally agreed to fit the acronym STOP (Several Times on Purpose):

- Deliberately intended to be hurtful
- Repeated, often over a period of time
- Difficult to defend against, often due to an imbalance e.g. of power/age/size

Bullying can include:

TYPE OF BULLYING	DEFINITION	RESPONSE
Emotional /Social Verbal – direct/indirect	Being unfriendly, excluding, tormenting, whispering campaign/ rumours, name-calling, sarcasm, spreading rumours, teasing etc.	1. WINE 'I wonder if/why you...?' 2. PIKAS Method of Shared Concern (see booklet) 3. Undertake restorative acts, as well as app. Consequences 4. Report via CPOMS & consider My Safety Plan
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence	1. Time out to check all are safe and calm 2. Involve parents to support school/pupil 3. Undertake restorative acts, as well as app. Consequences 4. Report via CPOMS & consider My Safety Plan
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)	1. Time out to check all are safe and calm 2. Involve parents to support school/pupil 3. Undertake restorative acts, as well as app. Consequences 4. Report via CPOMS and BPRI (Bullying, Prejudice and Racist Incidents) & create My Safety Plan
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching	1. Use Brooks Traffic Light Tool 2. Involve parents to support school/pupil 3. Report via CPOMS and consider MASH consult / referral
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)	1. Monitoring and filtering – check history (if in school) 2. Ask parent to take screen shot and report (if at home) to CEOPS 3. Report via CPOMS and BPRI (Bullying, Prejudice and Racist Incidents) & create My Safety Plan

Our school approach to bullying:

1. We will **prevent** bullying by all the means available to us: through our PSHE curriculum, staff training, parent information, building relationships, identifying needs and responding appropriately to behaviours, as set out in section 1, 7 and 8.

2. We will act to **stop** bullying as soon as possible (i.e: as soon as we know it has happened) and as often as necessary, by gathering information, separating those involved and putting restorative actions and sanctions or consequences in place*.
3. We will work **with** parents/carers and children to make sure any **targeted** child is heard, feels safe, has any additional needs addressed and is supported to regain confidence for the future. A **My Safety Plan (see appendix)** can help inform this process.
4. We will work **with** parents/carers and children to make sure any child **responsible** for bullying is monitored, makes amends for the impact of their actions, has any additional needs addressed and is taught to make life better for others in the future.
5. We will **report** incidents of bullying (where they fit the definition set out above)

See **Anti-Bullying** Appendix for further details.

6.1 Mobile phones

- Pupils are NOT allowed to have mobile phones with them on-site, unless parents/carers have specifically requested they do so e.g: for medical reasons
- Where this is the case, phones must be stored in the teacher's desk during the school day, or in the school office.
- Pupils are NOT permitted to use their phones during the school day, unless under supervision of a member of staff for an agreed purpose.
- Parental permission will always need to be provided
- Liability is an issue, in case of loss or damage – school accepts no responsibility for loss or damage

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. See Section 1 and Appendices regarding the **Relational Support Approach**

They will:

- Model positive behaviour and mutually respectful relationships
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display their agreed classroom rules, rewards and consequences
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

The school recognises that **changes in behaviour may be an indicator that a pupil is in need of help or protection.**

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our **child protection and safeguarding policy** for more information.

7.3 Responding to positive behaviour

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

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

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions or responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity during Golden Time (weekly)

7.4 Responding to misbehaviour

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

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions – in ascending order of severity - in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- A written reminder, e.g: name on board
- Loss of time at break or lunchtime
- Expecting work to be completed at home, or at break or lunchtime
- Restorative action, such as tidying a classroom, or a letter of apology
- Sending the pupil to another class
- Referring the pupil to the Headteacher
- Letter or phone call home to parents/carers to inform of child's actions and sanctions
- Parent/carer meeting to agree a behaviour contract
- Suspension or Permanent exclusion, in the most serious of circumstances

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

7.5 Reasonable force

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

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

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

7.6 Confiscation and searching

Searching and screening, if need, would be conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). We do not carry out screening in our school, at this time. You can follow the guidance online if policy changes.

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

* If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything

- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

These are NOT part of usual behaviour management. The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. This would only ever be considered in unprecedented circumstances, for example, where there is evidence a person on school premises has concealed a weapon with intention to harm.

In almost all cases, there would be better options, such as asking parents/carers to speak with their child and we would always ensure that other appropriate, less invasive approaches have been exhausted first. All staff and pupils have the right to feel safe, so we must consider whether introducing the potential for a strip search through police involvement is absolutely necessary. Before calling the police into school, staff would always attempt to contact parents/carers and assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item, or aggravating a situation.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. **The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should be present to advocate for pupil wellbeing at all times.**

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of serious harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school would keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who would be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher

- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school e.g. online

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

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

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

Sanctions will only be given out on school premises or elsewhere (e.g. on residential) when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour – on or offline - the school will make an initial assessment of whether to report the incident to the police. N.B: the age of criminal responsibility in England is: 10 years old

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher/member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to harassment and violence – whether based on sex, gender, race, religion, belief, age or any other characteristics

The school will ensure that all incidents of harassment and/or violence are met with a suitable response, and never ignored.

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

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

The child may need further support to navigate the emotions and behaviours which can result from sexual harassment or violence. This could include:

- A Safety Plan
- Referral to Mental Health Support

Please refer to our child protection and safeguarding policy (based on Devon County Council's model policy) for more information.

7.11 Malicious allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

It is expected that serious sanctions would have been preceded by a graduated response, calling upon a range of interventions (as set out in Section 1 and the appendix). Behaviour is also part of weekly Child Spot discussions during Staff Meetings. However, if the Senior Leadership Team are not aware of any issues leading up to serious sanctions, teachers should inform the Headteacher (or SENCo, or Senior Teacher in her absence), to discuss possible options for improving behaviour.

8.1 Loss of Playtime

Teachers, having followed the graduated response (set out in the appendix) have been authorised by the headteacher to sanction pupils by removing playtime. Pupils can be issued with this sanction during break, during term time. We do not give after school sanctions of loss of play. The school will decide whether it is necessary to inform the pupil's parents/carers.

When imposing this sanction, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from gaining valuable exercise or social interaction (if given over a sustained period)

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by either another classroom teacher (by arrangement), or the Headteacher and will be removed for a maximum of 30 minutes, unless otherwise agreed.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- STAR (Setting, trigger, Actions, Result) chart to analyse behaviour in class (see appendix 4)
- Meetings with parents to discuss possible causes
- Short-term behaviour charts
- Intervention or support for specific needs identified
- Long-term relational plans
- Referral for external agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in their Class Record File.

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour.

This would only be an option where:

- There has been a one-off incident of severity
- behaviour has not improved
- the school has following the graduated response indicated throughout this policy e.g: in-school sanctions, interventions and referrals to external agencies for support.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

Please refer to guidance and exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

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

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

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

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

To anticipate and remove triggers of misbehaviour, we will:

- Ensure Ordinarily Available Inclusive Provision is embedded in daily practice
- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as autism.
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any **reasonable adjustments need to be made to the sanction**.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Contact would be via the SENCo or Headteacher, to the 0-25 Team.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings with parents and carers included
- A behaviour Contract, drafted with pupil and parent/carer
- A reward chart with personalised behaviour goals
- Daily contact with a key adult to monitor and support emotional regulation.

11. Pupil transition

11.1 Inducting incoming pupils

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

School and class rules, routines and expectations need to be shared explicitly, verbally, referring to our shared vision and values.

This is to create shared goals, a sense of belonging and a culture of care, calm and consistency.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff – or new school - at the start of the term or year.

An enhanced transition may be required for pupils with additional needs, such as:

- Informal meetings with new staff e.g: at playtimes or story times

- Planned, incremental sessions, in new classrooms, leading up to a full day
- A social story, or photos and notes to remind the child of their new class

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Relational practice
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- Appropriate and proportionate use of restraint

Behaviour management will also form part of continuing professional development.

A staff training log can be found in our Single Central Record.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed annually.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy and written statement of behaviour principles (appendix 1) will be reviewed and approved by the Headteacher and the Full Governing Board (FGB) at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the FGB.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy

- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy

Appendix 1:

The Relational Approach.

See: <https://www.devon.gov.uk/support-schools-settings/document/guidance-for-developing-relational-practice-and-policy/>



Targetted to the individual

Appendix 2:

Behaviour Procedure:

AIM: To reduce difficult behaviour e.g: causing distraction/harm/requiring intervention or restorative steps; and to ensure that pupils are able to regulate their conduct successfully.

All adults and children in our school need to have a shared understanding of the steps to prevent and deal with behaviour issues. Expectations and consequences; rewards and restorative steps, should be agreed by staff (See Step 4) and shared with all adults and children, in each class, at least once a term. See Behaviour Policy

CONTAINMENT: Any child needs to feel safe, cared for, and know what to expect, so demonstrate:

- 1) You are calm and in control.
- 2) You care about each child involved.
- 3) You will be fair, therefore predictable.

ATTUNEMENT: Any child responds to the adult's approach/body language, so try:

- Relaxing – take a breath; lower your shoulders; are you a model of calm?
- Thinking – is the behaviour actually a problem? If so, why?
- Empathy – attune to how they are feeling; do they have a reason?
- Humour – if you know them well, could a shared smile/joke break the tension?
- Noticing – when the child does well or praise another child who is doing what is expected.

RESPONSE: When a particular behaviour becomes an issue, use this as a guide, *to be adapted*:

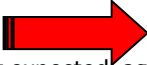
- 1) Give clear instruction (as if you expect compliance) E.g: "Ok, (Name) sit down there..."

If responds: praise action.  If not responding after 10sec, REPEAT, then try 2)

- 2) Give a sensible choice E.g: "(Name) sit down there, or next to me..."

If responds: praise good choice.  If not responding, REPEAT, then try 3)

- 3) Explain expected consequence e.g: "(Name) unless you sit down there, or here, then ..."

If responds: praise good choice.  If not responding, REPEAT, then try 4)

- 4) Unless s/he complies*, carry out expected, agreed consequence E.g: Removal from class/loss of break/move to safe place. Use PIPs with a trained partner, if necessary – see Behaviour Policy Restraint of Pupils. Inform parent (see Behaviour Summary). Managing behaviour is a shared responsibility, so always ask for support at this stage.
- 5) After any incident where a restorative step or restraint has been used, set aside time to share, reflect and check all are cared for, as such incidents are emotionally draining. Use Comic Strip or Social Stories to reflect with pupils. Record and Review incident with Head and parent (see Behaviour Protocol)
- 6) If behaviour is repeated, CONSIDER WHY - What is their behaviour trying to tell us? See SENCo/Designated Safeguarding Lead; Use STAR analysis (Setting/Trigger/Action/Response) over a week to inform next steps; Meet with parents; Consider/Review Behaviour Care Plan; initiate Behaviour Protocol; Consider Early Help;

* As the aim is to reduce difficult behaviour, we need to give as many opportunities to comply as reasonable, while giving clear acceptable boundaries and a procedure that the child can predict and start to internalise over time

Goal: a caring, calm environment, where everyone feels safe and all children can learn, be creative and thrive.

Appendix 3: Rewards and Consequences

REWARDS: We aim to encourage good behaviour, using rewards, which are both responsive and cumulative. Noticing children doing the right thing is reward in itself.

When?	What?	Why?
Daily	Give children time to talk Notice and name the good Catch them being good Stickers	Try to notice children for trying hard, good work and behaviour Children respond to positive attention and affirmation of what we value. Too much attention on negative behaviours can cause a downward spiral and counter-productive class culture
Weekly	Give Housepoints Certificates Star of the Week Golden Time	For sustained good behaviour (2, 50 and 100 housepoints) For consistently demonstrating our values For a child who has made better than expected progress For ALL children who have done the right thing all week
Termly	Mufti Day Housepoint Certificates Headteacher's awards Cups	For the winning House, to recognise teamwork To recognise outstanding work or behaviour over time in different areas: subjects, values, clubs etc. E.g: Caring Cup, Environment Star, Bell trophy

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CONSEQUENCES: should be calmly and consistently applied, unless there is reason to adjust your response (AGE/SEN).

Type of behaviours	Response	Consequence
Low level behaviours: E.g: low level disruption, causing distraction, not doing own work. Etc.	SEE Behaviour Procedure Clarify instruction, Give 1 verbal warning Put name on board, Carry out consequence	Apology or act of reparation: opportunity to make amends e.g: Finish work/ say sorry. Or remove to work in another space Or: 5 minutes off break If repeated, add 5 minutes off Golden Time
Disruptive behaviours: E.g: repeated disruption over sustained period; loud refusal, ruining work, unkindness etc.	Teacher to contact parents to inform them about behaviour, actions and possible next steps. Hold a Circle-Time with class, to discuss issues. Record.	Apology or act of reparation: opportunity to make amends e.g: tidy up , re-do work/ write a letter of apology. Or: Remove to do work in another class Or: Up to 10 minutes off break/lunch , If repeated, add 10 minute Loss of Golden Time.
Harmful behaviours: verbal/physical E.g: Offensive language/ swearing. Possibility or threat of physical aggression.	Head to contact parents for meeting, and request they talk with their child to reinforce school message. Record.	Letter of apology and restorative conversation Total loss of break/lunch If repeated, add 15 minute Loss of Golden Time Internal exclusion – loss of break and lunchtimes – to be discussed with HT/SENCo.
Persistent/extreme harmful behaviours & defiance , E.g: actual physical or verbal abuse/assault, sexist /racist/ homophobic bullying; harm or damage (person or property).	Head to contact parents to collect child for set period. Head to send letter and complete form*	Fixed term exclusion (educated off site for up to 5 days). Permanent exclusion in severe cases e.g: one off aggression resulting in serious harm to adult or child; or repeated acts such as bullying.

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Appendix 4: Behaviour approaches which inform our behaviour curriculum

STAR analysis of incidents Observe the child for a week or more, using a time-table, RAG rated, to collect information across the week, and then use the form below to analyse the behaviours. The aim is to find out what the child's goals (no matter how misguided) might be. Our main aim is then to find a better way for him/her to achieve more positive (and mutually helpful), goals. (See Dreikurs Mistaken Goals).

- Look at **Setting** for the behaviour – Where? When?
- Hypothesise as to the **Trigger** for the behaviour - What happened just before? What is about to happen?
- Identify the **Action** – specifically, *factually*, what did they actually do?
- Consider the **Result** of this action for the individual – what happened immediately following their action, as a consequence (direct or indirect) of what they did?
- Finally, consider the **outcome** for the child. What does their behaviour communicate to us? Given the many possible reasons for acting in this way, what did they achieve?

Name:

Location (Home/School):

Setting (Where the incident happened)	Trigger (What appeared to start the behaviour)	Action (What did the individual do?)	Results (What was the outcome for the individual?)	Possible Communication (What was the child trying to convey?)

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(attention/avoidance/rejection/control - See: **Mistaken Goals of Behaviour**)

If we understand the motivations or triggers for behaviour, we can meet their behaviour with a calm, constructive and considered response, which should help them achieve their goal and will, in turn, have a positive impact on their behaviour, over time. For example, can we **help the child to find a better way of achieving their aim**, so there is an intrinsic reward in acting in appropriate ways? Can we work with parents to **identify the child's needs and consider how they can be met in a way which is mutually rewarding?** This understanding should inform the **Behaviour Care Plan**. Use resources such as The Anxiety Scale or Step-Ladder Approach to help manage anxiety. **See also: Attachment theory, Managing Anxiety, Key Adult-Child Relational skills** for further information.

Dreikurs mistaken goals of behaviour

Dreikurs sets out four 'mistaken' goals to help us in analysing the results of a STAR analysis. Here are the four goals of misbehavior:

#1 Attention Seeking Behaviour

The Child's Goal: Attention – keep others busy or get special service

The Child's Belief: I count (belong) only when I'm getting noticed or getting special service. I am important only when I'm keeping you busy with me.

The Hidden Message: Notice me, involve me, I want to connect.

#2 Power Seeking Behaviour

The Child's Goal: Misguided power – to be the boss

The Child's Belief: I belong only when I'm boss, in control or proving no one can boss me. "You can't make me."

The Hidden Message: Let me help. Give me choices. I want to feel capable.

#3 Revenge

The Child's Goal: To get even

The Child's Belief: I hurt others as I feel hurt. I can't be liked or loved.

The Hidden Message: Help me, I am hurting. Acknowledge my feelings. I want to feel I count.

#4 Assumed Inadequacy/Avoidance

The Child's Goal: To give up and be left alone

The Child's Belief: I can't belong because I'm imperfect, so I will convince others not to expect anything of me. I am helpless and unable. It is no use trying because I won't do it right.

The Hidden Message: Show me small steps. Celebrate my successes. I need to know I'm okay as I am and help building up my courage.

Goal: a caring, calm environment, where everyone feels safe and all children can learn, be creative and thrive.

Offwell Behaviour Summary of approaches 2025 - 2026

Behaviour	Prevent	Respond	Repair
Occasional / low level behaviours: - Not listening, - Interrupting; - Calling out/noise - Being impolite - Minor loss of control	- Build relationships – use PACE - Model calm, positive behaviours - Relate behaviour to values - Agree class rules and rewards - Teach emotional regulation (ways to calm the brain) - Use of the 5 Point Scale - Notice positive behaviours	- Redirect to task - Reminder of rules/values (using name) - Remind, using visual (e.g: writing name) - Consequence (if appropriate, after constructive conversation and apology)	Constructive conversation with those involved: - What happened; - How did you/others feel? - What could have happened instead? Oversee restorative action E.g: Apology Check in with anyone affected.
Repeated and/or disruptive behaviours: - As above, repeated; - Deliberately ignoring adults; - Rudeness to adults or children - Teasing or ignoring peers (infrequent) - Loss of control, resulting in disruption e.g: shouting or spoiling work	All the above, plus: - Teach listening and learning behaviours - Regular reminders of values and rules - Regular review of calming techniques and learning behaviours - Understand particular context of the child – be aware of changes	- Give clear, calm instruction - If need, give clear, calm reminder of possible consequence: Time out of play, time out of Golden Time, sent to another class, sent to HT. - Give time and opportunity for child to back down/save face - Involve parents as appropriate - Respond to particular needs	Mediate Constructive conversation with those involved: - What happened; - How did you/others feel? - What could happen instead? Arrange restorative actions e.g: - Verbal apology - Letter of apology/card - Clearing up any mess Make sure anyone affected has support.
Persistent and/or severe or harmful behaviours: - Verbally abusing a child or adult e.g: threatening harm; - Discriminatory behaviours e.g: sexism or racism; - Physically abusing or assaulting a child or adult; - Bullying verbal/physical (STOP) - Deliberate damage/ harm to person/property - Use/possession of harmful items	All the above, plus: - Use of stories/drawings (including narratives from previous incidents) to identify better ways to behave - STAR Analysis, where behaviours are persistent, to identify patterns and provide potential answers - Check context, be professionally curious and find ways to relate to a child where their behaviour causes concern	- Ensure immediate safety of all involved and ask for additional staff support - Remain calm and give time and space for protagonists to calm - Use WINE to engage with protagonists Relational Plan to understand behaviour and involve parents My Safety Plan to ensure anyone affected feels safe and involve parents. - Report and seek external support	Ask those involved, separately: - What happened; - How did you/ others feel? - What could happen instead? Care and support to be agreed and put in place for the subject; Storyboard activity to allow reflection; PIKAS method of shared concern (see staff); In most severe cases, if fixed term or permanent exclusion are necessary, plan how the child will re-engage with education successfully.

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Appendix 5: Anti-Bullying Appendix

Reporting and recording

Any pupil, parent/carers, staff member or member of our school community can report incidents of abuse or bullying to their child's class teacher, or the Headteacher. Please share the information as soon as possible. If a pupil or parent/carers are unable to bring this to the attention of the staff in person – e.g: when a child talks about incidents at home - then you can email admin@offwell-primary.devon.sch.uk or call 01404 831417. Points to note:

- Sending an email means that the school has all the information in one place. If unable to send an email, parents/carers can of course call and ask for the conversation to be written and the notes to be shared.
- Provide details of each event, including dates, times, who was involved and where the incidents happened. It can be useful to number the incidents or bullet point them – so that key details don't get mixed up.
- If the child affected is concerned about attending school the following day, the email should be followed up with a call to the school asking for an emergency plan to be put into place.
- You should expect acknowledgement from school by the end of the following day, during the school week, but if you haven't heard, then please ring and ask if you can speak to the Head or someone in the leadership team. A delay in responding may be due to a missed email or staff absence.
- When the school contact you, agree a timeline of actions and ask notes to be shared if discussed over the phone.
- Where there is a sequence of incidents and actions, these will be recorded, with an accompanying chronology of events.
- Where bullying has been established, following an investigation, it will be reported: <https://www.smartsurvey.co.uk/s/ReportingBPRI/>

Investigating allegations of bullying

The school will need to explore the incidents your child has outlined, as well as making decisions about the education and consequences for potential assailants. It is unlikely that the parent/carers of the child/children affected can be told exactly what the consequences were for identified assailants, but the process would usually be:

- A conversation with all children involved, individually, and with any witnesses and adults present, where facts can be established and notes will be taken (this is the investigation)
- Meetings or telephone conversations with the parents/carers of the children directly involved, to share the outcome of these investigations.

How the school supports pupils who have been bullied and those vulnerable to bullying

Following any incident which impacts negatively on a child's wellbeing (whether or not this is deemed to be bullying in the strictest sense) there needs to be careful thought and planned actions to ensure the child feels safe and cared for once more.

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- Meeting with the child/children affected – with parents/carers if requested – to establish the impact of the actions of those responsible, and agree options for further action e.g: support for the child affected, how the impact of their actions will be shared with those responsible, agreeing appropriate restorative actions, setting out possible sanctions, agreeing monitoring arrangements.
- School can arrange a follow up meeting with the child and parent/carer to complete a '[My safety plan](#)' to explore areas of worry or concerns and how collectively we can mitigate these to help each child to feel safe.
- The school can arrange a staff member to be a mentor. Providing check-ins and ongoing support.
- Counselling options may be available through our Mental Health Support in School Team.
- A restorative meeting can be arranged with the consent of all involved – see PIKAS Method of Shared Concern (booklet available in staff room)

How parents/carers can support their child if they have experienced bullying or are vulnerable

- You can also explore other counselling alternatives such as [Stop.Breathe.Think.](#) which have nearly no waiting times and are free to some families. You can view other supportive agencies in the guide available online here: <https://www.devon.gov.uk/support-schools-settings/inclusion/equality/guidance-for-parents-guardians-and-pupils/>
- Ensure, as parent/carer, time is set aside for your child each day. Planning activities or sitting down together for dinner. Checking in with each other is one of the best supportive strategies you can utilise.
- Have an agreement with your child about you monitoring their online activity, including mobile chat groups, if this has been an issue.
- You may need to explore temporary arrangements for your child to get to and from school if this makes them feel anxious.
- You can read the [One-minute guide for parents on Bullying, prejudice and racism incidents](#), to have an improved understanding of incidents.

How the school will react to bullying that occurs off school premises or online

Headteachers have the ability to take measures to support children's conduct when they are not on school premises or under the lawful control of the school staff e.g: when on residential, or online.

Where bullying occurs off-site, or online, school will engage to address behaviour where it is possible and necessary e.g: where there is evidence of harm, so some investigation can take place, in cases where parents/carers are not available, or no other agency is present and responsible.

For approaches to off-site issues, see 7.7 and 7.8. For general sanction procedures – see appendix

Whole school proactive strategies to prevent bullying

In Section 1, we set out how we ensure positive behaviour approaches, to create a calm, caring culture, guided by our vision and values and the relational approach: <https://www.devon.gov.uk/support-schools-settings/document/guidance-for-developing-relational-practice-and-policy/#targeted-to-the-individual-the-relational-support-plan>

How the school trains staff and governors in preventing and handling bullying

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We use Devon's online **Bullying, Prejudice and Racism** Resources and suggestions for support and training: <https://www.devon.gov.uk/support-schools-settings/inclusion/equality/bpri-resources-and-suggestions/>

This sets out resources to help us understand:

- Racism
- Gender identity prejudice
- Gender identity prejudice
- Sexual orientation prejudice
- Sexism and sexual harassment
- Disability prejudice
- Religion and Belief prejudice
- Perceived Characteristics prejudice (challenging stereotypes and fixed mindsets)
- Bullying

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Appendix 6 - My Safety Plan – exemplar and guidance

Rationale

When a child has experienced **bullying, prejudice or racism** by their peers it can mean that they no longer identify their school as a safe place, and this can cause anxiety around attending and partaking in school activities.

An assailant of an incident may also experience the same feelings, as many children find being challenged around an incident quite traumatic.

A Safety plan is a good way to structure the discussion with the child and their parent(s)/guardian(s) to understand key areas within the school day and school times that cause the most anxiety. This can help the child to feel heard, as well as understanding how these concerns can be mitigated through planning and support.

It can also help parent(s)/guardian(s) who feel anxious about their child attending the school to feel that an incident is being taken seriously and that there is a good relational approach to support their child.

Additional things to consider

- Would the child benefit from having a buddy for a few weeks in school, or do they need some mentoring or counselling to move forward from their experience?
- It is important to identify key adults throughout this plan, being mindful to outline a contingency plan if those key adults are absent or are part-time.
- All worries of the child should be heard, and a strategy should be put in place to mitigate their worries. Ignoring their concerns will only escalate their feelings of being anxious and isolated.
- We feel it is important that the child also takes some responsibility for managing their own feelings and with this we have incorporated an area of what they can do to help themselves to feel safer.
- We've also included activities outside of school time as we know that incidents outside of school can lead to anxiety within school.
- Please ensure any incident of bullying prejudice or racism (BPRI) is [reported](#) to the local authority and you can access guidance and support via the [BPRI resource](#).
- It may be necessary if the child hasn't been in attendance for a while to have an adjusted timetable, having a timetable that is planned around the key areas of concern can be helpful to engage them back into school. [A relational approach to emotionally based non-attendance](#) can be useful. For example, if lunch time is of great concern an adjusted timetable could mean that they can leave before lunchtime initially for them to get back into school life and feel comfortable. It is important if an adjusted timetable has been agreed that it is outlined in the plan, with clear dates for review and an end date. Please follow the [Annex R guidance](#).
- Once you have completed the safety plan, it may highlight areas of the school which are vulnerable to contextual safeguarding concerns. You may decide to undertake a [contextual safeguarding audit](#) and put a plan in place to reduce associated risks.

How to use this plan

- This document is a **template only** and should be edited according to your setting, the child's needs and age group. You should do a short edit before you print off the document to use within your discussion. This will ensure that all areas outlined in the plan are relevant, for example tutor time might not be relevant to primary and you may already be aware of additional areas of concern to add to the plan.
- Examples of areas and times have been listed to support you to understand what sort of things could be within the plan.
- This plan is for the child and should be easily understandable by the child themselves and a copy to be given to them as well as a copy to their parent(s)/guardian(s). It should be reviewed regularly and review dates agreed with all those involved.

Lunch line/canteen line		- I will be given an exit card so that I can leave my lesson before lunch, 5 minutes early so that I can be at the front of the lunch line.	
Play ground		- Those on staff duty will have clear areas to monitor, so that there are not any 'blind' spots.	- I will ensure that an adult can see me at all times. If I can't see an adult, they can't see me.
Assembly		- If the content of an assembly relates to an aspect of the incident, then ... will discuss this with the parent(s)/guardian(s) and offer an alternative place for me to go if we wish.	
Corridors			
Field			
Particular subject lesson		- ... will update their seating plan to ensure that I am sitting next to the door and away from	

Times of the school day I am worried about and how I can feel better about them (delete, edit and add as appropriate)

Time	What am I worried about	How adults will support me (identify key adults)	How I will support myself
Start of the school day/ arrival		- will check-in with me every morning to see how I am and if I need any further support.	- I will go to ...room and see ... at the start of every school day to check-in.
Break time			
Carpet time			
Lunch time			
End of school/leaving			
After school			- I will have agreed an after-school plan with my parent(s)/guardian(s) and will message them if this needs to change. - I won't walk on my own, or through narrow alley ways, instead I will take a longer more public route home if need be.

			- I will ensure my mobile is fully charged before leaving school in the morning. If at the end of the day I see my battery is low I can go to..... who will help me charge my phone before I leave school.
Tutor time		- will be extra vigilant regarding comments or gestures from my peers towards me. - will ensure I am able to sit with or away from	

Things I am worried about after school and how I can feel better about them (delete, edit and add as appropriate)

	What am I worried about	How adults will support me (identify key adults)	How I will support myself
Internet/social media		- Parent/guardian to monitor how I use social media. - Parent/guardian to limit how much time I spend on the internet - School to set my homework on paper, instead of online, so I don't have to use my technology - School to remind all students in my year group of appropriate use of the internet and social media.	- Respect my parent/guardian when they tell me I must not use the internet/social media anymore. - Report any incidents or un-nice comments to the closest adult to me straight away. - Not respond to any incidents or un-nice comments. - To block/remove those children that cause me worry from my social media accounts
Socialising time after schools		- Parent/guardian will ensure they allocate some time to sit down with me and discuss how my day has been and what my plans are for after school.	- I will not walk alone and will agree how I get to and from a place with my parents/guardians - I will socialise with my friends in a public place and will ensure the space is well lit.

What are the steps I should take if someone in school upsets me?

Example for primary:

In the classroom: I will have a red, orange and green set of cards (or emoji cards). I will leave them on my table. If I am okay, I will leave the green card on the top, if I am unsure, I will put the orange card at the top, if I need to tell an adult something, I will place the red card on the top.

Outside of the classroom: I will find the nearest adult and tell them I need to speak to I will then walk to the classroom, staffroom or reception to find them.

I understand that adults can only support me if I tell them about an incident straight away.

Example for secondary:

I will have an exit card, that says on it who I can go and speak to. This means I won't have to explain to any teacher, I can show them the card and they will let me go. I will walk directly to office.

I understand that adults can only support me if I tell them about an incident straight away and I must only use my exit card for this reason.

Has the school agreed anything else with me to support me?

E.g. counselling, mentor, adjusted timetable, exit card (delete, edit and add as appropriate)

Who is the adult in school responsible for sharing this plan and strategies with other school staff?

Is there anything else I haven't discussed with the adults that look after me that I would like them to know?

My worry level now that we have created this plan:



Date when we will review this plan and how will it be reviewed:

Plan agreed by: