Positive Behaviour Policy

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1. Our Vision and Expectations

We understand that our principles require the presence of positive relationships. Adult and pupil relationships must be built on mutual respect and trust in the same way that we expect that pupil's relationships with peers must be built upon respect, trust, friendship and tolerance for each other's wishes.

We have three golden rules which underpin not only our philosophies, but also our principles and our day to day practice.

We are Ready.
We are Respectful.

We are Safe.

At our school, we believe that the power of positive and frequent praise for good and caring behaviour is a more effective way of improving standards and relationships between individuals than constant criticism. Adults within the school environment have a duty to provide positive role modelling in all areas of behaviour, this includes non-teaching staff and visitors to the school.
We believe that implementing the principles of Restorative Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. We support pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves.

All children should be treated fairly and it is our role to educate our pupils to understand how their behaviour impacts on themselves and others. Pupils are supported to identify ways they can put right the harm that they have caused creating empathic, considerate people who have the skills to avoid and resolve problems independently.

All adults in the school share these 5 pillars of practice:

1. model consistent, calm adult behaviour
2. listen with respect and provide systems which promote positive behaviour
3. develop positive relationships, which promote self-esteem and self-discipline
4. establish clear expectations of all members of the school community
5. practise restorative follow up

We praise in public; we reprimand in private.

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 and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3. School Behaviour Curriculum – Good to be Green

All classrooms will use a traffic light system, on display in the classroom, for promoting positive behaviour. All children start a new session on green, yellow will be used for warnings and red for communicating with parents (due to the seriousness of the incident).

In this way, every child in the school knows the standard of behaviour that we expect and adults are aware of the steps to take to allow for consistency in the whole school approach. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class, often during 'Circle Time'.

Children will be helped to understand what behaviour is classed as unacceptable and why. They can be given warnings to ensure that they know the consequences if the behaviour continues. It is the child's behaviour and not the child that is the focus.

Unacceptable behaviour, which could result in being given red cards and details being recorded in behaviour logs, consists of any of the following: refusing to do as asked; hurting others; damaging property; rudeness (including swearing, spitting, gestures and facial expressions) and throwing things.

Alongside this system, children need to know and help set the class rules. Each teacher works with their class to formulate a class charter, detailing a shared set of rights and responsibilities for all members of the class community that both children and adults adhere to. Every class takes part in class circle time weekly. This time is used to build connections and relationships within the class. During circle times, expectations of behaviours are taught and reinforced on a regular basis and is on-going throughout the year. The class will develop their own class rules to display in the classrooms.

Children are therefore encouraged to take responsibility for their own actions and behaviour; as well as, considering the impact of their actions and behaviour on others. Pupils who follow the rules must have their actions acknowledged. Those who do not follow the rules need to know that their actions will not be ignored. Consequences of inappropriate choices will be discussed and decided upon with the pupil and the consequence enforced.

As well as this, we anchor good behaviour through a range of reinforcements such as giving:

- sincere, precise and timely verbal and written praise
- achievement stickers and stamps
- house points
- whole class rewards – such as marbles in the jar, small prizes or additional play time.
- Headteacher awards in celebration assemblies – consisting of certificates, stickers and entry into the Hall of Fame.
- 'Diamond Diners' awards given by midday supervisors which are a weekly award given to those children who show excellent behaviour at lunchtimes.
- class and school achievement awards
- events such as film/games afternoon at the end of each half term
- positive notes home, by the class teacher and/or Head teacher e.g. Marvellous Me app
- positive phone calls home

Delivering Sanctions with Dignity

Behaviour management begins at classroom level with a positive and proactive approach.
This could include:

- redirection
- distraction
- non-verbal strategies
- rule reminder
- gentle encouragement
- sitting with a teaching assistant or other adult
- sitting in another part of the room but still within the lesson
- peer led approaches – changing groupings, encouraging positive pairings, peer-mentoring

For the vast majority of our pupils a gentle reminder of the expectations, or nudge in the right direction, is all that is needed. However, pupils who continue to make poor choices must know that they are responsible for these. Staff will make it clear to the pupil in what way they have not met the expectations and link the sanctions to it calmly. It is in nobody's interest to confront poor behaviour with anger. Adults are trained to de-escalate skilfully. Where children are not ready to listen or move forward, a script will be used to encourage children to think about their actions and to remove negative reinforcement.

4. Behaviour Steps

Aspects of behaviour which do not meet the school's Golden Rules have clear and consistent consequences.

Step One: The Golden Rule Reminder

- Pupils will be given a reminder to follow a specific Golden Rule.

Step Two: Time to Think

- A clear verbal warning is directed at the pupil making them aware of their behaviour and clearly outlining the consequences.
- Pupils will be reminded of their previous good conduct to prove that they can make good choices.

Step Three: The Warning (Amber card is given)

- A clear verbal caution is directed at the pupil making them aware of their behaviour and clearly outlining the consequences.
- Pupils will be reminded of their previous good conduct to prove that they can make good choices.
- Caution of the next step which is a red card.
- An amber card is given.

Step Four: The Time Out (Red card is given)

- The pupil is encouraged to take a take time away from class and may choose to use a timer: 3 minute egg timer (KS1), a 5 minute egg timer (Lower KS2) or a 10 minute egg timer (Upper KS2). This will either be inside or outside their classroom but in the case of Early Years, the pupil will go to a thinking chair within the setting.
- The pupil may not need to be escorted to the time out location by a member of staff. However, staff should use their professional judgement.
- Work should not be taken during this time because it is intended to be for reflection on behaviour. This is not the time for the adult and child to discuss the incident. The aim is to offer a restorative and reflective approach to their behaviour and re-emphasises their capacity to make excellent behaviour choices.
- At the end of this time the pupil returns to their classroom and continues with their work. Any missed work must be caught up within the lesson or as soon as possible afterwards. If the pupil is not ready to return to class, the staff member will arrange for the pupil to work in a parallel class for the remainder of the session.
- After the session, the staff member and pupil will complete a reflection sheet which will be given to the Deputy Head.
- Red cards are shared with the parents and with SLT. The parents are notified either with a phone call or face to face. The form is filled in and passed to the Key Stage Leader and the Headteacher. The person issuing the red card fills in the form as a matter of priority before the parents are notified. Where one child receives up to 3 red cards within a half term, the parents are notified by the Key Stage Leader. Should the individual total exceed this then the Deputy Head will contact the parents.

Step Five: Sent out of class

- Should the Golden Rules continue to not be followed within a given lesson or the pupil refuses to go to time out then the child will be removed from the classroom to ensure that effective learning is able to continue.
- At this point, the child will not be reminded why they have to leave the classroom. Depending on the circumstance, the child will be sent to their Key Stage Leader, Deputy Headteacher, Headteacher.
- The Leader involved will complete a 'Think About It' sheet, and will decide on a necessary consequence.

At any point in this process if behaviour is considered to be either: continuously inappropriate and dangerous, or any one incident is so severe, then the suspension and permanent exclusion policy may be invoked. We have a 'zero tolerance' policy for physical abuse towards other children or members of staff at Maple Tree. Please see the suspension and permanent exclusion policy for further detail.
Should misbehaviour happen outside of the school gates that could have adverse effects on the reputation of the school, the Headteacher has the ability to issue proportionate sanctions.

5. Behaviour expectations around the school

Our expectation is that classrooms will be tidy and well organised as this has a positive impact on behaviour. All of us should be proud of our interesting, well-resourced school. It is the responsibility of adults and children alike to maintain our pleasant school by looking after the resources and displays.

Corridors

Children are expected to walk quietly around the building at all times (especially when passing through areas where other people are working). Children and adults should be keen to hold doors open for others showing politeness and consideration for others.

Assemblies

Staff and children are expected to enter and leave the hall silently and sit quietly during assembly showing respect for the adult or children delivering the assembly. Children and adults should be keen to participate and contribute to any interactive parts of an assembly in a positive and respectful manner.

The dinner hall

Children should line up quietly, be polite when receiving their meal and follow any directions of the adults in charge. After the meal children should clear their eating area, leave the dining area quietly and walk to the playground or field.

The playground

We do not distinguish between the authority of one adult to another, regardless of role (with the exception of the Deputy Head and the Head teacher). At lunchtime, children are expected to respect the authority of the adults on duty in the same way that they would with the teaching staff. All children should feel safe outside, be aware of the play ground rules and understand the importance of informing a midday supervisor if they have been hurt or are having problems with other children. The adults on duty are responsible for ensuring that a good range of play equipment is available for the children; that they are safe; that the playground rules are being adhered to and that any incidents are being properly dealt with within the restorative framework. Any serious behaviour incidents should be reported to the duty Senior Leadership Team member for further investigation.

6. Behaviour expectations outside of school

Maple Tree's high standards for behaviour extend to outside of school, meaning that 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

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).

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 when the pupil is under the lawful control of a staff member.

7. Pupils Needing Extra Support or Time (NEST)

Any pupil who is struggling to manage their emotions and/or control their actions will be referred to the pastoral team. The team may recommend that a pupil becomes a NEST pupil (Pupils Needing Extra Support and Time). The cycle of support for NEST pupils will include:

- an assessment to establish a clear analysis of the pupil's needs
- a personal support plan or behaviour plan to set out how the pupil will be supported
- actions to provide that support
- input from the SENDco
- an individual risk management plan (if appropriate)
- a one page profile, that outlines the support needed for that child to the wider staff
- a referral to outside agency (as appropriate)
- reviews every half term to assess the effectiveness of the provision and lead to changes where necessary
- individual or small group support
- de-escalation strategies
- parents to be involved on a regular basis through verbal handovers and/or home/school book completed by teacher/TA

Pupils with Special Educational Needs and Disabilities (SEND)

All pupils will be expected to uphold the school rules and school values, including pupils with special educational needs. SEND pupils will be subject to the same rewards and consequences as others. At the same time support and adjustments will be made to enable SEND pupils to make good choices, as outlined in the Code of Practice 2014.
All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.

8. Early Years Foundation Stage

In the Early Years Foundation Stage, we operate a constructive approach to behaviour with realistic expectations of young children. We celebrate the adult role of helpful guide to support children to learn to behave well. Our approach uses our school values, positive language and good role modelling to encourage and develop good behaviour consistent with the Early Years Curriculum.

We teach children that:

- We treat other people with consideration and safety.
- We take care of the play resources.
- We take turns when there is not enough for everyone.
- We listen to each other and work together to solve problems.

We will intervene calmly, show how we expect children to behave and set rules and boundaries to help children to know what is expected of them. We will use praise and sometimes stickers or other rewards when children have achieved a goal set for them. Some children may have more difficulties and if behaviour is challenging we may give a child the chance to have some calm time. We will always work closely with parents to find ways to support their child and establish a behaviour plan, seeking advice from other professionals when needed.

9. The Restorative Process

The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach. This process can be used at any point during the behaviour steps.

When there have been incidences between two children, key questions will be asked to find out what has happened and how the individuals involved can make things right again or repair the harm caused. Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way. Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

The Restorative Questions:

1. **What happened**? Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
2. **What were you thinking about at the time?** What each person was thinking and feeling at the time, before and since.
3. **How do you feel about what has happened?**
4. **What have you thought about since?**
5. **Who has been affected by what happened?** Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. families.
6. **How have they been affected?**
7. **What about this has been hardest for you?**

8. **What do you think needs to be done to make things as right as possible?** What those affected need to feel better, move on, repair harm and rebuild relationships.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. 'Time outs' can be offered to children before an incident is dealt with.

10. Working in Partnership

Working with Parents/Carers

Clear communication on behaviour issues with parents is critical. Parents want to know when things are going well as much as they want to be informed when things are not. Communication with parents on behaviour will almost always be positive.
Pupils who struggle with their personal discipline benefit from a consistent approach at school and in the home. Class teachers and parents will need to work in partnership. Simple agreements that give the child the same message have maximum impact.
Parents must take responsibility for their child's behaviour – this responsibility does not stop at the school gate. Where appropriate parents will be called in to school to help support the school in the management of their child's behaviour. On the occasion they are given a red card, communication will occur on the day of the incident either face to face or over the phone by the class teacher or the Key Stage Leader.

Working with external agencies

As a school, we work in close partnership with a range of agencies to improve outcomes for our children. This includes working with partners such as;

- Educational psychologists
- CAMHS (Child and Adolescent Mental Health Services)
- CHUMS
- Jigsaw
- ASD Outreach
- Access and Inclusion
- Young Carers group
- School Nurses

Working with the community

When a pupil exhibits poor behaviour outside of school, the school will become involved in the instances where misbehaviour occurs when:

- the pupil is taking part in any school-organised or school-related activity
- the pupil is travelling to or from school
- the pupil is wearing school uniform, or is in some other way identifiable as a pupil at the school
- it could have repercussions for the orderly running of the school

- it poses a threat to another pupil or member of the public
- it could adversely affect the reputation of the school

11. Confiscation, screening and searching

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items 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.

Prohibited Items

Prohibited items as outlined in DfE's latest guidance on searching, screening and confiscation.

- 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)

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher or Deputy Head, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

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 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
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, 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. 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.

12. Absconding

Definition and Rationale

To abscond is to 'leave without permission'.

Under Section 3 of the Health and Safety at Work Act, 1974 and in Common Law, schools and other education settings owe a duty of care towards their pupils. This duty of care requires that all reasonable steps are taken to ensure that pupils are safe and remain within the care of the school at all times throughout the school day and during school led activities.

At Maple Tree we actively work to provide a secure, safe environment, a school where children want to come to enjoy learning with others as part of a caring community. We recognise that it is highly unlikely that a child will try to abscond from our school but this policy is written to ensure we are ready to deal with this eventuality should it occur. If a child has SEND needs and absconding is likely then they should have an individual risk assessment.

Procedure

Where a pupil, present at registration, is found to be absent from school without authorisation the following procedures should be followed:

- Member of staff to inform Headteacher or member of SLT, and main office.
- Headteacher or member of SLT to organise a search of buildings and known places that the pupil may have gone to in the school environment.
- If the pupil is not found, then all available staff to complete a more thorough sweep of the school and check the perimeter of the grounds.
- School office to phone the police when area has been fully checked if the child is not found
- School office to contact parents/carers and inform them of the situation.
- Consideration will be given to whether the search should be extended beyond the school perimeter. This decision will be based on staff's knowledge of the child and on the levels of risk, and on what action is in the child's best interests.
- Any staff who leave school grounds to take mobile phone to contact school.
- Once a pupil has been found then the HT will use their professional judgement to outline the response towards the pupil and the support the pupil will need in the future.
- A written report will be filed on the incident and added to myconcern.
- Member of SLT to brief police and parents.

Please see Appendix 2a.

Where a pupil attempts or is seen to be leaving the school premises without authorisation the following procedures should be followed:

- Member of staff to inform Headteacher or member of SLT, and main office.
- Staff must follow the child to the school fence or gate and must try to persuade the child to stay in the school.
- If by leaving the school the child is known to be putting themselves in danger, adults must exercise their duty of care and stop the child, physically if necessary.
- As active pursuit may encourage a child to leave the site and may also cause the child to panic; possibly putting him or herself at risk by running onto a busy road, staff will not chase but will try to keep a child in sight at a distance.
- The SLT lead will contact the child's parents/carers
- If the child has left the immediate vicinity of the school grounds and is no longer visible, then the Police must be informed.
- If the child returns of their own volition, parents/carers and the police will be informed as soon as possible.
- Upon his or her return to school, and when the child is calm, the child must be seen by the Headteacher so that the reasons for absconding may be discussed in detail. At this point a decision will be made as to the appropriateness of further actions.
- A meeting with parents/carers will be arranged.
- A written report will be filed on the incident and recorded on myconcern.

Please see Appendix 2b.

Monitoring and Evaluation

Each incident will be monitored and evaluated. Risk management plans for any children believed to pose a risk of absconding will be created by school with the support of staff and parents/carers.

Parents and Carers

Parents and carers of pupils are responsible for supporting the work of the school and encouraging their children to keep to all school procedures and policies. Once school has informed the parents that their child has absconded, parents and carers are responsible for actively supporting the school with subsequent procedures and actions. This could include coming into school to help secure the safety of their child as well as meeting with a Senior Leader in order to agree subsequent actions. Risk management plans will be shared and signed by parents/carers.

13. Peer on peer abuse (child to child)

Definition of peer on peer abuse

Keeping Children Safe in Education outlines that peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);

- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Zero-tolerance approach to sexual harassment or violence

Maple Tree takes a zero-tolerance approach to all peer on peer abuse, but this section will cover sexually inappropriate behaviour. A zero-tolerance approach does not mean that any sexually inappropriate behaviour will receive a severe punishment, as this may prevent pupils from reporting 'lower-level' incidents because they may be worried about getting their peers in trouble, but rather that staff will not accept the behaviours. All reports made will be taken seriously and logged internally, to be reviewed by the senior leaders and safeguarding team. Our response to any behaviours reported will be:

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

While the school won't tolerate the behaviour, we also won't demonise anyone. We have a duty of care to all pupils and will therefore support and listen to all of the pupils involved, including any alleged perpetrator.

Our zero tolerance approach is underpinned by a **culture of respect** being created between pupils. Due to a wider societal culture of victim blaming, pupils may be afraid of how reporting incidents of abuse and harassment reflects on them. Creating a culture and ethos of respect, tolerance, acceptance and diversity makes it easier for pupils to call out incidents and harder for anyone to get away with sexist or inappropriate sexual behaviour.

Pupils are encouraged to report all concerns, even things that may seem 'normal' or accepted in wider society. 'Lower-level' incidents are far more frequent than severe incidents, and can underpin the problematic 'normalised' culture of sexual harassment. We believe it is important to encourage pupils to call out and report anything that makes them uncomfortable, no matter how 'small' they think it is.

Pupils understand that we will:

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse

A zero-tolerance approach is supportive and protective to all involved. Reporting incidents benefits everyone, including:

- The victim(s): by stopping the problem and getting the help and support they need
- Other people: by preventing it happening to someone else
- The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life

<u>Promoting appropriate sexual behaviours</u>

As well as focusing on what's inappropriate, we help pupils to understand what good and healthy sexual behaviour means through our RHE curriculum, which will cover important areas such as:

- Consent
- What respectful behaviour looks like
- Body confidence and self-esteem
- Healthy relationships

Our response to reports of sexual harassment or sexual violence

There is a clear process following a report of any sexualised behaviours shown in appendix 1. Initially, staff will reassure the victim and ensure the initial safety of all involved before reporting the incident through our safeguarding and behaviour processes. The next steps include taking the wishes of the victim into consideration, speaking with parents, analysing the event taking into consideration the wider context, potentially involving outside agencies such as early help, children's social care or the police and consideration of support and sanctions.

Take the wishes of the victim(s) into account

Victims will be kept at a reasonable distance from the alleged perpetrator(s) while on the school premises (including during any before or after school-based activities) as set out in Keeping Children Safe In Education. Although the wishes of the victim will be taken into account, school will make the final decision in order to safeguard all involved; this will be decided on a case by case basis.

Sanctions

Different sanctions will be appropriate for different 'levels' of sexual harassment and sexist comments. It is not possible to map out perfectly which sanctions will be used for which behaviours, as context will impact how each incident is handled.

Below is a list of the possible sanctions. For all instances of sexualised behaviour, parents will be informed and for more severe instances outside agencies will be involved such as the police or children's services.

- A verbal warning
- Keeping the pupil behind after class to apologise to their peer
- A red card
- Loss of a reward or play time
- Community service, for example litter picking
- A period of internal suspension (length dependent on incident)
- Fixed-term (length dependent on incident/individual circumstances) suspension or permanent exclusion

Lower level incidences, such as sexist comments, will also be addressed through education within our curriculum time.

Deciding which sanction is appropriate

The school will balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s).

We will consider:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

This is set out in paragraph 464 of KCSIE (2023).

Parental involvement

Any incidences reported will be shared with parents or carers, no matter how 'low-level'. We will let parents or carers know what their child has said or done, and that we'd like them to talk about it as a family.

Offer support to the alleged perpetrator(s)

Sometimes when pupils demonstrate harmful sexual behaviour (HSB) towards one another, it's because they're communicating their own experience of abuse. Staff will always consider this, under their safeguarding duty, by offering pupils a safe space to talk. In addition, pupils exhibiting harmful sexual behaviours may need external support in order to educate them and prevent any future incidents occurring. This may involve referrals to children's social care to access services such as counselling or support groups.

14. Anti-Bullying

Rationale

Research has shown that bullying takes place in every type of school and occurs in all classes of society and cultures. Whilst we accept that this occurs, Maple Tree is completely opposed to bullying behaviour and will not tolerate it - it is entirely contrary to our values. All members of the school community have a right to work in a secure and caring environment. They also have a responsibility to contribute to the protection and maintenance of such an environment. Therefore, this policy is established to reduce bullying behaviour where it occurs.

This policy is in line with the Equality Act 2010 and shows our commitment to preventing and responding effectively to the bullying of protected and vulnerable groups of children including disabled children / children with SEN, those who are or perceived to be LGBT, race and religion targeted, young carers, looked after children, appearance targeted, sexist and sexual bullying.

Definition of Bullying

At Maple Tree, we are working with the Anti-Bullying Alliance definition of bullying:
"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online."

We teach the children S.T.O.P (Several Times On Purpose).

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

Responsibilities

Miss Hyde is the Anti-Bullying lead but preventing, monitoring and responding to bullying is everyone's responsibility as part of our duty to safeguard pupils.

It is the responsibility of:

- The Headteacher to ensure that a member of the senior leadership team has been identified to take overall responsibility and is fulfilling their duties.
- The Deputy Head to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that staff are adequately trained in this area.
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

Responding to Bullying Concerns

The following steps will be taken when dealing with any incidents of bullying reported to the school:

1. Reporting/Flagging
2. Investigating
3. Support and sanctions
4. Reflections and Learning

1. Reporting/Flagging:

Bullying can reported or flagged in several ways, suited to the needs of all involved.

Staff can:

- Log a concern on our safeguarding system
- Flag a bullying concern on our 'red card' behaviour reporting form
- Flag a bullying concern on an accident reporting form
- Speak directly to the Anti-Bullying lead

Pupils can:

- Speak to any member of staff about their concerns, or choose to speak to the wellbeing lead or anti-bullying lead
- Place a note in the worry monster/box that are present in every classroom
- Place a note in the anti-bullying post box by the Deputy Head's office
- Speak with playground buddies at break and lunch
- Speak to their parents at home.

Parents and carers can:

- Speak to class teachers, or key stage leaders mentioning the keyword bullying
- Email the senior leadership team directly using teacher@mapletreeprimaryschool.com mentioning the keyword bullying
- Complete the bullying concern google form, which is sent directly to the anti-bullying lead

Governors, volunteers and visitors can:

- Raise the concern on their dedicated reporting form
- Speak directly to any member of staff with their concern, for them to action

2. Investigating

After a concern has been raised, the school will:

- acknowledge receipt of the concern raised and inform the parents/carers of the timeframe for the investigation process
- provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate
- in some instances, take immediate action to ensure the safety of the pupils involved while the investigation is carried out
- in some instances, involve outside agencies such as the police or children's services
- speak to all individuals involved and gather detailed evidence of the concerns raised
- keep clear records of all interviews and evidence on a dedicated reporting form, including actions taken, communications and outcomes
- ensure that the anti-bullying lead is aware of the concern and is overseeing the investigation
- will speak with and inform other staff members, where appropriate
- ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentially policies

3. Support and Sanctions

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing immediate pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to any further concerns.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support. This may include working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Integrated Children Services or support through the Children and Young People's Mental Health Service (CYPMHS).

Pupils who have perpetrated bullying will be supported by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy. This may include:
    - official warnings
    - detentions/internal suspensions
    - separation from their peers during unstructured times
    - increased adult support
    - removal of privileges (including online access when encountering cyberbullying concerns)
    - in extreme or repeated cases, fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Integrated Children Services or Early Help or support through the Children and Young People's Mental Health Service (CYPMHS).

4. Reflections and learning

Each recorded incident of bullying will be reviewed two weeks after outcomes and final actions have been taken. Following this, lessons learnt and further actions will be created by the senior leadership team.

Preventing Bullying

Environment

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
- Recognise the potential for children with Special Educational Needs and Disabilities (SEND) to be disproportionally impacted by bullying and will implement additional pastoral support as required.
- Recognise that bullying may be affected and influenced by gender, age, ability and culture of those involved.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-based and discriminatory bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying bought to the schools' attention, which involves or effects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Training

The school community will:

- Train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.

- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils' social and emotional skills, including building self-esteem.

Working Together

Involvement of Pupils

We will:

- Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Regularly canvas pupils' views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

Parents and Carers

We will:

- Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about prejudice-based and discriminatory bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

See Appendix 3 for useful links and supporting organisations.

15. Serious Incidences, Suspensions and Permanent Exclusions

It is recognised that for some behaviours shown, further sanctions may need to be used.

The list below is not exhaustive and does not indicate that the behaviours either currently or previously exist in the school:

- serious physical assault on any member of the school community
- demonstrating inappropriate sexualised behaviour

- stealing from another person or school
- leaving school grounds without permission
- deliberately spitting at another person
- bullying in any form
- throwing objects with the intention to harm or hurt someone
- the use of homophobic or racist language
- carrying an offensive weapon

The school always seeks to reduce the number of incidents leading to exclusions by promoting a positive atmosphere of mutual respect and discipline within the school. Permanent exclusions are rare, but in the event of suspensions taking place, the school will monitor the number of suspensions to ensure that no group of pupils are unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met**.**

Any of the incidents above will, in the first instance, result in an immediate internal suspension. This will ensure the safety of everyone involved and enable appropriate time for a thorough investigation to take place. Each incident will be treated on individual merit with the final decision being made by the Head teacher and in their absence, the Deputy Head.

Any suspension or exclusion is used as a last-resort.

If an incident occurs where a child or others are at risk, or a child is causing serious damage or disruption, trained staff will act using appropriate techniques, up to and including the use of physical intervention. No teacher or adult working with children ever wants to use physical intervention. There is always risk for children when adults physically intervene, even when using the least intrusive techniques.

16. Positive Handling

Occasionally there are pupils whose specific learning difficulties, social or emotional difficulties mean that they can present behaviour that may occasionally necessitate the use of restrictive physical interventions to prevent injury, damage to property, or a serious breakdown of discipline.

The term ‘Positive Handling’ includes a wide range of supportive strategies for managing challenging behaviour. Included in this policy are a small number of responses which may involve the use of force, to control, move or restrain a pupil.

The term ‘physical restraint’ is used when force is used to overcome active resistance.

A clear and consistent positive handling procedure supports pupils who have social, emotional and behaviour difficulties; within an ethos of mutual respect, care and safety. An individual Behaviour Management Plan/Risk Assessment including Positive Handling Plan will be written for all pupils who display challenging behaviour. A positive handling plan outlines for staff key Team-Teach principles that need to be followed before intervention is used.

All the staff in the classroom are required to read and sign the individual Behaviour Plan/Risk Assessment to acknowledge that they have both read and understood what is expected of them. All plans will also be shared with parents as well as other agencies involved with the pupil.

We follow the restraint policy guidelines set out by Team Teach. Although any member of staff may be required to physically intervene with a pupil who is endangering themselves or others, we would expect accredited staff to take over as soon as possible.

If a situation develops that requires physical intervention and where the adult(s) need to assume control, staff should be aware of their surroundings and ensure that they do not apply an escort (guide) or method

of physical intervention where there is limited space, e.g., where they expose themselves or the pupil to unnecessary risk of injury due to the environment.

Key staff at Maple Tree School are trained in the Team Teach method of Positive Handling. The staff are aware that any physical intervention is only to be as a last resort after all other trained avenues have been used. On-going training for all staff includes refresher course for basic Team Teach/Positive Handling every two years.

All situations should initially be managed by staff with the minimum degree of physical intervention, whenever possible. There will be occasions when gentle guidance/removal from a situation is all that is needed.

Informal risk assessment is a routine part of life for staff working with pupils that display very challenging behaviour. Staff should always think ahead to anticipate possible incidents; should a proposed activity or situation involve unacceptable risk, then the correct decision is to do something else.
Any pupil that displays very challenging behaviour; and who has a positive handling plan will also have a generic risk assessment for behaviour, which will be kept with the positive handling plan.
Each pupil will be risk assessed to ensure that the use of restrictive physical interventions/restraints is suitable and appropriate for use with each individual.

Use of restrictive physical interventions in unforeseen and emergency situations

On occasion, staff may find themselves in unforeseen or emergency situations when they have no option but to use reasonable force to manage a crisis. It is recommended that:

- before using force - staff attempt to use diversion or diffusion to manage the situation
- when using force - staff must use techniques and methods with which they are familiar, confident and are permitted by the school
- in exceptional circumstances (where permitted techniques are ineffective or staff are unfamiliar with the action they should take) – staff manage the situation as best they can and act ‘in loco parentis’.

Staff must always report and record use of positive handling that occurs in unforeseen or emergency situations.

There are a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil. They will fall into three broad categories:

1. where action is necessary due to a risk of injury to themselves or others;
2. significant damage to property;
3. where a pupil is behaving in a way that is compromising good order and discipline.

Examples of situations that fall within one of the first two categories are:

- a pupil attacks a member of staff, or another pupil;
- pupils are fighting;
- a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- a pupil is running in a corridor in a way in which he or she might have, or cause, an accident likely to injure him or herself or others;
- a pupil absconds from a class or tries to leave school (N.B. this will only apply if a pupil could be at risk if not kept in the classroom or at school). See absconding policy.

Examples of situations that fall into the third category are:

- a pupil behaving in a way that is seriously disrupting the whole school, e.g. running along the corridor, swearing, damaging furniture and threatening pupils and staff.

Team-Teach techniques seek to avoid injury to the pupil, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of attempts to keep people safe.

Post Incident

Incidents that require use of restrictive physical interventions can be upsetting to all concerned and result in injuries to the pupil or staff. After incidents have subsided, it is important to ensure that staff and children are given emotional support and basic first aid treatment for any injuries. Immediate action should, of course, be taken to ensure that medical help is accessed for any injuries that require other than basic first aid. All injuries should be reported and recorded in accordance with school procedures. Opportunities for pupils and staff to de-brief will be given.
The Headteacher/Deputy Head must be alerted as soon as possible that a situation involving physical intervention is taking or has taken place. Parents/carers must be notified about the incident (e.g. face to face or phone).

The use of Reasonable Force

- The term reasonable force covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used to control or restrain. This can range from guiding a pupil to safety by the arm, to more extreme circumstances such as breaking up a fight or restraining a child who is hurting themselves or others.
- Reasonable in this circumstance means using no more force than is needed.
- Control can be passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold a child back physically or to bring a pupil under control. This is typically used in more extreme circumstances such as separating 2 fighting pupils or with SEND pupils who are hurting themselves or others.
- Staff should always try to avoid acting in a way that might cause injury.
- Further guidance on the use of Reasonable Force at Maple Tree Primary School is available in the document: The use of Reasonable Force: Guidance for staff

The Use of Planned Physical Intervention

Planned physical intervention (Team Teach) will only be used as part of an agreed individualised behaviour plan for a child and with expressed consent from parents/carers. This will only be implemented by staff trained and accredited in Team Teach. Use of physical intervention is monitored in order to help staff learn from experience, promote the well-being of pupils in their care, and provide a basis for appropriate support. The data generated is used to help determine training needs, what specialist help is needed for pupils and to assess the appropriateness of the pupil's placement at the school.

17. 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, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every term by the Deputy Head and shared with SLT and governors.

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.

18. Monitoring and review of policy

- The Headteacher and Deputy Head monitor the effectiveness of this policy on a regular basis. They regularly discuss behaviour with staff. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps records of severe incidents of misbehaviour.
- The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.
- It is the responsibility of the Governing Body to monitor the rate of suspensions and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

19. Evaluation

This policy will be reviewed every 2 years or more frequently at the discretion of the Governing Body.

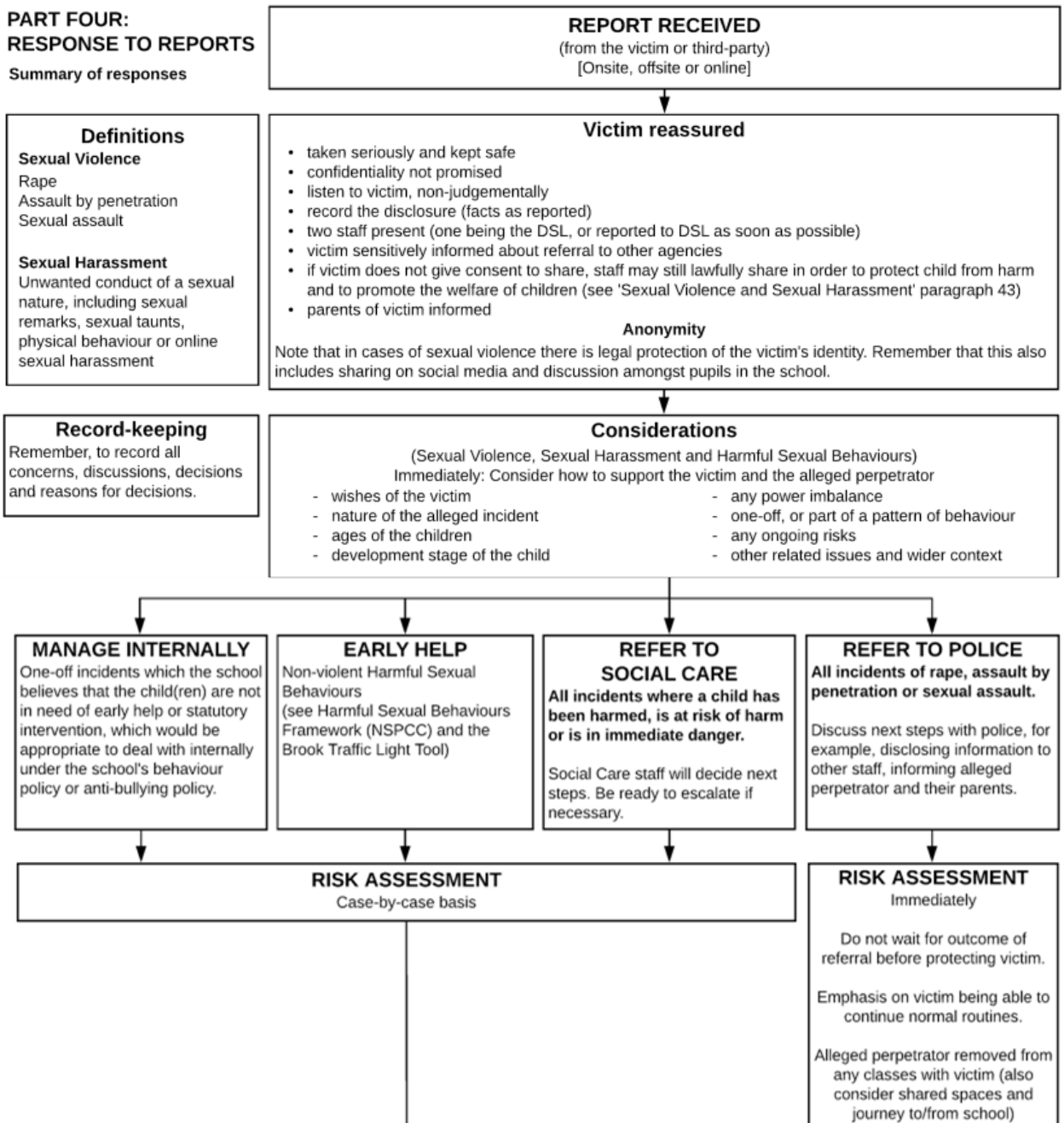
20. Links with other policies

Other relevant policies and procedures:

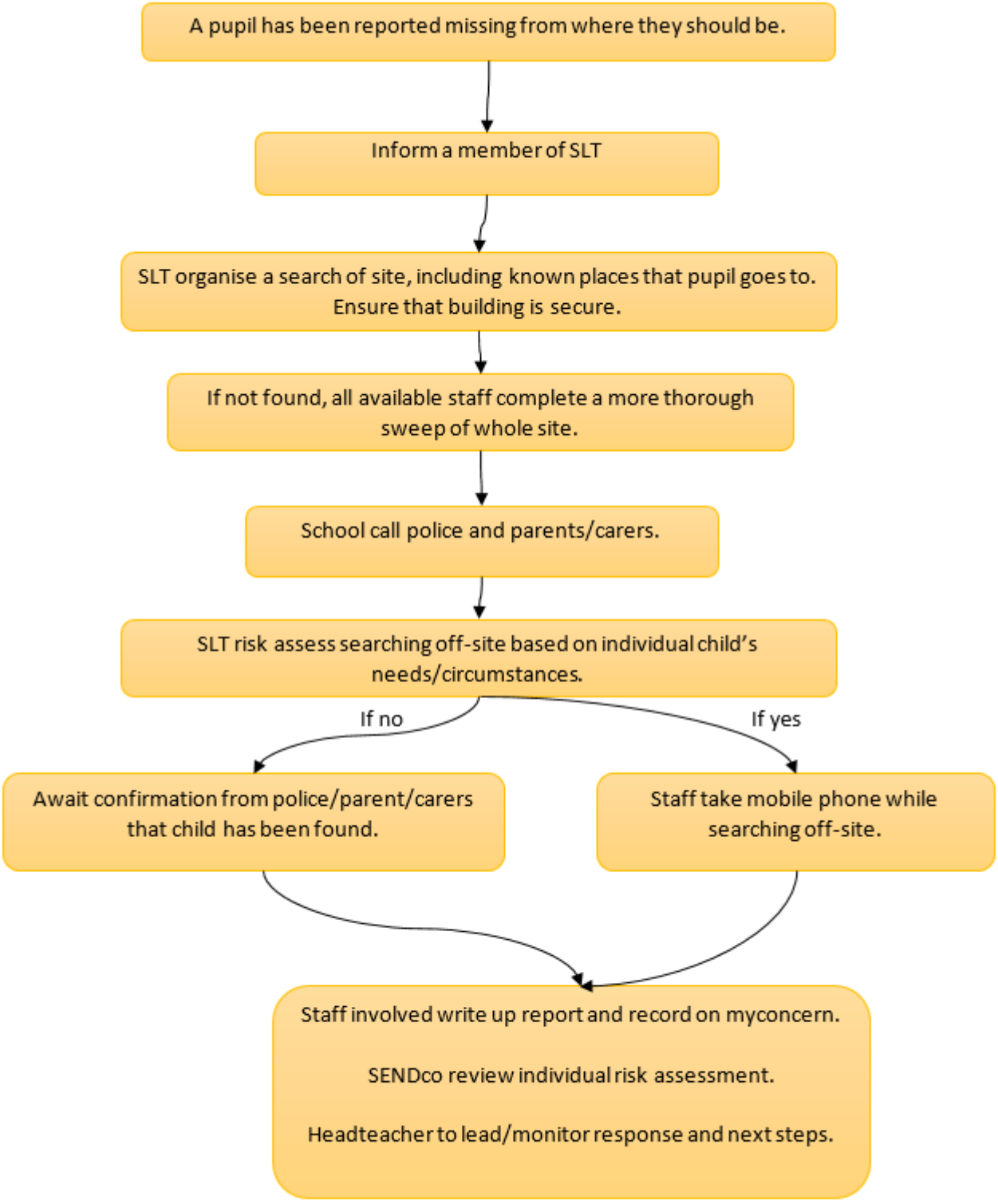
- Special Educational Needs and Disability Policy
- Attendance Policy
- Child Protection and Safeguarding Policy
- Mobile Phone Policy
- Governing Board Behaviour Principles Statement (appendix 4)
- Suspension and Permanent Exclusion Policy

21. Appendices

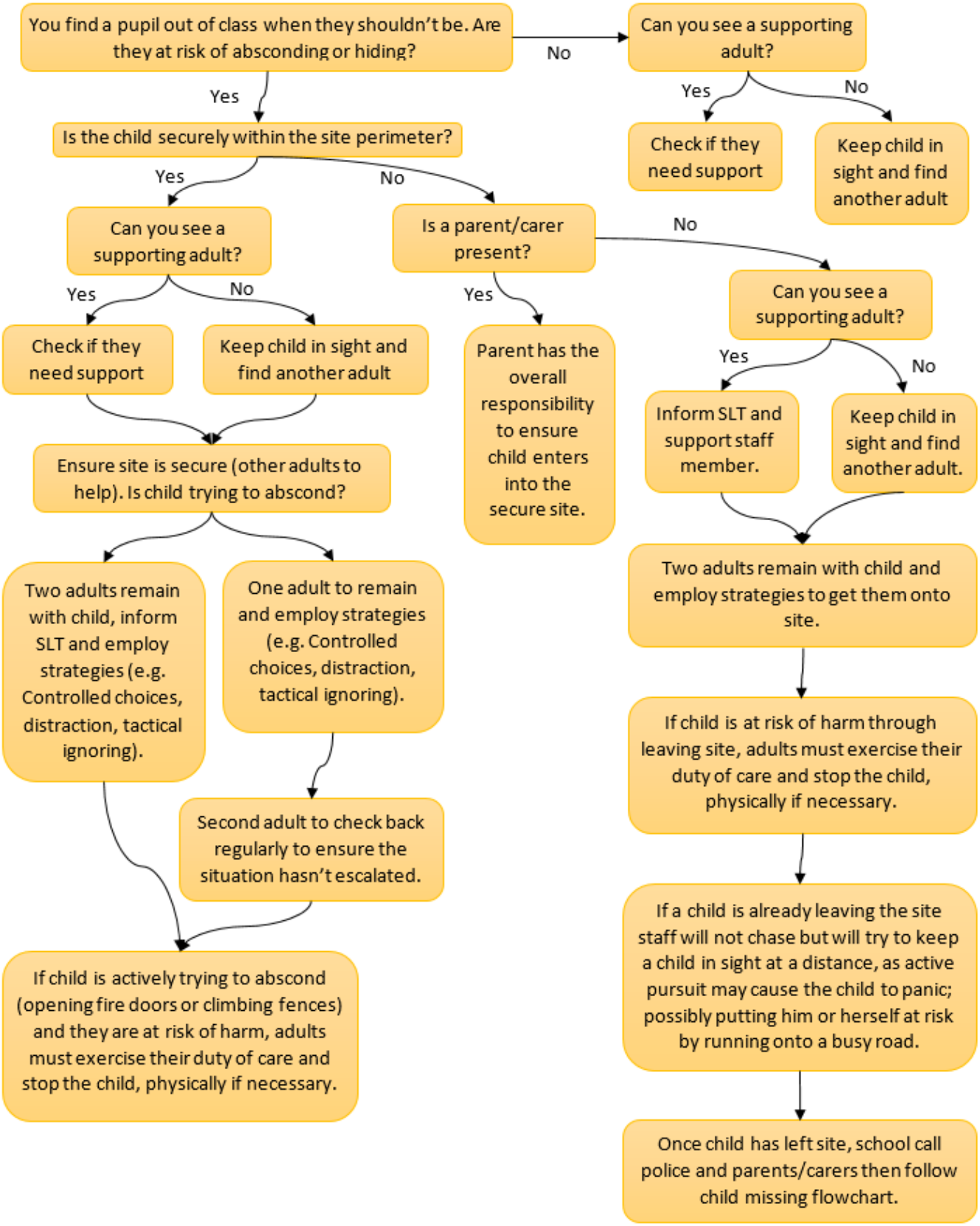
Appendix 1: Response to reports of peer on peer abuse



Appendix 2a: Child missing on site procedural flowchart


A pupil has been reported missing from where they should be.
Inform a member of SLT
SLT organise a search of site, including known places that pupil goes to. Ensure that building is secure.
If not found, all available staff complete a more thorough sweep of whole site.
School call police and parents/carers.
SLT risk assess searching off-site based on individual child's needs/circumstances.
If no
If yes
Await confirmation from police/parent/carers that child has been found.
Staff take mobile phone while searching off-site.
Staff involved write up report and record on myconcern.
SENDco review individual risk assessment.
Headteacher to lead/monitor response and next steps.

Appendix 2b: Child is not where they should be on site and is at risk of absconding procedural flowchart



Appendix 3: Anti-Bullying Useful Links and Supporting Organisations

The following links may provide additional support to children, staff or families.

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Internet Safety (UKCIS): www.gov.uk/government/organisations/uk-council-for-internet-safety
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational
- Barnardo's LGBTQ Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Stonewall: www.stonewall.org.uk
- NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or help@nspcc.org.uk
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying/investigating-and-responding-sexual
- Childnet Project DeShame (Online Sexual Harassment and Bullying): www.childnet.com/our-projects/project-deshame

Appendix 4: Statement of Behaviour Principles

This statement was written and approved by the Governing Body.

Rationale and purpose

1. This Statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour and Discipline in Schools, January 2016).

2. The purpose of the Statement is to provide guidance for the Headteacher in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of Governors, staff and parents for the pupils in the school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the governors' support when following this guidance.

3. This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the school's behaviour policy, though these principles must be taken into account when formulating this. The Headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff (January 2016)

4. The Behaviour Policy is publicised to the school community on the school website.

Principles

1. The Governors of Maple Tree Primary School strongly believe that high standards of behaviour lie at the heart of a successful school that enables (a) all the pupils to make the best possible progress in all aspects of their school life and work and (b) all staff to be able to teach and promote good learning without undue interruption or harassment.

2. The school community includes all pupils, staff, parents, governors, and external parties using the school, and this statement applies whether on school grounds, travelling to and from school, or when engaged in extra-curricular activities on-or off site.

3. All pupils and staff have the right to feel safe at all times in school. There should be mutual respect within the school community. All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school.

4. Maple Tree Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2010). The school has a clear and comprehensive Anti-bullying Policy that is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect pupils from bullying, harassment and discrimination are clearly set out and regularly monitored.

5. The school's legal duties under the Equality Act, 2010 in respect of safeguarding, pupils with Special Educational Needs and/or Disabilities, and all vulnerable pupils, is set out in the Behaviour Policy and known to all staff.

6. Parents/carers should be encouraged and helped to support their children's education, just as the pupils are helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school. The responsibilities of pupils, parents/carers and school staff with

respect to pupils' behaviour are outlined in the 'Home School Agreement' which pupils and parents/carers are asked to sign when a pupil joins the school.

7. The school's expectations are clearly stated in the Behaviour Policy. This should set out expected standards of behaviour, should be displayed in all classrooms and other, relevant parts of the school and shared with and explained to all pupils. The Governors expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness.

8. Sanctions for unacceptable/poor behaviour should be known and understood by all staff, pupils and parents and consistently applied. The full range of sanctions should be clearly described in the Behaviour Policy so that pupils, staff and parents can understand how and when these are applied. The Governors strongly feel that suspensions or permanent exclusions, must be used only as a very last resort. 'Unofficial' suspensions are illegal and are avoided. The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or a fear that one may take place e.g. if illegal drugs are discovered during a search; cyber-bullying; criminal harassment. Sanctions should be monitored for their proper use and effective impact.

9. The Behaviour Policy sets out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff. Governors expect the Headteacher to draw on the advice in Dealing with Allegations of Abuse against Teachers and other staff guidance documents when setting out the pastoral support that school staff should expect to receive if they are accused of misusing their powers. Staff so accused should not be automatically suspended pending an investigation.

10. Using the utmost respect, the school will utilise its powers to search and use reasonable force in order to keep individuals from harming or further harming themselves or others.