

Bishop Perrin Church of England Primary School



Behaviour, Anti- Bullying, Exclusion and Physical Intervention Policy (Including Statement of Behaviour Principles)

Statutory Policy

Our school is a Church of England School and works in partnership with our two local parish churches, St Augustine's and Ss Philip & James'. We aim to reflect the values, traditions and beliefs of the Christian Faith and therefore our Spiritual Values underpin everything that we do.

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1 INTRODUCTION AND AIMS

The staff and Governors of Bishop Perrin School have a duty to ensure an orderly environment within which all children and adults can feel respected and safe and where good behaviour is reinforced. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the education process.

We have a core belief that all behaviour is a choice and that our role as educators is to help children choose the 'right' behaviour for themselves and others.

Adults in the school act as role models for children and have an important responsibility to model high standards of behaviour, both in their dealings with children and with each other.

This policy has been formulated and written in consultation with pupils, staff, Governors and parents. It also takes into consideration advice and guidance from the DfE:

- [Behaviour in Schools Advice for headteachers and school staff July 2022](#)
- [Searching, Screening and Confiscation Advice for schools July 2022](#)
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England July 2022](#)

The **Aims** of this policy are as follows:

- Outline how pupils are expected to behave and treat each other in line with the school's Christian ethos and its own school values
- Provide a consistent approach to behaviour management across the school
- Define what we consider to be unacceptable behaviour, including bullying, peer-on-peer abuse, sexual violence, sexual harassment and discrimination
- Define how incidents of bullying and peer-on-peer abuse are dealt with
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and consequences
- Define how and when physical intervention will be used
- Define the process and steps that are taken with regards to exclusion

2 OUR SCHOOL VALUES

Our school vision, "Celebrating learning together in faith, hope and love" is at the heart of everything that we do in school. We encourage children to be inspired by faith and to learn from the actions of Jesus and others in the Bible in how they behave themselves. We have hope that we can work to change ourselves and the world for the better through our behaviour and making the right choices. We have love for one another in the way in which we interact and treat one another.

Each class has an assigned spiritual value which is their 'class value'. At the beginning of the year, children are taught about their class value and how they can embody this value in their own behaviour, for example, children in Service Class consider how they can demonstrate service through taking on the role of lunch hall monitors. All the values are taught throughout the year to the whole school through a rolling programme in collective worship. Each of the values are explicitly linked to children's behaviour and children are encouraged to reflect upon how they can demonstrate behaviours which would embody each value. The spiritual values are linked to stories from the Bible which children are taught about. The children are encouraged to reflect upon what they can learn from each story and how this can impact upon their behaviour, for example children learn about the Parable of the Lost Sheep (Luke 15:3-7) in relation to forgiveness and consider how they can show forgiveness towards those who wrong them when in school.

Reception	Friendship
Year 1	Endurance
Year 2	Peace
Year 3	Forgiveness
Year 4	Reverence
Year 5	Service
Year 6	Justice
Whole school	Changed annually between Wisdom, Koinonia (fellowship), Thankfulness, Humility, Hope and Creation.

3 WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES

The [Education and Inspections Act 2006](#) and DfE guidance document for governing boards ([Behaviour and Discipline in Schools, 2015](#)) requires the governing board to make and frequently review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.

The governors at Bishop Perrin School believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life. Governors aspire to be sensitive to the needs of every child, reducing barriers to learning and making the curriculum accessible to every pupil. Our aim is to enrich the lives of all our pupils by pursuing an inclusive policy towards our pupils, which celebrates diversity, understands the importance of common identity and reflects our Christian values.

The governors of Bishop Perrin School expect any policy or actions to be in accordance with their responsibility under equality legislation.

Our school's Behaviour, Anti-Bullying, Exclusion and Physical Intervention Policy is underpinned by the following principles:

- ✓ To promote self-esteem, self-discipline and positive relationships within a Christian ethos and Bishop Perrin School's school values
- ✓ That every pupil understands that they have the right to feel safe, welcomed, valued and respected, and to learn and achieve free from the disruption of others
- ✓ The school has high expectations of everyone and will actively promote equality of value to ensure that all pupils, staff and visitors are free from any form of discrimination
- ✓ That staff, governors and volunteers will always set an excellent example to pupils
- ✓ We will seek to ensure that the behaviour element of this policy, with regards to pupils - The Bishop Perrin School 5 Bs - is understood by pupils, staff, parents and governors; and that the school's expectations and strategies are widely known and understood.
- ✓ To encourage consistency of response to both positive and negative behaviour using clearly defined rewards and consequences
- ✓ To involve families in behaviour incidents where appropriate to foster shared responsibility for behaviour between staff, pupils and parents, and between school and the pupils' home life.
- ✓ To create an environment which encourages and reinforces good behaviour, good choices and mutual respect amongst all members of the school community
- ✓ To define acceptable standards of behaviour with clear boundaries
- ✓ To treat others the way you would like to be treated yourself
- ✓ The exclusions element of this policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

4 DEVELOPING A POSITIVE BEHAVIOUR CULTURE AND ETHOS

Bishop Perrin School will develop a positive behaviour culture and ethos within the school based on these principles:

- all children and staff will be treated equally and fairly
- all behaviour is a choice, with the needs of each child being taken into consideration
- actively promote, celebrate and recognise good behaviour
- the school's behaviour strategies are supportive, applicable to an adult and sustainable (see pg 8)
- maintaining high expectations throughout all aspects of the school day and school life with clear routines and systems
- having a zero-tolerance approach to bullying and harmful sexual behaviours (HSB)
- deal firmly and decisively with low-level disruption
- having a consistent and fair approach to dealing with inappropriate behaviour choices
- staff will act and model positive and respectful behaviours
- create and maintain a stimulating school environment that encourages pupils to be engaged and take responsibility for their choices and actions

Specific Approaches used at Bishop Perrin School to Support Pupils

On induction, staff who work directly with children will be given training to use the following techniques and strategies to build a positive, consistent and sustainable behaviour culture across the school.

Ali McClure’s “Building Brilliant Behaviour”*

- the “Three Fs” for adults to use to support children when dealing with conflict
- “Counting Kindnesses” and “Dealing With Difficulties” to celebrate modelled behaviour and to facilitate behaviour coaching in the school
- utilising the “Finger Tips” strategies to develop reflective learners and to encourage self-regulation

See [Appendix 6](#) for further information

Emotional Regulation

Zones of Regulation are used to develop awareness of feelings, energy and alertness in children. The strategies used develop self-regulation, pro-social skills, self-care and overall wellness. The simple, common language and visual structure of the Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them. Staff will use the following strategies and approaches:

- using specific language to describe a child’s behaviour-expected and unexpected behaviour. Expected behaviours are the behaviours that allow positive interactions between people in society. The Bishop Perrin 5 Bs (see Section 10) are the expected behaviours in the school and are taught consistently. Some of these include; making good choices, good listening, sharing with others, being kind, taking care of property and being respectful towards others. Unexpected behaviours are the behaviours that give rise to conflict and not treating others fairly. Some of these include; being rude, disrespectful and unkind to others, hurting others, disrupting lessons and damaging property.
- having visual prompts around the school to encourage staff and children to use consistent language and vocabulary to illicit how children are feeling and what steps can be taken to resolve a situation
- using the phrase “the size of the problem”. This is used to help and support the child to rationalise and put any concerns or worries into context whilst building their capacity to self-coach themselves to cope with similar situations in the future.

5 ROLES AND RESPONSIBILITIES

The Governing Board

The governing board of Bishop Perrin School is responsible for reviewing and approving the written Statement of Behaviour Principles for the school.

The governing board will also review and ratify this Behaviour, Anti-Bullying, Exclusion and Physical Intervention Policy in conjunction with the Headteacher and monitor the policy’s effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher, along with Bishop Perrin School staff, is responsible for reviewing this Behaviour, Anti-Bullying, Exclusion and Physical Intervention Policy in conjunction with the nominated governor responsible for behaviour and attitudes and the governing board, giving due consideration to the school's Statement of Behaviour Principles.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with inappropriate behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

The Inclusion Leader

The Inclusion Leader will work alongside the Headteacher to have a strategic oversight of standards of behaviour within the school. They will assist in the analysis of behaviour incidents across the school to identify patterns and trends and advise on strategies and interventions to address these issues. They will be responsible for overseeing staff training and CPD regarding behaviour and provide advice and guidance to staff to support individual pupils who are exhibiting behavioural issues. Where appropriate, external support and advice will be sought for early intervention if a child's behaviour becomes a concern.

Staff

Staff are responsible for:

- acting as good role models for pupils by modelling positive behaviour
- implementing the expectations laid out in the school's Behaviour, Anti-Bullying, Exclusion and Physical Intervention Policy consistently
- taking a zero-attitude approach to acts of bullying and HSB
- providing a personalised approach to the specific behavioural needs of particular pupils, taking into account any SEND diagnosis such as social and communication needs
- where appropriate, teaching staff record incidents of inappropriate behaviour on a child's behaviour log, which is then regularly recorded on the school's Management Information System (Integris)

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

Parents / Carers (taken from the school's Home-School Agreement)

As a school we have set out expectations and responsibilities for our parents/carers that we believe will support us to provide the best learning environment for all children at Bishop Perrin School.

- support and reinforce the [Christian values and ethos of the school](#) and work in partnership with the school to ensure that their child is able to be the best they can be.
- support the school to make sure their child maintains a consistently high standard of behaviour in line with the Bishop Perrin School 5 Bs
- follow the school's [Home-School Agreement](#).

- make the school aware promptly of concerns, difficulties or challenges that might affect their child's ability to learn, their behaviour or emotional wellbeing so that, where appropriate, early help and support can be given.
- make sure their child attends school every day, has the correct school uniform, brings their PE kit in on the correct day, arrives and is collected punctually. Contact the school on the first day of absence and do not take term-time holidays.
- keep up-to-date with events in school via the newsletter and website and ensure that their child arrives fully prepared and ready for the school day.
- support their child at home by encouraging them to read regularly. Help them with their homework by making time and space for them to complete it.
- attend parent / teacher consultations and where possible, class assemblies and other school functions.
- support the school's Online Safety Acceptable Use Policies for both pupils and parents, ensuring that their child only has access to age-appropriate online and console-based games; that their child communicates outside of school with other children in a polite and respectful manner when using technology.
- do not deliberately upload or add any images, video, sounds or text via social media that could upset or offend any member of the school community and do not upload or share images of other parents/carers children on social media without their express permission.
- follow and support the school's policies and procedures ([which can be found on the school website](#)), including; Behaviour, Anti-bullying, Exclusions and Physical Interventions, Medical Needs and First Aid, Attendance and Uniform.
- communicate with school staff, both verbally and in writing/email, in a polite and respectful manner.
- be polite and respectful with regards to their language and interaction with other parents and our neighbours whilst on and near the school site.
- for parents who drive their child/ren to school, ensure that their child/ren can get out of their car safely and that their car is parked legally, safely and in consideration of the school's neighbours.

The school will not tolerate any aggressive behaviour shown to staff by parents and carers.

6 IDENTIFICATION OF INAPPROPRIATE AND UNEXPECTED BEHAVIOUR

Listed below are some of the common incidents of inappropriate and unexpected behaviour by pupils that would be dealt with in line with this policy. This list is not exhaustive and each incident will be dealt with on a case-by-case basis. Where a child has identified or diagnosed SEND, there is a shared understanding that these behaviours might be a consequence of their needs, diagnosis and circumstances. As such pupils will be dealt with on a case-by-case basis so that the behaviour is addressed and the pupil supported to regulate their emotions and feelings and help them communicate their choices.

The list below also details which members of staff will deal with incidents and which incidents would be escalated to a senior member of staff from the senior leadership team (SLT).

Examples of **misbehaviour** include, but are not limited to:

- inappropriate sexualised comments made by pupils that are age appropriate or associated with a child's cognitive functioning (for example the naming of genitalia)
- one-off name calling, teasing, and unkind behaviour to other children
- not following the expectations of the Bishop Perrin School 5 Bs
- poor attitude and learning behaviour during lessons
- low-level disruption in lessons, when moving around the school and at break and lunchtimes on the playground
- non-completion of classwork or homework (where appropriate)
- deliberately wearing incorrect school uniform/deliberately not complying with the School Uniform Policy

Incidents of **misbehaviour** will be dealt with in the first instance by the member of staff who is present at the time of the incident. This can include class teachers, teaching and learning assistants (TLAs), playleaders (on the playground), coaches and tutors delivering extra-curricular clubs and activities. All incidents of **misbehaviour** will be reported to a pupil's class teacher.

If a member of staff is in any doubt about the seriousness of an incident of inappropriate behaviour, in the first instance they will seek guidance from the child's class teacher (if it is not the class teacher dealing with the incident in the first case) and also from SLT with a view to the incident being escalated if needed.

Incidents of serious misbehaviour are dealt with by a member of the SLT immediately and could involve the Inclusion Leader if the pupil involved is on the school's SEND Register

Examples of **serious misbehaviour** include, but are not limited to:

- bullying behaviour towards another pupil (see Section 7 for more detail on bullying)
- repeated breaches of the Bishop Perrin School 5 Bs (See Section 10 for more detail)
- repeated incidents of **misbehaviour**, as detailed above
- malicious allegations against another pupil or member of staff (see Section 16 for more detail)

Harmful Sexual Behaviours (HSB)

- 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 and taunting directed at another pupil or group of pupils
 - ✓ sexual jokes

- ✓ unconsented physical involvement/touching of another pupil or group of pupils
- ✓ 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

See [Section 9](#) further in the policy for more information about HSB

Other examples of **serious misbehaviour** include;

racist, sexist, homophobic or discriminatory behaviour and language towards another pupil or group of pupils, vandalism, theft (of school or another pupil's property), fighting, physical assault, spitting, smoking or vaping on the school site and the possession of any prohibited items. Prohibited items include, but are not limited to:

knives or weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, vaping equipment, fireworks, pornographic images and 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) and the school.

Searching and Confiscation

Conducting a search

Only the Headteacher, or a member of staff authorised by the Headteacher, can carry out a search. The Headteacher can authorise individual members of staff to search for specific items, or all items as listed on Page 12.

In the event that a search of pupil is to be carried out, there will always be two members of staff in attendance, one of whom will be a member of SLT. As best as feasible, the member of staff carrying out the search will be the same sex as the pupil who is being searched.

The members of staff conducting the search should ensure the pupil who is to be searched understands the reason for the search and how it will be conducted so that their agreement is informed. When exercising their powers to carry out a search, schools must consider the age and needs of pupils being searched. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

A member of staff may search a pupil's outer clothing, pockets, possessions (including school bags), desks or lockers. The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The Designated Safeguarding Lead (or Deputy DSL) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed on Page 12 above. The staff member should also involve the DSL without delay if they believe that a search has revealed a safeguarding risk.

Any search by a member of staff for a prohibited item listed on Page 12 and all searches conducted by police officers should be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the DSL to identify possible risks and initiate a safeguarding response if required. Headteachers may also decide that all searches for items banned by the school rules should be recorded.

Parents should always be informed of any search for a prohibited item listed on page 11 that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any consequences applied.

Confiscation

Any prohibited items (as listed on Page 12) found in a pupils' possession will be confiscated. Where the item/s are identified as being illegal, then advice and guidance will be sought from the school's Safer School police officer.

The school will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with the Headteacher, and where appropriate, parents.

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

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

7 BULLYING BEHAVIOUR AND CHILD-ON-CHILD ABUSE

Bishop Perrin School takes a zero-tolerance approach to bullying and child-on-child abuse and actively encourages children and parents/carers to inform the school as soon as possible of incidents of bullying and child-on-child abuse so it can be dealt with quickly.

For the rest of Section 7, “bullying” will be used to also include child-on-child abuse in how the school recognises and deals with incidents where pupils are unkind towards fellow pupils.

There is no legal definition of bullying, however, it is usually defined as behaviour that is (taken from [Bullying at school: Bullying - a definition - GOV.UK \(www.gov.uk\)](http://www.gov.uk)):

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, eg because of race, religion, gender or sexual orientation

In addition, bullying can be defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

If a child feels that they have been impacted by bullying behaviour, then they should let their class teacher or another trusted member of staff know as soon as possible.

If a parent feels that their child has been impacted by bullying behaviour then they should inform the school immediately by contacting the school (via email or phone) and requesting a meeting or phone call with their child’s class teacher to inform them of their concerns.

It is important to acknowledge that bullying is not when children fall out or don’t get on with one another, as this can happen due to differences of opinion and mis-understandings.

Bullying can include;

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting, ostracising, coercion into actions the individual impacted by the behaviour does not want to do
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including: racial, faith-based, gendered (sexist), homophobic/bi-phobic, transphobic, disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing, making threats, malicious gossip
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Strategies to Prevent Bullying Behaviour

The school aims to have zero incidents of bullying behaviour, however, this is not realistic and it must be assumed that bullying behaviour will unfortunately occur.

In order to provide children with the skills and knowledge to recognise bullying behaviour, we will do the following;

- through collective worship, RE and PSHE lessons, continually reinforce the message to treat others the way they would like to be treated themselves
- use the teaching of our school values of friendship, peace, koinonia (fellowship), wisdom, trust and justice as vehicles to share the message of treating each other with love, kindness and respect
- enact a school-wide ethos of mutual respect, positive relationships and good behaviour
- have a robust and up-to-date PSHE curriculum, aligned to the [PSHE Association](#), and teach quality-assured lessons about respect, positive relationships and following rules
- train and have in place pupil [Anti-Bullying Ambassadors](#) as part of the Diana Award initiative
- participate in annual national anti-bullying campaigns to raise awareness of the impact of bullying on the individual impacted by the behaviours
- ensure all pupils are aware of the consequences in place for instigators of bullying behaviour

Dealing with Allegations of Bullying Behaviour

When the school is made aware, by a child, a parent/carer or a member of staff of an allegation of persistent bullying behaviour being instigated by a pupil or group of pupils towards another pupil or group of pupils, then the following steps are taken:

- in the first instance, once a disclosure has been made that a child or group of children are being subject to bullying behaviour, an initial investigation will be carried out by the child or children's class teacher to establish the facts

- the investigating class teacher will take notes of the investigation, which, depending on the outcome of the investigation, may be kept for evidence.
- if the allegations of bullying are unfounded but it is established that the instigator/s has/have been misbehaving, the investigating class teacher will record this on the instigator/s' behaviour log, including what consequence/s have been put in place.
- the investigating class teacher will phone and speak to the parents/carers of the child/ren who have made the allegation of bullying and update them as to the outcome of the investigation, in that the allegation of bullying is unfounded.
- if the allegation of bullying behaviour is founded, the investigating class teacher will inform SLT about the incident. In this situation, the member of SLT will take over responsibility of the investigation from the class teacher.
- the member of SLT will follow up on the initial investigation by the class teacher and speak to both the individual/s impacted by the behaviour and the instigator/s. The member of SLT will communicate with both the parents of the individual/s impacted by the behaviour and the instigator/s and record the incident on the instigator/s' behaviour log and file any notes from the investigation
- if the allegations of bullying are found to be proven, then the following consequences will be considered, depending on the severity of the bullying incident. Consequences that will be considered include, but are not limited to:
 - ✓ missing some or all of lunch playtime
 - ✓ missing both morning and lunch playtime
 - ✓ working in another classroom
 - ✓ working outside the Senior Leadership Offices
 - ✓ separating the instigator/s from the individual/s impacted by the behaviour and their peer group at lunchtime in the Hall

Supporting the individual/s impacted by bullying behaviour

The school will support children who are bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need.

The individual/s impacted by the bullying behaviours will be reassured that the matter has been dealt with seriously and they will be informed of the consequences that have been put in place for the instigator. The individual/s impacted by the bullying behaviours will be told that they must immediately tell their class teacher if they encounter further incidents of bullying behaviour from the instigator. The child's class teacher will check in on the child regularly after the disclosure and other members of staff, including Playleaders (lunchtime supervisory staff) will be informed so they are aware and be vigilant on the playground.

If it is deemed appropriate, and in agreement with parents, the individual/s impacted by the behaviour may be offered in-school support from the school's trained Emotional Learning Support Assistants (ELSAs). Depending on capacity, there may also be opportunities for the individual/s impacted by the

behaviour to undertake play therapy sessions and/or access to the Child Wellbeing Practitioner (CWP) for parents. Other interventions such as, Fun Friends, Circle of Friends, Talkabout for Children and Friends for Life may be offered to help build friendships and build confidence.

Support for Instigators of Bullying Behaviour

It is important to acknowledge that the instigator of bullying behaviours may need help and support to recognise why they have chosen to behave in this way and what steps can be taken to help them prevent repeating their bullying. To support them we will:

- talk to the pupil to find out why they have chosen to behave in this way
- discuss issues arising with the instigator's parents/carers
- if appropriate (and if capacity), offer ELSA and play therapy time for the instigator
- if appropriate, make a referral for external help and support to address the behaviours via the Local Authority

8 CYBERBULLYING

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click of a button.

Cyberbullying is a serious behaviour issue. Whilst the actions of cyberbullying may occur outside of school hours, often the repercussions of these actions can impact negatively on relationships and behaviour in school. Any school behaviour issues related to cyberbullying will be taken seriously and dealt with in line with the consequences listed above that are in place for bullying. Please see the school's Online Safety Policy on the [school website](#) for more information.

Parents will be notified of any incidents of cyberbullying that the school are made aware of with the view to dealing with it immediately.

Under the powers of the [Education Act 2011](#) staff are allowed to seize electronic devices, such as mobile phones, on school premises, if they have reasonable grounds to suspect that it contains evidence linked to cyberbullying. Parental consent is not required to search through a mobile phone suspected of containing evidence of cyberbullying. It is possible that the electronic device could be passed onto the police if an offence is thought to have been carried out.

Advice for parents and carers regarding cyberbullying can be found in the Department for Education's [Advice for Parents and Carers on Cyberbullying](#)

The school follows the guidance in [Cyberbullying: Advice for Head teachers and School Staff](#). The document gives guidance on how to deal with cyberbullying when members of staff are involved.

9 HARMFUL SEXUAL BEHAVIOURS (HSB)

Bishop Perrin School takes a zero-tolerance approach to sexual violence and sexual harassment, both of which fall under the category of “Harmful Sexual Behaviours”.

When considering HSB, ages and the stages of development of the children are critical factors to consider. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years’ difference in age or if one of the children is pre-pubescent and the other is not

Children and young people typically display a range of sexualised behaviours as they grow up. However, some may display problematic or abusive sexualised behaviour. This is harmful to the children who display it as well as the people it's directed towards.

Everyone who works or volunteers with children should be able to distinguish developmentally typical sexual behaviour from sexual behaviours that are problematic or harmful. Therefore, in line with guidance from the Kingston and Richmond Safeguarding Children Partnership to ensure consistent local practice, Bishop Perrin School will use the [Hackett Continuum](#) as a means of identifying levels of concern regarding HSB. Further guidance about using the Hackett Continuum can be found on the NSPCC webpage [Understanding sexualised behaviour in children](#)

The school has access to advice and guidance for professionals via the [Harmful Sexual Behaviours Support Service](#). The service is available from 8am - 8pm Monday - Friday and the contact telephone number is: 0344 225062.

Children’s sexual behaviours exist on a wide continuum, starting from a green RAG-rating of developmentally typical (normal), moving to an amber RAG-rating of problematic (inappropriate) and then a red RAG-rating of harmful (abusive and/or violent). The NSPCC’s lays out the following descriptors for the Hackett Continuum:

Developmentally typical (green) sexual behaviours:

- ✓ is developmentally expected and socially acceptable
- ✓ is consensual, mutual and reciprocal
- ✓ involves shared decision making

Inappropriate and/or problematic (amber) behaviours:

Inappropriate behaviour

- ✓ single instances of developmentally inappropriate sexual behaviour
- ✓ behaviour that is socially acceptable within a peer group but would be considered inappropriate outside that group
- ✓ generally consensual and reciprocal
- ✓ may involve an inappropriate context for behaviour that would otherwise be considered normal

Problematic behaviour

- ✓ developmentally unusual and socially unexpected behaviour.
- ✓ may be compulsive
- ✓ consent may be unclear and the behaviour may not be reciprocal.
- ✓ may involve an imbalance of power
- ✓ doesn't have an overt element of victimisation

Abusive and/or violent (red) behaviours:

Abusive behaviour

- ✓ intrusive behaviour
- ✓ may involve a misuse of power
- ✓ may have an element of victimisation
- ✓ may use coercion and force
- ✓ may include elements of expressive violence
- ✓ informed consent has not been given (or the the individual impacted by the behaviour was not able to consent freely)

Violent behaviour

- ✓ physically violent sexual abuse
- ✓ highly intrusive
- ✓ may involve instrumental violence which is physiologically and/or sexually arousing to the perpetrator
- ✓ may involve sadism

The context for identifying where an incident of sexualised behaviour sits on the continuum is very important. For example, the same behaviour but in different contexts will feature on different parts of the continuum:

- ✓ a toddler touching their own genitals would be considered developmentally typical
- ✓ a nine-year-old child touching their genitals absent-mindedly a lot in public, despite many reminders of its inappropriateness would be considered problematic
- ✓ a fourteen-year-old displaying their genitals in public would be considered harmful

HSB will be considered in a child protection context. Bishop Perrin School recognises that pupils displaying HSB have often experienced their own abuse and trauma and they will be offered appropriate support if deemed appropriate.

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

Children can report incidents of online sexual abuse, violence and harassment anonymously via the Child Exploitation and Online Protection (CEOPs) reporting button on the school's website: <https://www.bishopperrin.richmond.sch.uk/keeping-safe/ceops>

The school has procedures in place to respond to any HSB allegations or concerns regarding a child's safety or wellbeing. These include clear processes for responding to a report of HSB which include initiating a thorough investigation and a risk assessment. If the allegation is found to be proven, then the following next steps will be considered:

- manage the incident internally
- refer to early help from the Local Authority
- refer to children's social care
- report to the Police

Consequences for instigators of HSB will be in line with those laid out in section 13 of this policy. The wishes and feelings of the individual/s impacted by the behaviour of HSB will be taken into account when considering appropriate sanctions.

See [Appendix 4](#) which details where in the school's PSHE and RSE curriculum children are taught about consent, respectful behaviour, body confidence, self-esteem and positive and healthy relationships.

Further information about how the school deals with HSB can be found in the school's [Child Protection and Safeguarding Policy](#).

Further information about HSB can be found on the NSPCC website: [NSPCC Harmful Sexual Behaviours](#)

10 THE BISHOP PERRIN SCHOOL 5 Bs - PUPIL RESPONSIBILITIES

The Bishop Perrin School 5 Bs have been developed in consultation with the School Council, staff, the school's Parent Forum and governors. It makes clear the school's expectations for children's behaviour towards each other, towards members of staff, and around the school in classrooms, corridors, the playground and in the school hall at lunchtimes. The 5 Bs are underpinned by the school's own school values and the British Values of; the rule of law and having mutual respect and tolerance for others. See [Appendix 3](#) for the Bishop Perrin School 5 Bs.

The Bishop Perrin School 5 Bs are on display in all classrooms and can be accessed on the school website. Every new family that joins Bishop Perrin School is signposted to the 5 Bs and paper copies are available on request from the School Office.

In consultation with the School Council, the Bishop Perrin School 5 Bs are consistent across all classes within the school:

- ✓ Be a friend and a role model
- ✓ Be kind, caring and well-mannered
- ✓ Be responsible and independent
- ✓ Be welcoming and respectful
- ✓ Be safe and honest

The 5 Bs are reinforced by a clear system of rewards and consequences and the 5 Bs leaflet details procedures for dealing with misbehaviour and serious misbehaviour.

11 BEHAVIOUR CAUSING CONCERN

Where a child's behaviour consistently fails to meet the expectations of the 5 Bs, steps are taken to address this. These may include:

- discussion with the child's parent or carer by the child's class teacher, or in more serious cases, by a member of the SLT
- regular monitoring of the child's behaviour by a member of SLT
- discussion with the child's class teacher and the Inclusion Manager to devise appropriate behaviour targets on a Learning Support Plan or the development of a Pupil Specific Risk Management Plan. [See Appendix 1.](#)
- making a referral to the Local Authority's Education Inclusion Support Service (EISS)-see below
- as a last resort, exclusion (see Section 18 for further information)

Education Inclusion Support Service (EISS)

The Education Inclusion Support Service (EISS) offers consultancy on all aspects of inclusion including behaviour management approaches, systems and policies. Schools can refer via a remote consultation form for a rapid response and access to a remote consultation with a specialist teacher.

[EISS Remote Consultation Online Form](#)

For more longer and complex work, schools can refer via the Early Advice and Intervention Panel using the [EAIP Referral Form.docx](#)

Further information about the services that the EISS can be accessed from the EISS website: [EISS Local Offer and Referral Forms](#)

[The EISS Waves Model of Support and how to access.pdf](#)

12 PUPIL SUPPORT

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

In discussion, the class teacher, the Inclusion Leader will 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 be sought from the Local Authority's Education Inclusion Support Service to identify or support specific needs.

Where acute needs are identified in a pupil, the school, with guidance from the EISS and other external professionals, will establish a support plan for the pupil. We will work with parents to create the plan and review it on a regular basis.

13 REWARDS AND CONSEQUENCES

Positive behaviour will be rewarded with:

- ✓ verbal praise
- ✓ positive stickers for both written work and for pupils to wear
- ✓ house Rewards for academic work and positive behaviour (Years 1-6)
- ✓ behaviour and Attitude and Learning and Achievement Certificates
- ✓ a termly acknowledgement (for example a mufti day) for the House with the most Rewards at the end of each term
- ✓ conversations with parents about their child's positive behaviour
- ✓ acknowledgement from a member of SLT
- ✓ special responsibilities/privileges around the school
- ✓ where appropriate, sharing of good pieces of work via the school's Instagram account

Where it has been established that a pupil's behaviour has not been in-line with the expectations of the 5 Bs or their behaviour can be classified as serious misbehaviour, they will be spoken to, giving them the opportunity to reflect on the choice/s they have made. When discussing the choice/s they made that initiated the misbehaviour, they will be given the opportunity to consider what the "right" choice would have been to help them to have avoided the incident.

The school may use one or more of the following consequences in response to a pupil not following expectations in the 5 Bs:

- a verbal reprimand by a member of staff (individual names of pupils who have been given a verbal reprimand are not publicly written on the classroom whiteboard)
- pupils may be asked to stand outside their classroom, under the supervision of a member of staff, to be spoken to about their behaviour. If this occurs, parents will be informed as to the reason/s for their child's removal. Removal of a pupil from a classroom would be used for the following reasons:
 - to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption/serious misbehaviour
 - to enable disruptive pupils to be taken to a place where education can be continued in a managed environment
 - to allow the pupil to regain calm in a safe space
- referring a pupil to a member of the SLT to be spoken to, under the supervision of another member of staff
- finishing uncompleted classwork at breaktime or lunchtime under the supervision of a member of staff
- loss of some (or all, depending on the severity of the incident) of morning breaktime, under the supervision of a member of staff
- loss of some (or all, depending on the severity of the incident) lunchtime play, under the supervision of a member of staff, whilst still having time to eat lunch in the school hall
- separated from peer group at lunchtime in the school hall
- a phone call to parents to inform them of a behaviour incident involving their child by either a pupil's class teacher or member of SLT
- a meeting with parents with a pupil's class teacher, and, if deemed appropriate, a member of the SLT
- establishing a personalised motivation chart for a pupil
- setting up a Behaviour Learning Support Plan
- setting up a personalised risk assessment and mitigations
- loss of privileges
- sent to another classroom/room in the school to complete classwork for an amount of time proportionate to the severity of the serious misbehaviour. If removal occurs, parents will be informed as to the reason/s for their child's removal from their classroom (see "Removal from Classrooms" below) and it will be recorded on a pupil's school record.
- sent to the Headteacher/Leadership Offices to complete classwork for an amount of time proportionate to the severity of the serious misbehaviour. If this occurs, parents will be informed as to the reason/s for their child's removal from their classroom (see "Removal from Classrooms" below) and it will be recorded on a pupil's school record.

- In the event of an incident of HSB, and taking into account the wishes and feelings of the individual impacted by the behaviour, the instigator of the HSB will be separated/segregated from the individual impacted by the behaviour. This could apply to the classroom, the playground and school hall all at lunchtime

Removal from Classrooms

Taken from [Behaviour in Schools](#) (pg 23)

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom.

Removal should be used for the following reasons:

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

The Headteacher will;

- *maintain overall strategic oversight of the school's arrangements for any removals, as set out in the school's behaviour policy;*
- *make sure the reasons that may lead to pupils being removed are transparent and known to all staff and pupils;*
- *outline in the behaviour policy the principles governing the length of time that it is appropriate for a pupil to be in removal;*
- *ensure that the removal location is in an appropriate area of the school and stocked with appropriate resources, is a suitable place to learn and refocus, and is supervised by trained members of staff*

When dealing with individual removal cases, Headteachers and teachers should:

- *consider whether any assessment of underlying factors of disruptive behaviour is needed;*
- *facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;*
- *ensure that pupils are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from*

immediate risk, but this would be a safety measure and not a disciplinary sanction and therefore is not covered by this section;

- *ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with;*
- *if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head*

Pupils should not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher. Staff supervising areas used for removal should be suitably trained in both the school behaviour policy and the interpersonal skills necessary to manage pupils with a variety of challenging behaviours and contexts

Restorative Justice

Where a child has been unkind to another child, they will be asked to apologise. Where it is proven that bullying has occurred, or there has been an incident of HSB, a [restorative justice](#) approach will be taken.

The restorative justice approach will take the form of the individual impacted by the behaviour explaining to the instigator of the behaviour how their words/actions have impacted on their feelings and the hurt and upset they have endured as a result of the unkind behaviour. By having to listen to the perceptions and feelings of the individual who has been impacted by the unkind behaviour, the perpetrator will gain an understanding of the impact of their actions on the individual and how it made them feel.

This approach will always be underpinned by the Christian teachings of “Love thy neighbour as yourself” (Mark 22:39) and “In everything, then, do to others as you would have them do to you” (Matthew 7:12).

In reference to Matthew, the member of staff leading the restorative justice approach will reinforce to the instigator whether they would like the behaviours they have imposed on the individual impacted by the behaviour done to themselves.

14 BEHAVIOUR OUTSIDE OF SCHOOL

Pupils are expected to behave and adhere to the Bishop Perrin School 5 Bs to the same high standard when representing the school off-site in the same way as if they were on the school premises. Consequences 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 (for example; day trips, residential visits and sporting events)
- travelling to or from school
- wearing school uniform
- in any other way identifiable as a pupil of our school

Consequences 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 or member of the public
- could adversely affect the reputation of the school

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

In all situations which apply to the above, parents/carers will be informed about the inappropriate behaviour and, if appropriate, what the consequence will be (or was if the consequence was imposed whilst on a residential trip).

15 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 guidance as laid out in the school's Child Protection and Safeguarding Policy which can be found on the [school website](#)

16 MALICIOUS ALLEGATIONS

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

In all cases where an allegation against a member of staff is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer, where relevant) will consider whether the pupil who made the allegation 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.

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 implement consequences appropriate to the nature of the allegation in accordance with this policy.

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

Further information about how the school deals with allegations of abuse against pupils and staff can be found in the school's [Child Protection and Safeguarding Policy](#).

17 PHYSICAL INTERVENTION-USE OF REASONABLE FORCE

Corporal punishment by school staff is illegal under any circumstance and no form of physical punishment is permitted in the school.

We do not support the routine use of physical intervention but it is acknowledged that there may be rare occasions where the use of reasonable force may be necessary when all other methods have failed. Physical intervention will only be used as a last resort if all other strategies to de-escalate a situation have failed and the member of staff initiating physical intervention techniques will have in their mind the following statement as a means of ensuring their actions are measured and proportionate:

“How would I like my own child to be physically handled”

Physical intervention is used with the minimum force necessary and where the degree and duration of the force is proportional to the circumstance. Physical intervention is used as an act of care, never as punishment and at all times it will be used in a way that maintains the safety and dignity of all concerned.

At Bishop Perrin School, in line with guidance and recommendation from the Local Authority, staff will use physical intervention techniques used by [Team Teach](#).

The Headteacher will clearly identify the staff authorised to use physical intervention, having undertaken Team Teach training, bearing in mind that any member of staff is entitled to intervene in an emergency ([See Appendix 4](#)). Members of staff identified as being authorised to use physical intervention will attend appropriate training to inform them of the legal framework in which they can use physical intervention and safe and appropriate physical intervention techniques that can be used in school.

Physical intervention will only be used in school, during school time or during an authorised school activity, with the member of staff utilising physical intervention carrying out dynamic risk assessments as a means of acting quickly to de-escalate a situation. The circumstances where reasonable force may be required are as follows:

- where action is necessary in self-defence or because there is imminent risk of injury e.g. a pupil attacks a member of staff or another pupil or where pupils are fighting.
- where there is developing risk of injury or significant damage to property; e.g. a pupil is engaged in or on the verge of committing deliberate damage or vandalism to property.
- where a pupil is behaving in a way that is compromising good order and discipline in the school, for example, a pupil who is persistently refusing to follow a direct instruction from a member of staff on the playground or in

the classroom or who is behaving in a way that is seriously disrupting a lesson and the education of other pupils.

Physical intervention may take a number of forms, for example:

- physically interposing between pupils;
- standing in the way of pupils;
- holding, pushing or pulling;
- leading away from the incident by the hand, shoulder or gentle pressure on the centre of the back.
- using more restrictive holds (in more extreme circumstances only and for which appropriate training will have been undertaken)

All incidents of physical intervention will be reported to the Headteacher. Staff involved will fill out a physical intervention reporting form (appendix 2), from which details of incidents will be recorded on the school's Management Information System, which is password protected. Details of physical interventions will be retained in line with the school's Data Retention Policy.

We believe that some use of appropriate, positive physical contact with pupils can contribute to our development as a safe and friendly school. Physical contact may be necessary when working with younger children who may need encouraging or guiding; children requiring first aid; children receiving coaching in sport or other curriculum activity or pupils in distress. If there is information to suggest that a child is likely to behave in a way that may require physical control or restraint, a risk assessment is undertaken (see Appendix 1). Staff will make professional and sensitive judgements about the nature and extent of their physical contact with pupils within the parameters of the school's Staff Code of Conduct, Child Protection and Safeguarding Policy and professional standards.

The school adheres to the guidance as laid out in the following document: Department for Education's [Use of Reasonable Force; Advice for Head teachers, Staff and Governing Bodies](#)

18 EXCLUSION AND SUSPENSION

Bishop Perrin School follows the guidance with regards to exclusions given in the Department for Education's [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

The Decision to Exclude

A decision to exclude a pupil, either for a fixed period or permanently is seen as a last resort by the school while always bearing in mind our duty of care to pupils and staff. Only the Headteacher, or Acting Headteacher, can exclude a pupil from school.

Before any decision to exclude is made by the Headteacher or Acting Headteacher, advice and guidance will be sought from the Local Authority's Exclusions and Reintegration Officer who is based at:

Guildhall 1, High Street, Kingston upon Thames, KT1 1EU.

Telephone: 020 8547 5253 (office) 07786 274521 (mobile)

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

Bishop Perrin School is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

"...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

Definitions

Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.

Off-site direction – when a governing board of a maintained school requires a pupil to attend another education setting temporarily, to improve their behaviour.

Managed move – when a pupil is transferred to another school permanently. All parties, including parents and the admission authority for the new school, should consent before a managed move occurs.

Roles and Responsibilities

The Headteacher

Only the Headteacher, or Acting Headteacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The Headteacher will only use permanent exclusion as a last resort.

A decision to suspend or exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's Behaviour Policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a pupil, the headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events

- Consider whether the pupil has special educational needs (SEN)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves

The Headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker.

The Headteacher will not reach their decision until they have heard from the pupil, and will inform the pupil of how their views were taken into account when making the decision.

Informing Parents

If a pupil is at risk of suspension or exclusion the Headteacher will inform the parents as early as possible, in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the Headteacher decides to suspend or exclude a pupil, the parents will be informed of the period of the suspension or exclusion and the reason(s) for it, without delay.

The parents will also be provided with the following information in writing, without delay:

- The reason(s) for the suspension or exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the suspension or permanent exclusion to the governing board and how the pupil may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a pupil, and that parents (or the pupil if they are 18 years old) have a right to attend the meeting, be represented at the meeting (at their own expense) and to bring a friend
- The Headteacher will also notify parents without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:
 - ✓ For the first 5 school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies
 - ✓ Parents may be given a fixed penalty notice or prosecuted if they fail to do this

- ✓ If alternative provision is being arranged, the following information will be included, if possible:
- ✓ The start date for any provision of full-time education that has been arranged
- ✓ The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- ✓ The address at which the provision will take place
- ✓ Any information the pupil needs in order to identify the person they should report to on the first day

If the Headteacher does not have the all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start.

The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the school reserves the right to provide the information with less than 48 hours' notice, with parents' consent.

Informing the Governing Board

The Headteacher will, without delay, notify the governing board of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- Any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term
- Any suspension or permanent exclusion which would result in the pupil missing a National Curriculum test or public exam
- The Headteacher will notify the governing board once per term of any other suspensions of which they have not previously been notified, and the number of suspensions and exclusions which have been cancelled, including the circumstances and reasons for the cancellation.

Informing the Local Authority (LA)

The Headteacher will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension. The notification will include:

- The reason(s) for the suspension or permanent exclusion
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the Headteacher will also, without delay, inform the pupil's 'home authority' of the exclusion and the reason(s) for it.

Informing the pupil's Social Worker and/or Virtual School Head (VSH)

If a:

- **Pupil with a social worker** is at risk of suspension or permanent exclusion, the Headteacher will inform **the social worker** as early as possible

- **Pupil who is a looked-after child (LAC)** is at risk of suspension or exclusion, the headteacher will inform **the VSH** as early as possible

This is in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the Headteacher decides to suspend or permanently exclude a pupil with a social worker/a pupil who is looked after, they will inform the pupil's social worker/the VSH, as appropriate, without delay, that:

- they have decided to suspend or permanently exclude the pupil
- the reason(s) for the decision
- the length of the suspension or, for a permanent exclusion, the fact that it is permanent
- the suspension or permanent exclusion affects the pupil's ability to sit a National Curriculum test or public exam (where relevant)

The social worker/VSH will be invited to any meeting of the governing board about the suspension or permanent exclusion. This is so they can provide advice on how the pupil's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks and the pupil's welfare are taken into account.

Cancelling suspensions and permanent exclusions

The Headteacher may cancel a suspension or permanent exclusion that has already begun, but this will only be done where it has not yet been reviewed by the governing board. Where there is a cancellation:

- the parents, governing board and LA will be notified without delay
- where relevant, any social worker and VSH will notified without delay
- parents will be offered the opportunity to meet with the Headteacher to discuss the cancellation
- as referred to above, the Headteacher will report to the governing board once per term on the number of cancellations
- the pupil will be allowed back in school

Providing education during the first 5 days of a suspension or permanent exclusion

During the first 5 days of a suspension, if the pupil is not attending Alternative Provision (AP), the Headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways such as Google Classroom may be used for this. If the pupil has SEND, the Headteacher will make sure that reasonable adjustments are made to the provision where necessary.

If the pupil is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

The Governing Board

Responsibilities regarding suspensions and permanent exclusions are delegated to The Exclusion Panel of the governing board consisting of at least 3 governors.

The Exclusion Panel has a duty to consider parents' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil in certain circumstances.

Within 14 days of receiving a request, the governing board will provide the Secretary of State and the LA with information about any suspensions or exclusions within the last 12 months.

For any suspension of more than 5 school days, the governing board will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the suspension.

Monitoring and analysing suspensions and exclusions data

The governing board will challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision and managed moves. The governing board will consider:

- how effectively and consistently the school's behaviour policy is being implemented
- the school register and absence codes
- instances where pupils receive repeat suspensions
- interventions in place to support pupils at risk of suspension or permanent exclusion
- any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary
- timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working
- the characteristics of suspended and permanently excluded pupils, and why this is taking place
- whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it
- the cost implications of directing pupils off-site

The Local Authority

For permanent exclusions, the LA will arrange suitable full-time education to begin no later than the sixth school day after the first day of the exclusion.

For pupils who are LAC or have social workers, the LA and the school will work together arrange suitable full-time education to begin from the first day of the exclusion.

Considering the reinstatement of a pupil

The Exclusion Panel will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving the notice of the suspension or exclusion if:

- the exclusion is permanent
- it is a suspension which would bring the pupil's total number of days out of school to more than 15 in a term; or
- it would result in a pupil missing a public exam or National Curriculum test

Where the pupil has been suspended for more than 5 days, but less than 16 days, in a single term, and the parents make representations to the board, Exclusion Panel will consider and decide the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. The board may also consider and decide on reinstatement if the parents do not make representations.

Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, the Exclusion Panel will, as far as reasonably practicable, consider and decide on the reinstatement of the pupil before the date of the exam or test. If this is not practicable, the chair of the governing board (or the vice-chair, if necessary) may consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil.

Where the pupil has been suspended, and the suspension does not bring the pupil's total number of days of suspension or permanent exclusion to more than 5 in a term, the Exclusion Panel:

- must consider any representations made by parents
- must arrange the meeting to consider the representations within a reasonable amount of time
- can consider reinstatement in the absence of representations from parents

The following parties will be invited to a meeting of the governing board and allowed to make representations or share information:

- parents and, where requested, a representative or friend
- the pupil, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend)
- the Headteacher
- the pupil's social worker, if they have one
- the VSH, if the pupil is looked after
- a representative of the Local Authority

The governing board will try to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits. The Exclusion Panel can either:

- decline to reinstate the pupil, or
- direct the reinstatement of the pupil immediately, or on a particular date

In reaching a decision, the Exclusion Panel will consider:

- whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair

- whether the Headteacher followed their legal duties
- the welfare and safeguarding of the pupil and their peers
- any evidence that was presented to the governing board

They will decide whether or not a fact is true ‘on the balance of probabilities’.

Minutes will be taken of the meeting, and a record kept of the evidence that was considered. The outcome will also be recorded on the pupil’s educational record, and copies of relevant papers will be kept with this record. The Exclusion Panel will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- the parents, or the pupil, if they are 18 or older
- the Headteacher
- the pupil’s social worker, if they have one
- the VSH, if the pupil is looked after
- the Local Authority
- the pupil’s home authority, if it differs from the school’s

Where an exclusion is permanent and the Exclusion Panel has decided not to reinstate the pupil, the notification of decision will also include the following:

- the fact that it is a permanent exclusion
- notice of parents’ right to ask for the decision to be reviewed by an independent review panel
- the date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the governing board’s decision is given to parents)
- the name and address to which an application for a review and any written evidence should be submitted
- that any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil’s special educational needs (SEN) are considered to be relevant to the permanent exclusion
- that, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the LA to appoint a SEN expert to advise the review panel
- details of the role of the SEN expert and that there would be no cost to parents for this appointment
- that parents must make clear if they wish for a SEN expert to be appointed in any application for a review
- that parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- that, if parents believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also, that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

An Independent Review

If parents apply for an independent review within the legal timeframe, the LA will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents by the Exclusions Panel of its decision to not reinstate the pupil **or**, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governor category and 2 members will come from the Headteacher category. At all times during the review process there must be the required representation on the panel.

- a lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- current or former school governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time
- Headteachers or individuals who have been a headteacher within the last 5 years

A person may not serve as a member of a review panel if they:

- are a member of the LA of the excluding school
- are the Headteacher of the excluding school, or have held this position in the last 5 years
- are an employee of the LA or the governing board of the excluding school (unless they are employed as a Headteacher at another school)
- have, or at any time have had, any connection with the LA, school, governing board, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- have not had the required training within the last 2 years (see appendix 1 for what training must cover)

The panel must consider the interests and circumstances of the pupil, including the circumstances in which the pupil was permanently excluded, and have regard to the interests of other pupils and people working at the school.

Taking into account the pupil's age and understanding, the pupil or their parents will be made aware of their right to attend and participate in the review meeting and the pupil should be enabled to make representations on their own behalf, should they desire to.

Where a SEN expert is present, the panel must seek and have regard to the SEN expert's view of how SEN may be relevant to the pupil's permanent exclusion.

Where a social worker is present, the panel must have regard to any representation made by the social worker of how the pupil's experiences, needs, safeguarding risks and/or welfare may be relevant to the pupil's permanent exclusion.

Where a VSH is present, the panel must have regard to any representation made by the social worker of how any of the child's background, education and safeguarding needs were considered by the headteacher in the lead up to the permanent exclusion, or are relevant to the pupil's permanent exclusion.

Following its review, the independent panel will decide to do 1 of the following:

- uphold the governing board's decision
- recommend that the governing board reconsiders reinstatement
- quash the governing board's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed)

New evidence may be presented, though the school cannot introduce new reasons for the permanent exclusion or the decision not to reinstate. The panel must disregard any new reasons that are introduced.

In deciding whether the decision was flawed, and therefore whether to quash the decision not to reinstate, the panel must only take account of the evidence that was available to the governing board at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the governing board and that it ought to have considered if it had been acting reasonably.

If evidence is presented that the panel considers it is unreasonable to expect the governing board to have been aware of at the time of its decision, the panel can take account of the evidence when deciding whether to recommend that the governing board reconsider reinstatement.

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

Once the panel has reached its decision, the panel will notify all parties in writing without delay. This notification will include:

- the panel's decision and the reasons for it
- where relevant, details of any financial readjustment or payment to be made if the governing board does not subsequently decide to offer to reinstate the pupil within 10 school days
- any information that the panel has directed the governing board to place on the pupil's educational record

School Registers

A pupil's name will be removed from the school admission register if:

- 15 school days have passed since the parents were notified of the Exclusion Panel's decision to not reinstate the pupil and no application has been made for an independent review panel, or
- the parents have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made within 15 school days, the governing board will wait until that review has concluded before removing a pupil's name from the register.

While the pupil's name remains on the school's admission register, the pupil's attendance will still be recorded appropriately. Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded pupils are not attending alternative provision, code E (absent) will be used.

Reintegration Strategies and Meetings

Following suspension, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education.

Where necessary, the school will work with third-party organisations to identify whether the pupil has any unmet special educational and/or health needs.

The following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life:

- maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school
- daily contact in school with a designated pastoral professional
- mentoring by a trusted adult or a local mentoring charity
- regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage
- informing the pupil, parents and staff of potential external support

Part-time timetables will not be used as a tool to manage behaviour and, if used, will be put in place for the minimum time necessary.

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

The school will explain the reintegration strategy to the pupil in a reintegration meeting before or on the pupil's return to school. During the meeting the school will communicate to the pupil that they are getting a fresh start and that they are a valued member of the school community.

The pupil, parents, a member of senior staff, and any other relevant staff will be invited to attend the meeting. The meeting can proceed without the parents in the event that they cannot or do not attend.

The school expects all returning pupils and their parents to attend their reintegration meeting, but pupils who do not attend will not be prevented from returning to the classroom.

19 PARENTAL INVOLVEMENT WITH PUPIL BEHAVIOUR

We give high priority to clear communication within the school and to a positive partnership with parents since we believe that these are crucial in promoting and maintaining high standards of behaviour.

On joining Bishop Perrin School, parents are asked to acknowledge that they will support and adhere to the parental expectations as laid out in the school's Home School Agreement. This includes supporting their child in upholding the expectations of the Bishop Perrin School 5 Bs. In addition to this, when children attend a residential school journey (usually in Years 5 and 6), both children and parents are asked to sign a School Journey Code of Conduct before each visit takes place.

Class teachers speak to parents informally where there are small incidents of good or poor behaviour. Where there is a greater cause for concern, a class teacher may invite a parent in for a more formal meeting to discuss their child's behaviour. A member of the SLT and/or the Inclusion Leader may be involved in this meeting.

Where a child has been sent to a member of the SLT because they have not upheld the expectations of the 5 Bs, parents may also be informed by email, by telephone or in person.

20 STAFF INDUCTION AND PROFESSIONAL DEVELOPMENT

All staff are required to annually read the school's Behaviour Policy. In doing so, they are asked to sign to say that they have read, understood and will adhere to the policy.

New staff to the school undertake an induction in which the member of staff will be made familiar with the Behaviour Policy and what is expected of them in their role at the school in upholding it.

As part of on-going professional development, staff receive training and support regarding pupil behaviour and how to manage it, appropriate to their role and position. Training can include; autism awareness, supporting mental health, physical intervention.

21 RECORD KEEPING

Any discussions with parents by a class teacher are recorded on the Parent Meeting Log which is kept in the class file in a child's classroom. The Headteacher also keeps a record of discussion with parents.

Significant behavioural incidents, including one-off events or on-going incidents are recorded on individual children's behaviour logs, which are kept in the school behaviour folder in the school office. They are also recorded on the school's Management Information System (Integris). These records may

be passed on to a child's new primary school if they leave Bishop Perrin School before the end of Year 6 or to their new secondary school at the end of Year 6. The passing on of behaviour records to a new school occurs when there is cause for concern about a child's behaviour and it is in the new school's best interests to be aware of the behaviour issues experienced and recorded at Bishop Perrin School.

22 LEGISLATION AND STATUTORY REQUIREMENTS

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

[Behaviour and discipline in schools](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Preventing and Tackling Bullying \(July 2017\)](#)

[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 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

23 MONITORING BEHAVIOUR AND REVIEW OF THIS POLICY

Behaviour is monitored initially by the class teacher. However, where behaviour is consistent in not meeting the expectations in the Behaviour Charter, members of SLT or Inclusion Manager may become involved.

Any incidents of racial abuse, either verbal, physical or both are recorded in a child's behaviour log and on Integris by the Headteacher and this is monitored by the Local Authority.

The Headteacher will meet and liaise regularly with the nominated governor with responsibility for behaviour and attitudes in the school to discuss any issues or concerns. No personal information about individual pupils will be shared with the behaviour and attitudes governor to maintain confidentiality.

The Headteacher makes half-termly reports via the headteacher report to governors about behaviour in the school which is shared at full governing board meetings each half term.

Governors are also able to monitor standards of behaviour when they make visits to school or are involved in other school activities which could include, but are not limited to; attending collective worship, learning walks, accompanying trips and visits, visiting classes, pupil conferences.

APPENDIX 1-Pupil Specific Risk Management Plan

Name	Class	Date	Review Date
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Photo	Potential Triggers / Key Themes
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What we want to see	Strategies to maintain
First signs that things are not going well	Strategies to support
Where this behaviour leads next	Strategies needed
What we are trying to avoid	Interventions necessary

Other Needs and Risks

<p>Diagnosis and its effects to daily functions – <i>e.g. epilepsy, downs syndrome</i></p>	
<p>Medication or intervention required – <i>e.g. inhalers</i></p>	
<p>Known allergies – <i>Detail- nuts / pollen /animal hair / penicillin / etc.</i></p>	
<p>Mobility – <i>independent but unstable on uneven ground</i></p>	
<p>Strength and Stamina – <i>angry / frustrated when tired / restless when not active /</i></p>	
<p>Communication</p>	
<p>Personal Hygiene / Care</p>	
<p>Eating and drinking</p>	
<p>Other</p>	

Appendix 2 - INCIDENT REPORT – POSITIVE HANDLING

Date and time:		Location:	
Staff member:		Child:	Year:
Positive handling strategy employed (circle)			
Single-person restraint		Two-person restraint	
Help hug	Single double elbow	Standing/walking/sitting	Two person double elbow
Your account of what happened, positive handling strategies used and why, impact of this (e.g. did the behaviour de-escalate?):			
Signed:			
Reported to:			
Follow-up actions by SLT			
Signed:		Date:	

Appendix 3-Bishop Perrin School 5 Bs

We believe that, with the right support and encouragement, pupils are able to make good choices about their behaviour. Our role as staff at Bishop Perrin School is to work reflectively with pupils to understand any factors that impact their individual ability to manage different situations, and seek to equip them with the strategies or adjustments needed to enable them to follow and adhere to the 5 Bs. This will be underpinned by our own School Values and the British Values of the rule of law and having mutual respect and tolerance for others.

Aims of the Bishop Perrin 5 Bs

- To make clear our expectations of pupils' behaviour and to show how much we value good behaviour
- To ensure consistency in expectations and how these are celebrated and reinforced
- To have shared responsibility between staff, pupils and parents with everyone understanding their role in supporting the Bishop Perrin 5 Bs

The Bishop Perrin 5 Bs

The Bishop Perrin 5 Bs can be found in all our classrooms. They act as a reminder to pupils of their responsibilities and how to behave in our school community. The Bishop Perrin 5 Bs have been created in consultation with the School Council and the Parent Form.

- ✓ **Be welcoming and respectful**
 - Include and treat everyone equally and kindly remembering that we are all part of the Bishop Perrin School community
 - Respect others thoughts, comments and opinions and ask for help from an adult if you have a disagreement
 - Be respectful of other people's personal space
 - Respect and care for the school environment and all living things
 - Look after your belongings and be respectful of other people's belongings and equipment that belongs to the school
- ✓ **Be responsible and independent**
 - Arrive at school on time with the correct uniform and equipment and be ready to do your best learning
 - Take responsibility for yourself and your actions
 - Follow instructions and guidance from adults at school who are there to help you
 - Do your best in what you do, show endurance in your learning and ask for help if you need it

- ✓ **Be a friend and a role model**
 - Talk and treat others in the way you want to be spoken to and treated yourself
 - Set a good example to others by being a responsible role model with your behaviour and good manners
 - Follow our School Values, British Values and act in Faith, Love and Hope
- ✓ **Be kind, caring and well-mannered**
 - Be kind in your words and actions
 - Be polite by always saying "please" and "thank you" when needed
 - Show good manners in class, when eating at lunchtime and on the playground
 - Only use your hands and feet for kind actions
- ✓ **Be safe and honest**
 - Speak to an Anti-bullying Ambassador or an adult in the school if you are upset about the way you are being treated by someone
 - Speak out if you are worried or know that someone else is not being treated nicely by others
 - Always walk inside the school and do not put yourself or others at risk of being hurt
 - Follow the playground rules so that you and everyone can have fun and play safely
 - Be safe when online and when using technology and tell an adult if you are worried or confused by anything you see or hear
 - Always tell the truth when spoken to by an adult

Supporting Pupils to Meet the Expectations of the Bishop Perrin 5 Bs

We will support and encourage pupils to meet their responsibilities and follow the Bishop Perrin 5 Bs by using a range of methods that include:

- explaining and talking about their responsibilities in Worship and in class
- verbal reminders
- having the 5 Bs and other school rules on display around the school
- asking pupils to reflect on the 5 Bs and their personal responsibilities in following them

The Bishop Perrin 5 Bs will also be reinforced by acknowledging pupils' good behaviours and attitudes and, if needed, with consequences when their behaviour does not meet the expectations of the 5 Bs.

Further information regarding how we support pupils' behaviour can be found in the Behaviour, Ant-bullying, Exclusion and Physical Intervention Policy on the [school website](#).

We acknowledge and recognise good behaviour and attitudes:

- with positive verbal comments and praise from adults
- with House Rewards for academic achievement and good behaviour (Yrs 1-6)
- by sharing good news with another member of staff/senior leaders
- with certificates given during Celebration Worship

Consequences we may use with pupils include:

- taking time out of class to reflect on their behaviour
- taking time off a pupil's playtime or lunchtime
- working in another classroom
- being spoken to by a senior leader and informing parents

Dealing with Incidents of Misbehaviour, Serious Misbehaviour and Cyberbullying

When a pupil is not meeting their responsibilities or has not followed the 5 Bs, they will be reminded of the expectations of them. Staff will support the pupil with strategies to pre-empt similar incidents.

In the event of serious misbehaviour, including cyberbullying, which may involve deliberately hurting another person or damaging property, the pupil may be sent straight to a senior member of staff. Incidents of serious misbehaviour are recorded, including the consequence/s imposed and any further action that is taken.

Cyberbullying may be conducted outside of school hours but the repercussions of the cyberbullying can impact negatively on relationships and behaviour in school. Parents of all pupils involved with any incident of cyberbullying will be notified immediately and the incident will be dealt with in line with the consequences set out above.

If misbehaviour is considered serious or persistent, we will meet with parents to discuss and explore the cause/s as well as strategies and support to address the behaviour. Our aim is to work in partnership with parents to support their child to maximise the learning opportunities the school offers.

The Bishop Perrin School

5 Bs



Responsibilities of Our Pupils

Sept 2023

APPENDIX 4-PSHE Curriculum for HSB

Reception	<p>Who is special to me?</p> <ul style="list-style-type: none"> • Understanding their feelings and the feelings of others • Relationships with family members and friends <p>Feelings are also covered throughout the year in all units</p>	Summer 1
Year 1	<p>What makes us special?</p> <ul style="list-style-type: none"> • Importance of respecting the similarities and differences between people • Recognise that everyone is equal • Recognise special people in their lives <p>How do we decide how to behave?</p> <ul style="list-style-type: none"> • Learn about respecting the needs of themselves and others • Understanding what is meant by right and wrong <p>How do we keep safe?</p> <ul style="list-style-type: none"> • Which things are safe to put into their body and when to say no • Staying safe online • How to ask for help if they are worried about something • Importance of not keeping secrets that make them feel anxious, uncomfortable or afraid. • Difference between secrets and surprises • Identify different types of touch and difference between appropriate and inappropriate touch • Understand that they have a choice about being touched and the right to say no. <p>How do we feel?</p> <ul style="list-style-type: none"> • Different kinds of feelings and strategies to manage feelings 	<p>Autumn 1 (Me, myself and I)</p> <p>Autumn 2 (A Small Island- the UK)</p> <p>Spring 1 and Summer 1 (A Knight's Tale & Toy Story)</p> <p>Spring 2 (The Enchanted Forest)</p>

<p>Year 2</p>	<p>How can we keep safe in different places?</p> <ul style="list-style-type: none"> • Rules for keeping safe, including online • Understand how to ask for help if they are worried about something in the context of online or personal safety <p>What is bullying?</p> <ul style="list-style-type: none"> • Importance of not keeping secrets that make them feel anxious, uncomfortable or afraid. • Understand that no one should ask them to keep a secret or surprise that makes them feel worried or uncomfortable or that means someone could get hurt. • Appropriate and inappropriate touch- different types of touch and that they have the right to not be touched and say no. <p>How do we show our feelings?</p> <ul style="list-style-type: none"> • Different kinds of feelings and strategies for managing feelings. • Being able to recognise how others are feeling and being able to show their own feelings. <p>What is the same and different about us?</p> <ul style="list-style-type: none"> • Physical similarities and differences between boys and girls, including external genitalia. • Understand the importance of respect for differences and similarities between people <p>How can we help?</p> <ul style="list-style-type: none"> • Respecting the needs of themselves and others • Privacy in different contexts including private body parts and PANTS rules 	<p>Autumn 1 (It's a Small World)</p> <p>Autumn 2 (Fire! Fire!)</p> <p>Spring 1 (There's No Place Like Home)</p> <p>Spring 2 (London Calling)</p> <p>Summer 1 (The Animal Kingdom)</p>
<p>Year 3</p>	<p>What are the rules that keep us safe?</p> <ul style="list-style-type: none"> • Difference between acceptable and unacceptable physical contact and how to respond to unacceptable physical contact. • Keeping something confidential and when they should or shouldn't agree to keeping a secret. <p>What can we do about bullying?</p> <ul style="list-style-type: none"> • Difference between bullying and 'playful teasing' • Importance of telling someone • Staying safe online <p>How can we describe our feelings?</p> <ul style="list-style-type: none"> • Understand that you can experience conflicting feelings • Recognising how to identify feelings in others and how to respond 	<p>Autumn 1 (Rainforest Rescue)</p> <p>Autumn 2 (Stone Age)</p> <p>Summer 2 (Spy Kids)</p>

<p>Year 4</p>	<p>How can we be a good friend?</p> <ul style="list-style-type: none"> • What makes a positive, healthy relationship, including friendships and how to maintain a friendship <p>How can we stay safe in our local area?</p> <ul style="list-style-type: none"> • Understanding what negative pressure is and how to manage it • Understand that negative pressure can come from others but can also come from themselves and/or from wanting approval from others. • Recognise and manage dares <p>How do we grow and change?</p> <ul style="list-style-type: none"> • What makes a positive, healthy relationship, including friendships • People who help them stay healthy and safe • How to describe range and intensity of feelings. • Types of change that occur in life and associated feelings • Puberty including how feelings, emotions and relationships can change. 	<p>Autumn 2 (Incredible India)</p> <p>Spring 1 & 2 (One World and The Tudors in London)</p> <p>Summer 1 & 2 (Ancient Greece & How does your garden grow?)</p>
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<p>Year 5</p>	<p>What makes us enterprising?</p> <ul style="list-style-type: none"> Recap on changes during puberty including how emotions and relationships change <p>What does discrimination mean?</p> <ul style="list-style-type: none"> Discrimination and its effect on others Teasing, bullying and aggressive behaviour and its effect on others <p>How can we be safe online and using social media?</p> <ul style="list-style-type: none"> Strategies for managing personal safety online Understand what to consider before sharing pictures of themselves and others online Understand that an image can be shared multiple times, beyond the initial recipient Understand the impact that sharing an inappropriate image might have How to keep safe and well when using a mobile phone Importance of keeping personal boundaries and the right to privacy Understand that although they have a right to privacy, some things should never be kept secret or private Be critical of what they see in the media <p>What choices help health?</p> <ul style="list-style-type: none"> Habits in relation to drugs, alcohol and tobacco Risks and effects of legal and illegal substances Consequences of taking drugs on themselves and others 	<p>Autumn 2 (Dragon's Den)</p> <p>Spring 2 (Heartbeat)</p> <p>Summer 1 (Creeping Coasts)</p> <p>Summer 2 (Amazing Africa)</p>
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<p>Year 6</p>	<p>How can we manage risk?</p> <ul style="list-style-type: none"> • Different influences on behaviour including peer pressure and media influence. • Understand how to resist unhelpful pressure and ask for help. • County lines • Strategies for managing personal safety online • Types of photographs that are ok to share online and what makes it appropriate • Understand what anti-social behaviour is <p>What are human rights?</p> <ul style="list-style-type: none"> • UN declaration on the rights of the child • FGM and forced marriage and how to seek help • Understand that they have a right to look after and protect their body • Understand what is meant by confidentiality and understand when keeping a secret might compromise safety <p>How can we stay healthy?</p> <ul style="list-style-type: none"> • Risks and effects of legal and illegal substances (drugs including medicines, alcohol and tobacco) • Laws around drugs • Understand how manage pressure from others surrounding drugs <p>What makes a happy and healthy relationship?</p> <ul style="list-style-type: none"> • What constitutes a positive, healthy relationship. • Be able to recognise when a relationship is unhealthy and understand that unhealthy relationships can happen anywhere. • Identify strategies to use if they feel that they are being put under pressure to do something that makes them feel uncomfortable or unsafe within a relationship. • What marriage/civil partnership is and why people might choose this. • That marriage is between two people who willingly agree. • Understand that forced marriage is illegal. • Identifying who to ask for help if you feel that you are being forced to marry. • What a loving relationship looks like. • The links between love, a committed relationship/marriage and conception. • How sexual intercourse may be one part of an intimate relationship between consenting adults. • What is meant by consent 	<p>Autumn 1 (Tales of the Thames)</p> <p>Autumn 2 (Your Country Needs You)</p> <p>Spring 1 (To Infinity and Beyond)</p> <p>Summer 1 and 2 (Living in America and Back to the Future)</p>
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APPENDIX 5 - TEAM TEACH STAFF

Member of Staff	Date of Training	Date of Refresher Training
Headteacher (Adrian Corke)	December 2021	December 2023
Headteacher (Rachael Macklearn)	17 th October 2023	October 2025
Deputy Headteacher (Mary McAvoy)		
Assistant Headteacher (Jo Sweeney)		
Year R teacher (Ashlea Holloway)		
EYFS TLA (Ange Vanstone)		
TLA (Nuala Carlin-Kelly)		
TLA (Habiba Mia)		
TLA (Mandy Kaill)		
TLA (Tom King)		
TLA (Christiana Lambrias)		

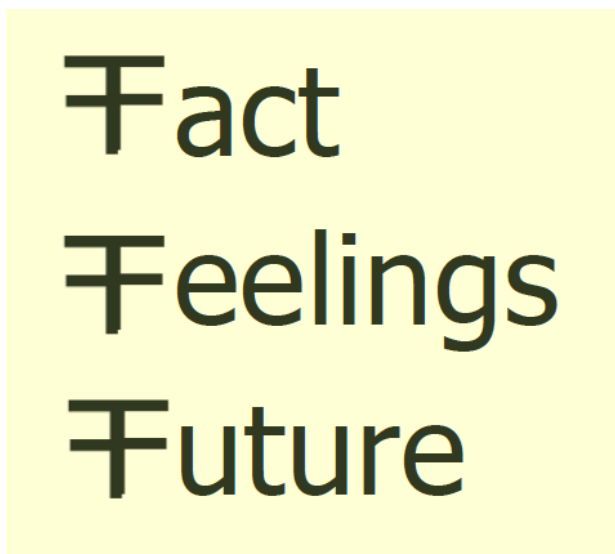
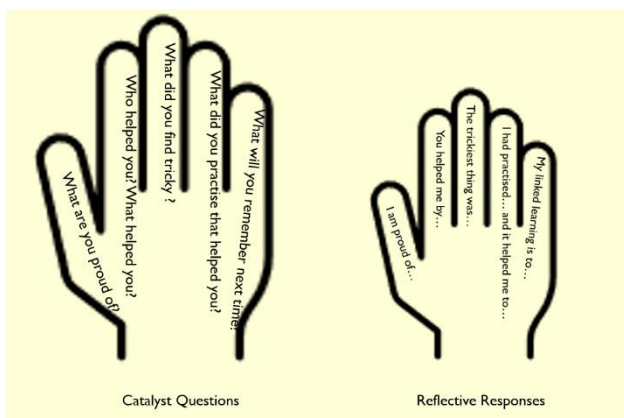


Appendix 6-Ali McClure's "Building Brilliant Behaviour"

FingerTips

The Three Fs

Counting Kindnesses and dealing with difficulties



This strategy is used to support staff and children to become reflective learners: know, grow it, show it using catalyst questions and reflective responses.

A consistent framework for language when dealing with disagreements and conflict between children used by adults to structure post-incident resolution. Children are encouraged to use this language framework independently as they increase in familiarity.

An opportunity to share and celebrate times when children identify kindnesses in themselves and others as well as model and unpick successful strategies for resolving difficulties. This approach is used with individuals, in small groups and with a whole class.