

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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CONTENTS

- 1 [Introduction](#)
 - 2 [Our School Vision](#)
 - 3 [Written Statement of Behaviour Principles](#)
 - 4 [Developing a positive behaviour culture and ethos](#)
 - 5 [Roles and responsibilities](#)
 - 6 [Rewarding positive behaviour](#)
 - 7 [Unexpected behaviour and levels of misbehaviour](#)
 - 8 [Behaviour causing serious concern](#)
 - 9 [Pupil support](#)
 - 10 [Bullying behaviour and child-on-child abuse](#)
 - 11 [Cyberbullying](#)
 - 12 [Harmful sexual behaviours](#)
 - 13 [Behaviour outside school](#)
 - 14 [Safeguarding](#)
 - 15 [Malicious allegations](#)
 - 16 [Physical intervention](#)
 - 17 [Exclusion and suspension](#)
 - 18 [Staff induction and professional development](#)
 - 19 [Record keeping](#)
 - 20 [Legislation and statutory requirements](#)
 - 21 [Review of this policy](#)
- [Appendix 1: Building Brilliant Behaviour – Ali McClure](#)
- [Appendix 2: Bishop Perrin School 5 Bs](#)
- [Appendix 3: Hackett Continuum, 2014](#)
- [Appendix 4: PSHE HSB curriculum](#)
- [Appendix 5: Pupil specific risk management plan](#)

1 INTRODUCTION

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 positive behaviour is reinforced. Furthermore, it is acknowledged that society expects safe and responsible behaviour as an important outcome of the education process.

We have a core belief that our role as educators is to support children to make safe and responsible choices for their behaviour.

Adults in the school act as role models for children. They have a 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 children, staff, governors and parents. It also takes into consideration advice and guidance from the DfE:

- [Behaviour in Schools Advice for headteachers and school staff February 2024](#)
- [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 August 2024](#)

The **purpose** of this policy is to:

- Outline how children are expected to behave and treat each other in line with the school's Christian ethos and spiritual values
- Provide a consistent approach to behaviour management across the school
- Define what we consider to be unacceptable behaviour
- Define how incidents of bullying and child-on-child abuse are dealt with
- Summarise the roles and responsibilities of designated staff and leaders
- Outline the system of rules, routines, rewards and consequences
- Define how and when physical intervention will be used
- Define the process and steps for exclusion
- Define the roles and responsibilities of designated staff and the support provided to children with additional needs where those needs might affect behaviour
- List items which are banned by the school and for which a search can be made
- Communicate a clear approach for prohibiting the use of mobile phones in school throughout the school day

2 OUR SCHOOL VISION

Our school vision, "Celebrating learning together in faith, hope and love" is at the heart of everything that we do at Bishop Perrin School. We encourage children to love one another and themselves in the way in which we interact with and treat one another. We aim to instil a sense of belonging within the

school and wider community. We encourage children to celebrate diversity; to be inspired by faith; and to learn from the actions of Jesus and others in the Bible to influence how they behave. We celebrate people of all faiths and none and promote tolerance and understanding of those whose beliefs may differ from our own. We have hope that we can work together to change ourselves and the world for the better, through our behaviour and respect for one another and the world around us.

Each class has an assigned spiritual value. Children are taught how they can embody their class value in their own behaviour. The annual worship schedule incorporates aspects of each of the spiritual values. Teaching of the spiritual values includes links to the Bible and other religious and non-religious texts. Children are encouraged to reflect upon what they can learn from each story and how this can impact upon their behaviour.

Reception	Friendship
Year 1	Endurance
Year 2	Peace
Year 3	Forgiveness
Year 4	Reverence
Year 5	Service
Year 6	Justice

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 positive 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 child. Our aim is to enrich the lives of all our children by pursuing an inclusive policy towards our children, 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 child 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 children, staff and visitors are free from any form of discrimination
- ✓ That staff, governors and volunteers will always set an excellent example to children
- ✓ The Bishop Perrin 5 Bs is understood by children, 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, children and parents, and between school and the children's home lives
- ✓ To create an environment which encourages and reinforces positive behaviour and mutual respect amongst all members of the school community
- ✓ To define acceptable standards of behaviour with clear boundaries
- ✓ To encourage everyone to treat others the way they would like to be treated
- ✓ 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 develops a positive behaviour culture and ethos within the school based on these principles:

- All children and staff are to be treated equally and fairly with the needs of each child being taken into consideration
- Positive behaviour is actively promoted and celebrated
- The school's behaviour strategies are supportive, applicable to an adult and sustainable
- High expectations are maintained throughout all aspects of school life with clear routines and systems in place
- Adopting a zero-tolerance approach to bullying and harmful sexual behaviours (HSB)
- Low-level disruption is dealt with firmly and decisively
- A consistent and fair approach is used to deal with inappropriate behaviour choices
- Staff model positive and respectful behaviours
- A stimulating school environment is created and maintained to encourage children to be engaged and take responsibility for their actions

Specific Approaches used at Bishop Perrin School

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 “FingerTips” strategies to develop reflective learners and to encourage self-regulation

See Appendix 1 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](#) are the expected behaviours in the school and are taught consistently. Examples include; making positive choices, careful listening, sharing with others, being kind, taking care of property and being respectful towards others. Unexpected behaviours are behaviours that can give rise to conflict and unfair treatment of others. Examples include: rudeness, disrespectful and unkind behaviour towards others, physical or emotional hurt, disrupting lessons and damaging property.
- 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
- The ‘size of the problem’ approach. This is used to help and support children to rationalise and put any concerns or worries into context whilst building their capacity to self-coach to be able 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 review and ratify the Behaviour, Anti-Bullying, Exclusion and Physical Intervention Policy in conjunction with the headteacher. They will monitor the policy’s effectiveness, holding the headteacher to account for its implementation.

The Headteacher

The headteacher, in conjunction with Bishop Perrin School staff; the nominated governor responsible for behaviour and attitudes; and the governing board, is responsible for reviewing this policy.

The headteacher will ensure that the school environment encourages positive behaviour; that staff deal effectively with inappropriate behaviour; and will monitor how staff implement this policy to ensure it is 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 children who are exhibiting behavioural issues or concerns. Where appropriate, external advice will be sought for early intervention.

Staff

Staff are responsible for:

- modelling positive behaviour to be good role models
- implementing the expectations laid out in the school's Behaviour, Anti-Bullying, Exclusion and Physical Intervention Policy consistently
- taking a zero-tolerance approach to acts of bullying and harmful sexual behaviours (HSB)
- providing a personalised approach to the specific behavioural needs of particular children, considering any SEND needs and/or diagnoses
- recording incidents of inappropriate behaviour on CPOMs

The Senior Leadership Team will support staff in responding to behaviour incidents.

Parents / Carers and families

We give high priority to developing a positive partnership with parents/carers and to communicating clearly as these are crucial in promoting and maintaining high standards of behaviour.

On joining Bishop Perrin School, parents/carers are asked to acknowledge that they will support and adhere to the parental expectations as set out in the [home school agreement](#). This includes supporting their child to uphold 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 code of conduct before each visit takes place.

The school will not tolerate any aggressive behaviour shown to staff by parents and carers in person, on the telephone or online.

Children

The Bishop Perrin School 5 Bs have been developed in consultation with school council, staff, the school's parent forum and governors and give clear expectations for children's behaviour towards each other, towards members of staff, and around the school environment. The 5 Bs are underpinned by the school's own spiritual values and the British Values: the rule of law and having mutual respect and tolerance for others. See Appendix 2 for the Bishop Perrin 5 Bs.

The Bishop Perrin School 5 Bs:

- ✓ 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 [Bishop Perrin School 5 Bs](#) are displayed in all classrooms and introduced to the children age-appropriately at the start of every year.

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

6 REWARDING POSITIVE BEHAVIOUR

We will always aim to manage behaviour with positive reinforcement of appropriate action but recognise that this is not always possible and that consequences may be necessary.

Positive behaviour will be rewarded with:

- ✓ Verbal praise
- ✓ Positive stickers – to stick onto written work and for children to wear
- ✓ House rewards for academic work and positive behaviour (Years 1-6)
- ✓ Achievement certificates
- ✓ A termly acknowledgement (for example a non-uniform day) for the house with the most rewards at the end of each term
- ✓ Conversations with parents about their child's positive behaviour
- ✓ Acknowledgement of positive behaviour from a member of SLT
- ✓ Special responsibilities and privileges around the school
- ✓ Where appropriate, sharing of good pieces of work via the school's Instagram account

7 UNEXPECTED BEHAVIOUR AND LEVELS OF MISBEHAVIOUR

Listed below are some of the common incidents of inappropriate and unexpected behaviour by children 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 with SEND, there is a shared understanding that these behaviours might arise as a result of their

needs, diagnosis and circumstances. As such, situations will be dealt with on a case-by-case basis so that the behaviour is addressed and the child is supported to regulate their emotions and feelings to help them communicate appropriately.

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).

Unexpected behaviour displayed by children is behaviour that is not typical of them. It is dealt with according to this policy but low-level incidences may not be recorded.

Misbehaviour occurs when children intentionally and repeatedly do not follow agreed rules and expectations.

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

- Name-calling, teasing, and unkind behaviour to other children
- Poor attitude and learning behaviour during lessons
- Low-level disruption in lessons; when moving around the school; and at break and lunchtimes
- Non-completion of classwork
- Deliberately wearing incorrect school uniform/deliberately not complying with the school uniform policy (depending on circumstances)
- Inappropriate sexualised comments made by children that are age appropriate or associated with a child's cognitive functioning (for example the naming of genitalia)

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 could be class teachers; teaching and learning assistants (TLAs); playleaders (on the playground); coaches and tutors.

Incidents of **misbehaviour** will be recorded on CPOMs. Class teachers use their discretion to determine when to record incidents. All low-level lunchtime incidents are recorded on CPOMs by the play team leader to allow for patterns of behaviour to be spotted. At playtimes, the teacher on duty deals with the incident and reports it (if appropriate) to the child's class teacher who will decide whether or not to record it.

If a member of staff is in any doubt about the seriousness of an incident of inappropriate behaviour, they will seek guidance.

Incidents of **serious misbehaviour** are dealt with by a member of SLT immediately and could involve the Inclusion Leader if the child involved is on the school's SEND register. These will always be recorded on CPOMs.

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

- Repeated breaches of the Bishop Perrin School 5 Bs
- Repeated incidents of **misbehaviour**, as detailed above
- Bullying behaviour towards another child
- Malicious allegations against another child or member of staff

- racist, sexist, homophobic or discriminatory behaviour and language towards another child or group of children, vandalism, theft (of school or another child'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 child) and the school.

Harmful sexual behaviours (HSB) are considered to be **serious misbehaviour**.

Consequences for misbehaviour

Where it has been established that a child's behaviour has not been in-line with the expectations of the 5Bs or their behaviour can be classified as serious misbehaviour, the child will speak with a member of staff to give them the opportunity to reflect on the situation and choice/s. When discussing the choice/s they made and/or the circumstances that initiated the misbehaviour, they will be given the opportunity to consider what might have been able to help them to have avoided the incident.

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

- A verbal reprimand by a member of staff (individual names of children who have been given a verbal reprimand are not publicly displayed)
- Establishing a personalised motivation chart for a child
- Children may be asked to stand outside their classroom, under the supervision of a member of staff, for a conversation about their behaviour to take place. This consequence would be used to maintain the stability of the learning environment for all children and to allow the child to regain calm before re-joining the class
- 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 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 hall
- Loss of privileges or responsibilities
- Referring a child to a member of SLT, under the supervision of another member of staff
- A phone call to parents to inform them of a behaviour incident involving their child by either a child's class teacher or member of SLT
- A meeting with parents with a child's class teacher, and, if deemed appropriate, a member of the SLT

- Being 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" section below) and it will be recorded on a child'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 child's school record via CPOMs.
- 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 at lunchtime.

Removal from Classrooms

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

Removal is where a child, 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 child 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 child's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the child.

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 children and to restore stability following an unreasonably high level of disruption;*
- *to enable disruptive children to be taken to a place where education can be continued in a managed environment; and*
- *to allow the child 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 children being removed are transparent and known to all staff and children;*
- *outline in the behaviour policy the principles governing the length of time that it is appropriate for a child 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 child 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 children are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a child from leaving a room in order to protect the safety of children 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 child 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 child is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head*

Children 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 children with a variety of challenging behaviours and contexts.

Restorative Justice

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

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 prohibited items listed on page 12.

In the event that a search of child 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 is feasible, the member of staff carrying out the search will be the same sex as the child who is being searched.

The members of staff conducting the search should ensure the child 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 children being searched. This includes the individual needs or learning difficulties of children with Special Educational Needs and Disability (SEND), making reasonable adjustments that may be required where a child has a disability.

A member of staff may search a child's outer clothing, pockets, possessions (including school bags), desks or lockers. The person conducting the search must not require the child 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 child's possessions can only be searched in the presence of the child 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 child was in possession of a prohibited item as listed. 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 listed prohibited item 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 listed prohibited item 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 found in a child's 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 Schools police officer.

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

School staff can confiscate, retain or dispose of a child'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](#).

8 BEHAVIOUR CAUSING SERIOUS CONCERN

Where a child's behaviour causes serious concern, steps are taken to address this. These may include:

- Discussion with the child's parent or carer by the child's class teacher and a member of SLT
- Regular monitoring of the child's behaviour by a member of SLT
- Discussion with the child's class teacher and the Inclusion Leader to devise appropriate behaviour targets on a Learning Support Plan or the development of a child specific risk management plan.
- Making a referral to the Local Authority's Education Inclusion Support Service (EISS)
- As a last resort, exclusion

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 longer and more 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](#)

9 PUPIL SUPPORT

The school recognises its legal duty under the Equality Act 2010 to prevent children 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 child.

In discussion, the class teacher and the inclusion leader will evaluate a child 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 and other professionals to identify or support specific needs.

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

10 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 they can be dealt with quickly.

For the rest of Section 10, “bullying” will be used to also include child-on-child abuse in how the school recognises and deals with incidents where children are unkind towards fellow children.

There is no legal definition of bullying, however, it is usually defined as behaviour that is:

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

(From [Bullying at school: Bullying - a definition - GOV.UK \(www.gov.uk\)](http://www.gov.uk).)

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 misunderstandings.

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

TYPE OF BULLYING	DEFINITION
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)
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, we recognise that this is not realistic and it must be assumed that bullying behaviour will occur.

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

- In collective worship, RE and PSHE lessons, continually reinforce the message to treat others the way they would like to be treated themselves
- Use the message of our school vision as a vehicle to share the message of treating each other with love, kindness and respect
- Enact a school-wide ethos of mutual respect, positive relationships and 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 appoint child [Anti-Bullying Ambassadors](#) as part of the Diana Award initiative and support them to carry out their role
- Participate in annual national anti-bullying campaigns to raise awareness of the impact of bullying on the individual impacted by the behaviours
- Ensure all children 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 child or group of children towards another child or group of children, 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 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 CPOMs, including the consequence/s that have been put in place
- If the allegation of bullying is unfounded, the investigating class teacher will speak to the parents/carers of the child/ren who have made the allegation and update them as to the outcome of the investigation
- 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 the parents/carers of the individual/s impacted by the behaviour and the parents/carers of the instigator/s. They will record the incident on CPOMs 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 out on privileges
 - ✓ Missing some or all of playtime/s
 - ✓ 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 for a specified period

Supporting the individual/s impacted by bullying behaviour

The school will support children who are bullied and make appropriate provision for their 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 can 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 and the nature of the incidences, there may also be opportunities for the individual/s impacted by the behaviour to access support from a Child Wellbeing Practitioner (CWP) or undertake therapy sessions via the Mental Health Support Team (MHST). Other specific relationship interventions 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 will need support to recognise why they have behaved in this way and what steps can be taken to help them prevent repeating their bullying behaviour. To support them we will:

- talk to the child to find out what is happening for them
- discuss issues arising and homelife context with the instigator's parents/carers
- if appropriate, offer ELSA and referral via MHST
- if appropriate, make a referral for further external support to address the behaviours

11 CYBERBULLYING

Widespread access to, and the rapid pace of change in technology provides a medium for 'virtual' bullying, which can occur inside or outside school.

Cyberbullying is a form of bullying. It can happen at all times of the day, with a potentially bigger audience, and across a range of devices, as people can forward and share 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 already listed that are in place for bullying. Please see the school's [Online Safety Policy](#) for more information.

Parents/carers will be notified of any incidents of cyberbullying that the school are made aware of with the view that it will be dealt with 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 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.

Mobile Phones in School

Mobile phones and smart watches are not allowed in school. However, we understand that when children are walking to and from school, it is reassuring for them to have a mobile phone with them. Children on the 'walk to school / walk home register' can bring a mobile phone to school but it is entirely at their own risk. Ideally, this will not be a smartphone.

Phones must be turned off on arrival at school before the children go down the pathway into the school playground, and the phone must remain switched off and in the child's bag in their locker for the rest of the day until they have left the school premises. We should not see or hear these phones for the duration of the school day. If children are found not to be adhering to these rules, the phone will be confiscated and parents will be asked to collect it at the end of the day. It is unlikely the child will be able to continue to bring their phone into school again if this happens.

Phones are the children's responsibility during the day whilst stored in their personal locker. This system relies on the trust and individual responsibility. We expect children to adhere to the rules and not take advantage of the privilege of being able to bring a phone to school.

The school does not accept any responsibility for any damage or if a phone goes missing.

12 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 (HSB).

HSB are:

- 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 child or group of children
 - ✓ Sexual jokes
 - ✓ Unconsented physical involvement/touching of another child or group of children
 - ✓ 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

When considering HSB, ages and the stages of development of the children are critical factors. 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 (see Appendix 3).

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.

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

Children 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](#).

The school will follow its procedures for a safeguarding disclosure when responding to an allegation of HSB or concerns regarding a child's safety. This includes clear processes for responding to a report of HSB which will initiate 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 services via 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 6 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 consequences.

See Appendix 4 for details about 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](#).

13 BEHAVIOUR OUTSIDE OF SCHOOL

Children 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 child has misbehaved off-site when representing the school. This could occur when a child 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 child of our school

Consequences may also be applied where a child 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 child or member of the public
- could adversely affect the reputation of the school

Consequences will only be given on school premises or elsewhere when the child 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).

14 SAFEGUARDING

The school recognises that behaviour, and changes in behaviour are a form of communication and as such may be an indicator that a child is in need of help or protection. We will consider whether a child'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.

15 MALICIOUS ALLEGATIONS

Where a child makes an allegation against another child 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 - LADO, where relevant) will consider whether the child who made the allegation is in need of help, or if the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

Where a child makes an allegation of sexual violence or sexual harassment against another child 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 children accused of misconduct.

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

16 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. The member of staff initiating physical intervention techniques will be mindful that their actions are measured and proportionate.

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 recommendations from the Local Authority, staff will use physical intervention techniques as trained by EISS.

The headteacher will clearly identify the staff authorised to use physical intervention, having undertaken EISS training, bearing in mind that any member of staff is entitled to intervene in an emergency. 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 child attacks a member of staff or another child or where children are fighting
- Where there is developing risk of injury or significant damage to property; e.g. a child is engaged in or on the verge of committing deliberate damage or vandalism to property
- Where a child is behaving in a way that is compromising good order and discipline in the school, for example, a child 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 children

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

- physically interposing between children
- standing in the way of children
- 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. Details of incidents will be recorded on CPOMs. Details of physical intervention will be retained in line with the school's Data Retention Policy.

We believe that some use of appropriate, positive physical contact with children 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 children 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 5). Staff will make professional and sensitive judgements about the nature and extent of their physical contact with children 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](#).

17 EXCLUSION AND SUSPENSION

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

The Decision to Exclude

A decision to exclude a child, 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 children and staff. Only the headteacher, or acting headteacher, can exclude a child 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 child 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 child.”

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 child to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a child, 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 child to give their version of events
- Consider whether the child has special educational needs (SEN)
- Consider whether the child is especially vulnerable (e.g. the child 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

Definitions

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

Permanent exclusion – when a child 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 child to attend another education setting temporarily, to improve their behaviour.

Managed move – when a child 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 (Exclusion)

Headteacher

Only the headteacher, or acting headteacher, can suspend or permanently exclude a child 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.

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

Children 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 child, and will inform the child of how their views were taken into account when making the decision.

Informing Parents

If a child 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 child's behaviour, and what further support can be put in place to improve the behaviour.

If the headteacher decides to suspend or exclude a child, 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 child 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 child, and that parents (or the child 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 five 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 child 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 child
- Any suspension or permanent exclusion which would result in the child being suspended or permanently excluded for a total of more than five school days (or more than 10 lunchtimes) in a term
- Any suspension or permanent exclusion which would result in the child 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 child lives outside the LA in which the school is located, the headteacher will also, without delay, inform the child's home authority of the exclusion and the reason(s) for it.

Informing the child's social worker and/or Virtual School Head (VSH)

If a:

- **child with a social worker** is at risk of suspension or permanent exclusion, the headteacher will inform **the social worker** as early as possible
- **child 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 child'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 child with a social worker/a child who is looked after, they will inform the child's social worker /the VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the child
- 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 child'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 child'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 child'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 child will be allowed back in school

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

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

If the child 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 child, 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 three 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 child 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 five school days, the governing board will arrange suitable full-time education for the child. 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 children receive repeat suspensions
- Interventions in place to support children 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 children, and why this is taking place
- Whether the placements of children directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that children are benefiting from it
- The cost implications of directing children 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 children who are looked after 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 child

The Exclusion Panel will consider and decide on the reinstatement of a suspended or permanently excluded child 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 child's total number of days out of school to more than 15 in a term; or
- It would result in a child missing a public exam or National Curriculum test

Where the child has been suspended for more than five 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 child 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 child 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 child 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 child.

Where the child has been suspended, and the suspension does not bring the child's total number of days of suspension or permanent exclusion to more than five 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 child, 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 child's social worker, if they have one
- The VSH, if the child 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 child, or
- Direct the reinstatement of the child 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 child 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 child'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 young person, if they are 18 or older
- The headteacher
- The child's social worker, if they have one
- The VSH, if the child is looked after
- The local authority
- The child'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 child, 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 child's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded child 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 child.

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 child **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 three or five members will be constituted with representatives from each of the categories below. Where a five-member panel is constituted, two members will come from the school governor category and two 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 child, 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

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

Taking into account the child's age and understanding, the child or their parents will be made aware of their right to attend and participate in the review meeting and the child 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 child'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 child's experiences,

needs, safeguarding risks and/or welfare may be relevant to the child'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 child's permanent exclusion.

Following its review, the independent panel will decide to do one 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 child within 10 school days
- Any information that the panel has directed the governing board to place on the child's educational record

School Registers

A child'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 child 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 child's name from the register.

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

Where excluded children 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 child reintegrate successfully into school life and full-time education.

Where necessary, the school will work with third-party organisations to identify whether the child 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 child 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 child and parents to praise progress being made and raise and address any concerns at an early stage
- Informing the child, 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 child, parents, and other relevant parties.

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

The child, 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 children and their parents to attend their reintegration meeting, but children who do not attend will not be prevented from returning to the classroom.

18 STAFF INDUCTION AND PROFESSIONAL DEVELOPMENT

All staff are required to annually read the school's Behaviour, Anti-Bullying, Exclusions and Physical Interventions 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 they will be made familiar with the 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 child behaviour and how to manage it, appropriate to their role and position.

19 RECORD KEEPING

Any discussions with parents regarding behaviour are logged on CPOMs.

Any incidents of racial abuse, either verbal, physical or both are recorded on CPOMs and reported to the local authority.

Significant behavioural incidents, including one-off events or on-going incidents are recorded on individual children's records on CPOMs. 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.

20 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 children

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

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

21 REVIEW OF THIS POLICY

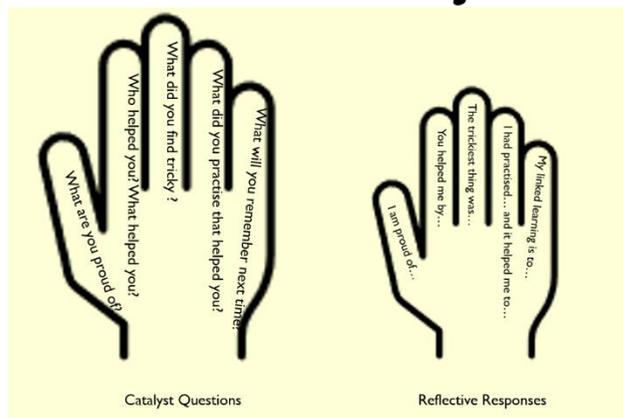
The headteacher will meet and liaise regularly with the nominated governor with responsibility for behaviour and attitudes in the school to discuss any issues or concerns. No personal information about individual children will be shared to maintain confidentiality.

The headteacher makes half-termly reports 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 Worship, learning walks, accompanying classes on trips and visits, visiting classes in school, pupil-voice conferences.

Appendix 1 - Ali McClure's "Building Brilliant Behaviour"

FingerTips



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

The Three Fs

Fact
Feelings
Future

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.

Counting Kindnesses and dealing with difficulties



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.

Appendix 2 - Bishop Perrin School 5 Bs



Celebrating learning together in faith, hope and love

5 Bs of behaviour at Bishop Perrin School

Pupil responsibilities

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 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 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 were created in consultation with the School Council and the Parent Forum.

- ✓ **Be welcoming and respectful**
 - Include and treat everyone equally and kindly remembering that we are all part of the 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 and praise
- displaying the 5Bs 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 about how we support pupils' behaviour can be found in the Behaviour, Anti-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 (Years 1-6)
- by sharing good news with another member of staff/senior leaders
- with certificates given during Celebration Worship
- by sharing successes with families and the school community

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 for reflection and to rectify mistakes
- 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 prevent 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.

**Be welcoming and
respectful**



**Be kind, caring and
well-mannered**



**Be safe and
honest**



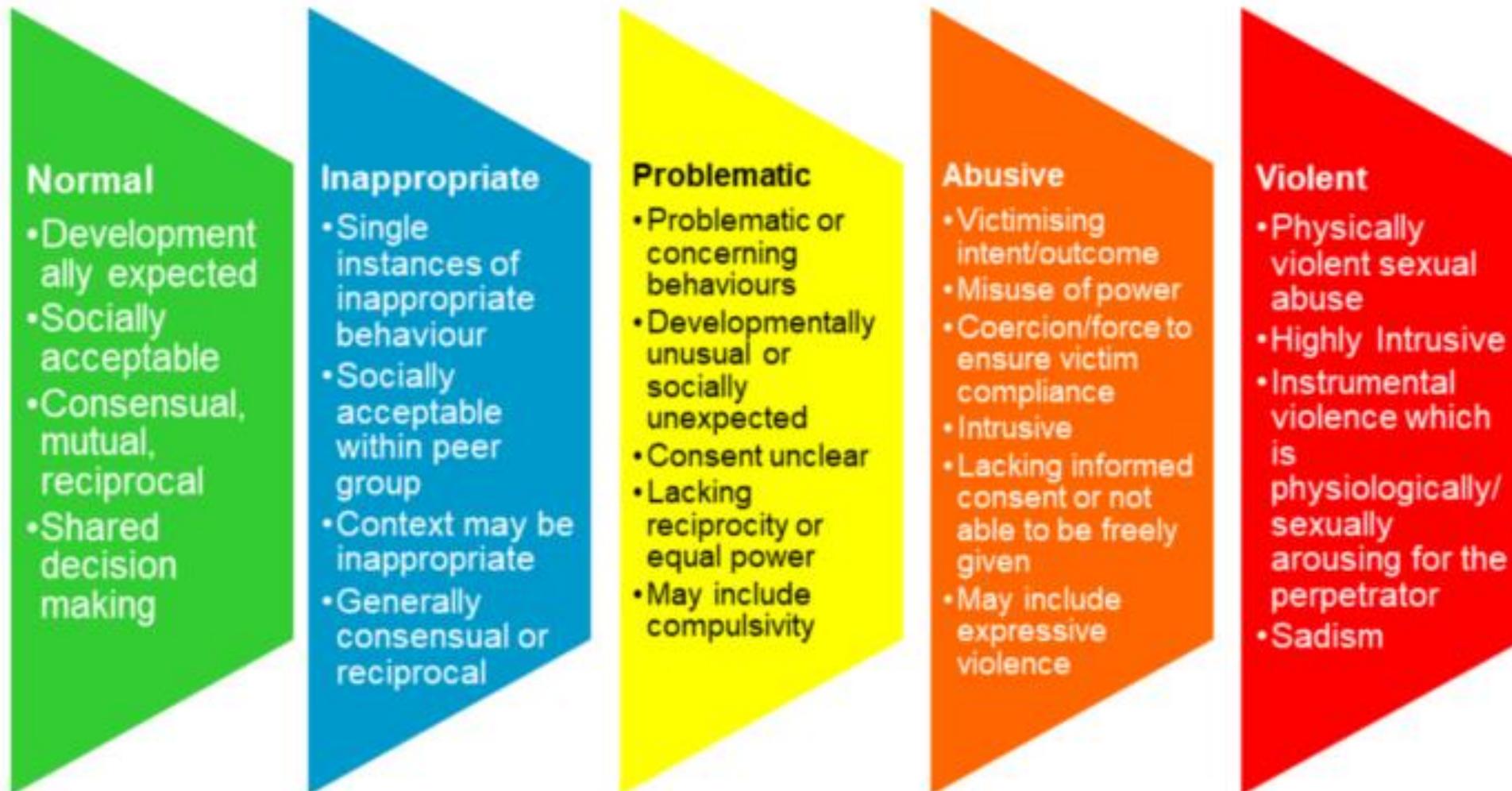
**Be a friend and
role model**



**Be responsible and
independent**



Appendix 3 – Hackett Continuum, 2014



Appendix 4 – PSHE Harmful Sexual Behaviours Curriculum

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 (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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Year 5	<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 (Lights, camera action and Back to the future)</p>
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Appendix 5 - Child 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>	