



The Gillford Centre

**WHOLE SCHOOL BEHAVIOUR POLICY
AND PROCEDURES**

2021/2022

**Including Touch Guidance and Anti-Bullying
Information**

APPROVED BY ¹:

Name:

Position:

Signed:

Date: April 2021

Date for Review²: March 2022

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any). Schools should devise their own version history to reflect the Policy status in the school.

Version Number	Version Description	Date of Revision
1	Original	February 2012
2	Updated to include DfE revised guidance	September 2012
3	Updated to include DfE revised guidance	January 2013
4	Updated to include DfE revised guidance. Reformatted to match other KAHSC documents. Updated to reinforce inappropriate use of Social network sites by parents. Changes highlighted.	September 2013
5	Updated to include DfE revised guidance. Changes highlighted.	February 2014
6	Reformatted only	February 2014
7	Amended to take into account changes made by the Education Act 2011 regarding notice for out of school detentions	March 2014
8	Updated to include DfE advice on bullying that involves an 'imbalance of power' – DfE Advice March 2014 and clarification of wording relating to unauthorised absence	March 2014
9	Update to reference change from County Triage Service to Cumbria Safeguarding Hub effective 03 November 2014	Nov 2014
10	Minor amendments to include reference to the promotion of fundamental British values and general formatting.	July 2015
11	Changes to reflect the fact that from 1 st January 2016, schools no longer have a statutory obligation to have in place a Home School Agreement. If schools choose to do so, they can have a voluntary Home School Agreement. Also includes reference to Code of Conduct for staff and other adults.	January 2016
12	Re-formatted to create Policy and procedures document. Minor changes to wording – e-safety now referred to as Online Safety	June 2016
12	Safeguarding – Keeping Children Safe in Education. Changes to emphasis of 'all staff' being responsible for safeguarding.	January 2017
13	Minor change to the date of DfE revised Exclusion document.	September 2017
13	Minor update to reflect DfE Screening, Searching and Confiscation – Advice for Headteachers, School Staff and Governing Bodies	January 2018
14	Minor change to include the use of CPOMS in monitoring and recording challenging behaviour	January 2018
15	Updated to reflect changes made by 'Keeping Children Safe in Education' Sept 2018 and include reference to Peer on peer abuse Policy and procedures	September 2018
16	Updated in relation to the use of our "calming rooms" and operating procedures. Pages 10-11	September 2019
16	Removal of "detention" section	January 2020

CONTENTS

POLICY STATEMENT	1
1. Definitions	1
2. Introduction	1
3. Ethos and Values	2
4. Aims	2
5. Communication	3
PROCEDURES	1
1. Responsibilities	1
1.1 What Pupils Can Expect from Staff	1
1.2 What Staff Can Expect from Pupils	1
1.3 What Staff Can Expect from their Colleagues	2
1.4 What Staff Can Expect from Parents	2
1.5 What Parents can Expect from Staff and other adults in the School	3
2. Celebrating Success	3
3. Sanctions and Consequences	3
3.1 Restorative Justice/Reflection on Actions	4
3.2 Sanctions and Disciplinary Action	4
<i>Pupil Behaviour Logs/Red Book/CPOMS</i>	4
<i>Screening, Searching and Confiscation</i>	4
<i>Removal from Class</i>	5
<i>Fixed Term Exclusion</i>	6
<i>Permanent Exclusion</i>	6
<i>Exclusions - The Right of Appeal and Legal Duties</i>	6
<i>Home School Agreements</i>	6
5.1 Minimising the risk of safeguarding concerns towards pupils from other pupils	7
6. Homework	7
7. Pupil Conduct and Misbehaviour Outside the School Premises	7
7.1 What the Law Allows	7
7.2 Out of School Behaviour	8
7.3 Pupil Support	8
8. The Use of Reasonable Force	8
8.1 Action as a result of Self-defence or in an Emergency	9
8.2 Circumstances in which reasonable force might be used	9
8.3 Power to Use Reasonable Force when Searching Without Consent	10
8.4 Unreasonable Force	10
8.5 Staff training	11
8.6 Behaviour Management Plans	11

8.7	Informing Parents when Reasonable Force has been used	11
8.8	Post Incident Support	12
8.9	Follow up	12
8.10	Other Physical Contact with Pupils	12
	Appropriate Touch	13
	Guidance	13
9.	Allegations of Abuse against Staff and Other Adults Working in the School	13
9.1	General	13
9.2	Action in the Event of a Malicious Allegation	14
10.	Bullying	14
10.1	What is Bullying?	14
10.2	The Law	15
10.3	Reporting and Recording Incidents of Bullying	16
10.4	Tackling Bullying	16
10.5	Strategies for Dealing with the Bully	16
10.6	Strategies to Support a Victim	16
11.	Drugs and Drug-Related Incidents	17
11.1	General	17
11.2	Responsibilities	17
11.3	Dealing with Drug-Related Incidents	17
	<i>Medicines</i>	17
	<i>Tobacco</i>	17
	<i>Alcohol</i>	18
	<i>Solvents</i>	18
	<i>Illegal substances</i>	18
11.4	What to do in the event of finding a drug or suspected illegal substance	18
11.5	What to do in the event of finding or suspecting a pupil is in possession of a drug/drug paraphernalia	18
11.6	Procedures for dealing with a pupil suspected to be under the influence of a drug or substance	18
11.7	When to contact the police/disciplinary action	19
11.8	Procedures for dealing with drug-related incidents involving adults	19
12.	Behaviour of Parents and Other Visitors to the School	19
12.1	Types of behaviour that are considered serious and unacceptable	20
12.2	Procedures for Dealing with Unacceptable Behaviour	20
12.3	Unacceptable Use of Technology	21
13.	Appendices	22

POLICY STATEMENT

1. Definitions

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

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

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

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

2. Introduction

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

Every school must have a Behaviour Policy in order to meet the requirements of Section 89 of the Education and Inspections Act 2006 (maintained schools)/Education (Independent School Standards) (England) Regulations 2014 (Academies).

Section 78 of the Education Act 2002 requires that the curriculum for a maintained school must promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society which, in turn, prepares pupils at the school for the opportunities, responsibilities and experiences of later life. Guidance for schools on the promotion of fundamental British values of democracy, the rule of law, individual liberty and mutual respect of those with different faiths and beliefs is available from the DfE. (November 2014).

The Management Committee is responsible for setting general principles that inform the Behaviour Policy and procedures. Governors of maintained schools are required to have a 'Statement of Behaviour Principles' which is a statutory document. (DfE – Policies and other Documents that Governing Bodies and Proprietors are required to have by Law). Head teachers are responsible for developing the Behaviour Policy and supporting procedures, based around the 'Principles' required by the Governing Body, and deciding the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary penalties for breaking the rules.

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

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

This Policy and procedures should be read in conjunction with the following school policies and procedures

- ✓ Overarching Safeguarding Statement
- ✓ Health and Safety Policy and procedures
- ✓ Online Safety Policy and procedures
- ✓ Child Protection Policy and procedures including Whistle blowing procedures
- ✓ Supporting Pupils with Medical Needs Policy and Procedures

- ✓ Special Educational Needs Policy
- ✓ Admissions Arrangements
- ✓ Attendance procedures
- ✓ Missing Child procedures
- ✓ Complaints Procedure
- ✓ Positive Handling Support and Intervention Procedures
- ✓ Code of Conduct for Staff and other Adults
- ✓ Educational Visits Procedures (including procedures for assessing risk)
- ✓ Risk Assessments (including Behaviour Management Plans)
- ✓ CCTV Procedures (part of Data Protection Policy)
- ✓ Home to School Agreement (voluntary)

3. Ethos and Values

The Gillford Centre School is fully committed to every child receiving the very best education and to ensuring that all pupils reach their full potential. In order to achieve this, teachers aim to deliver outstanding lessons and the school rightly has high expectations of its pupils. We expect all members of the school community to behave well, work hard, achieve high standards appropriate to their learning abilities, show respect for one another and to ensure that The Gillford Centre School is a positive and safe place to be.

For the school to achieve a positive ethos it is essential that all members of the school community work well alongside each other and develop positive working relationships (this includes all staff and other adults working in the school, pupils and parents). Having a positive ethos helps to ensure good behaviour from pupils in school. Young people learn by example and as such, having high standards of behaviour expectations from all parties involved in their education will create adults with similarly high behaviour standards.

Through the promotion of pupils' spiritual, moral, social and cultural (SMSC) development within the curriculum, we will positively promote fundamental British values. In order to achieve this we will:

- ✓ *enable pupils to develop their self-knowledge, self-esteem and self-confidence;*
- ✓ *enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;*
- ✓ *encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;*
- ✓ *enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;*
- ✓ *further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect of their own and other cultures;*
- ✓ *encourage respect for other people; and*
- ✓ *encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.*

We recognise that consistency is crucial in maintaining high standards of behaviour alongside a culture that celebrates success and is not based solely on sanctions. To this end, The Gillford Centre School is committed to promoting and rewarding good behaviour. We are also committed to a united approach to managing behaviour in and out of school.

The Gillford Centre School will not tolerate bullying or intimidation of any description. A complaint of bullying will always be taken seriously.

4. Aims

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

The Whole School Behaviour Policy confirms the school commitment to:

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

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

In order to achieve this, the school will:

- ✓ make clear its expectations of good behaviour, through assemblies, class/school council meetings and in published documents;
- ✓ reward achievements, Certificates of Merit and Headteachers Awards;
- ✓ treat every member of the community as individuals and respect their rights, values and beliefs;
- ✓ create a zero tolerance environment against all instances of bullying or discrimination on the basis of race, gender, ability or cultural differences unless linked to special educational needs (e.g. ASD);
- ✓ provide positive examples for modelling behaviour;
- ✓ promote good relationships and a sense of belonging to the community;
- ✓ intervene early to challenge undesirable behaviour;
- ✓ follow and apply consistently clear guidelines when responding to instances of unacceptable behaviour using Positive Behaviour Management Plans.

5. Communication

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

PROCEDURES

1. Responsibilities

The commitment of staff, pupils and parents is vital in order to develop a positive whole school ethos. The expectations of staff, pupils and parents are outlined below.

1.1 What Pupils Can Expect from Staff

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

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

1.2 What Staff Can Expect from Pupils

Staff may expect pupils to:

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

- ✓ be an ambassador for the school.

1.3 What Staff Can Expect from their Colleagues

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

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

1.4 What Staff Can Expect from Parents

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

- ✓ treat all staff and other adults with respect;
- ✓ treat other parents, pupils and visitors to the school with respect;
- ✓ behave responsibly whilst on school premises;
- ✓ report any incidents of bullying including cyber bullying as soon as they are discovered so that the issue can be dealt with promptly by school staff;
- ✓ ensure that their child arrives at school on time (this may also include ensuring they get onto transport)
- ✓ ensure that their child is dressed appropriately, with any necessary equipment e.g. p.e. kit;
- ✓ ensure that their child attends school regularly and contact the school in the event of an absence or lateness;
- ✓ encourage their child to achieve their very best in school;
- ✓ encourage their child to have high standards of behaviour in and out of school;
- ✓ support the school's Policies, strategies and guidelines for behaviour;
- ✓ work with school staff to help their child accept responsibility for their behaviour and actions;
- ✓ inform the school of any concerns or problems that may affect the child's work or behaviour;
- ✓ support their child's home-based learning activities;
- ✓ support the school in its use of rewards and sanctions;
- ✓ take some responsibility for the behaviour of their child;
- ✓ discuss any issues of concern with the class teacher, SLT or Head teacher in a calm and non-aggressive or threatening manner;
- ✓ refrain from smoking on the school premises or around entrances/exits, especially at busy times before and after school. This includes the use of e-cigarettes;
- ✓ refrain from using foul language in earshot of any young person at any time in or around the school premises;
- ✓ refrain from bringing dogs onto the school premises (regardless of their size or temperament) or stand with them close to the entrance gate at busy times before and after school;
- ✓ consider the implications of posting inappropriate or defamatory details on Social Network sites and the detrimental effect inappropriate comments can have on individuals and the school as a whole;
- ✓ support the school's approach to online safety which includes not uploading or posting to the internet any pictures, video or text that could upset, offend or threaten the safety of any member of the school community or bring the school into disrepute;
- ✓ recognise the need for security and not create online media "on behalf" of the school without the Head teacher's express permission.

1.5 What Parents can Expect from Staff and other adults in the School

Parents may expect staff and other adults working in the school to:

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

2. Celebrating Success

2.1 Rewards

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

- ✓ *Verbal praise in class*
- ✓ *Written praise in marked work*
- ✓ *Sharing and celebrating success during lesson time*
- ✓ *Sharing and celebrating success in departments and tutor time.*
- ✓ *Merits/stickers awarded in lessons for home based tasks, good classwork, being on time regularly, caring for others, helping others, being thoughtful or considerate etc.*
- ✓ Headteacher's award
- ✓ Attendance postcards

Examples:

- ✓ *State examples for the awarding of merits e.g. 100% attendance each term, positive contributions to the class etc.*
- ✓ *Postcards home*
- ✓ *End of year visits or special event e.g. trips, disco, barbecue, party etc.*

3. Sanctions and Consequences

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

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

the positive atmosphere of our school community. Consequences and sanctions at The Gillford Centre School are given on an individual basis, but may include some the following:

- ✓ 'Calm talking' and verbal warnings
- ✓ After School detentions
- ✓ Loss of 'free' time (e.g. golden time or break time)
- ✓ Being spoken to by the Headteacher or another member of SLT
- ✓ Internal and external exclusion.

3.1 Restorative Justice/Reflection on Actions

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

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

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

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

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

Reflection on actions is normally used to allow the individual to reflect on their behaviour and to allow the pupil to decide for themselves why their behaviour was inappropriate and how it might have affected others in the school. Following an instance of crisis both staff and the student involved need time to reflect and 'de-brief'. This may involve a discussion with other staff members and strategy development/review with the student themselves. This should include an emphasis on 'what else could you have done instead of...' Relationships can and are damaged within crisis situations and it is important to give time and emphasis on 'repair'.

3.2 Sanctions and Disciplinary Action

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

Pupil Behaviour Logs/ CPOMS

Instances of challenging behaviour are recorded within CPOMS and this information is periodically Reviewed by SLT. This may also include creating 'tick charts or logs' in order to record the frequency of a particular behaviour to determine patterns and trends. These instances are also reported home.

Screening, Searching and Confiscation

The school follows Government advice when confiscating items from pupils which is outlined in their document "Screening, Searching and Confiscation – Advice for Head teachers, Staff and Governing Bodies –

January 2018 (A copy of this document is available from the school on request or to download from the Gov.uk Website).

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

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

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

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

Examples:

- ✓ Mobile phones used in class
- ✓ Digital media devices or similar used in class
- ✓ Lighters, vapes or matches

The school will confiscate any electronic items being used inappropriately on the premises such as mobile phones, digital media devices etc. Pupils are allowed to bring these to school on the understanding that they remain switched off and handed to the school office.

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

Pupils found with tobacco and/or cigarette papers will have these confiscated whether they are found to be smoking or not. Pupils will also receive sanctions for smoking near the school.

Staff have the power to search pupils with their consent for any item banned under the school rules. This includes searching coats, pockets and bags. Pupils may also be searched where there is a suspicion that prohibited or banned items are being held within these and reasonable grounds for the search have been established.

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

Removal from Class

Where a pupil fails to respond to repeated warnings and reminders to improve an aspect of behaviour which disrupts the learning of others, they can be removed from class and sent to a member of SLT or to sit in a designated area. Pupils may also be removed from class for more serious misconduct without the use of warnings.

Fixed Term Exclusion

Serious behaviour which the pupil is able to understand the implications of.

We will endeavour to avoid exclusion from school at all costs. A decision to exclude a pupil for a fixed period is taken only in response to very serious breaches of the school's Whole School Behaviour Policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate. Reference will be made to DfE guidance Exclusion from maintained schools, Academies and pupil referral units in England – (updated September 2017).

Permanent Exclusion

A decision to exclude a pupil **permanently** will be taken only:

- a) in response to serious breaches of the school's Whole School Behaviour Policy and procedures; and
- b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

A decision to exclude a pupil **permanently** is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil and will normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Head teacher's judgement, it is appropriate to permanently exclude a pupil for a first or 'one-off' offence.

Any decision to exclude will only be made after consideration to pupils individual SEN and mention reasonable adjustments.

Exclusions - The Right of Appeal and Legal Duties

Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel.

The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Home School Agreements

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

4. Peer on Peer Abuse

We recognise that children can abuse their peers. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, sexting and rituals. However, we recognise that abuse is abuse and will never be tolerated or passed off as "banter" or "part of growing up". We will not dismiss abusive behaviour between children as 'normal' and our thresholds for investigating claims and allegations are the same as for any other type of abuse.

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

Consideration will also be given to the advice contained within the DfE document 'Keeping Children Safe in Education' (September 2020) and 'Sexual Violence and sexual harassment between children in schools and colleges' (May 2018).

5.1 Minimising the risk of safeguarding concerns towards pupils from other pupils

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

Pupils are encouraged to report peer on peer abuse and the issue is discussed as part of PSHE curriculum.

5. Attendance and Punctuality

The school is required by law to keep a record of pupil attendance. In an emergency, such as a fire, it is essential that we have an accurate record of who is in school. Good attendance and punctuality are essential for good learning. They are also essential skills for later life.

If pupils are late or do not attend:

- ✓ Parent should telephone the school in the morning on the first day of their child's absence.
- ✓ Any absence needs to be explained, by a letter or phone call from parent.
- ✓ Parents must inform home-school transport of an absence or lateness.
- ✓ Parent should contact the school again if an absence is more than three days. If they do not do so, the school will make attempts to contact them. In some circumstances this may also involve a home visit.

We strongly discourage parents from taking their children out of school for holidays or family outings during the school term. The Head teacher is no longer able to grant any leave of absence during term time unless there are 'exceptional' circumstances. Absences taken without the authorisation of the Head teacher will be recorded as 'unauthorised'.

6. Homework

Homework at The Gillford Centre School is not mandatory. The class teacher may choose to initiate and implement home learning activities such as reading, spelling and numeracy work. Each activity will be differentiated and set to challenge the learner and to assist in developing positive learning activities with parents.

Home learning activities may also be set in instances whereby the student is absent from school for a period of time for such things as long term sickness and school refusal. Whereby school refusal and medical instances are identified it may be necessary to discuss and arrange meetings with other agencies to support learning.

7. Pupil Conduct and Misbehaviour Outside the School Premises

7.1 What the Law Allows

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

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

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

7.2 Out of School Behaviour

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

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

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

7.3 Pupil Support

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

- ✓ Increased communication between home and school
- ✓ Individual support plans
- ✓ Support from a range of agencies including Inclusion Support, SENCo, CAHMS, Social Services and YOS
- ✓ Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- ✓ Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the child's behaviour
- ✓ Alternative curriculum provision
- ✓ Reduced timetable which may include elements of remote learning
- ✓ Referral to outside agencies such as Educational Psychologist, Mental Health Worker, Behaviour Specialists etc.

8. The Use of Reasonable Force

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control to restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury 'Reasonable' in these circumstances means 'using no more force than is needed'. In relation to our own training and in line with Team Teach guidelines we also deem that "reasonable force" is reasonable, proportionate and absolutely necessary. The use of force may involve either passive physical

contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil out of the classroom. The decision on whether to not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law.

The Management Committee have taken account of advice provided by the DfE - *Use of reasonable force: advice for head teachers, staff and governing bodies* and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

Force is generally used for two different purposes, either to control pupils or to restrain them. Control can mean either passive contact (standing between two pupils or blocking a pupil's path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back).

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

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

- ✓ committing a criminal offence
- ✓ injuring themselves or others
- ✓ causing damage to property, including their own
- ✓ engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

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

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

8.1 Action as a result of Self-defence or in an Emergency

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

8.2 Circumstances in which reasonable force might be used

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

- ✓ Pupils found fighting will be physically separated.
- ✓ Pupils who refuse to leave a room when instructed to do so may be physically removed.
- ✓ Pupils who behave in a way which disrupts a school event or a school trip or visit may be physically removed from the situation.
- ✓ Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil by the arm out of a classroom. Guiding a pupil out of the classroom using a 'caring c' (supporting the arm).
- ✓ Pupils at risk of harming themselves or others through physical outbursts will be physically restrained.
- ✓ In order to prevent a pupil from attacking a member of staff or another pupil.

- ✓ To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object.

8.3 Power to Use Reasonable Force when Searching Without Consent

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

8.4 Unreasonable Force

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

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

Withdrawal and Seclusion

Page 24 Team Teach Handbook

"Withdrawal involves assisting a person to move away from a situation they are struggling to cope with to a safer more comfortable place where they have a better chance of regaining their composure. Seclusion is forcing a person to spend time alone."

A Withdrawal Area (quiet room) is a specially designed and specifically dedicated room to which a young person may be removed when their behaviour puts their Health & Safety, or that of others, at serious risk (and/or within an emergency situation). The 'quiet room' should be used as part of an overall strategy for dealing with such behaviour where it has been specified in a pupil's individual Behaviour Management Plan (BMP). When this decision is taken as many professionals should be involved in this decision as possible and a designated TAC meeting should take place to discuss and agree this strategy. A 'time away' area may be included within the classroom to support behaviour plans and strategies for self calming.

We are at present updating our methods of interaction and engagement in relation to students who need to use a "quiet space" for self-regulation and to support the process of calming.. The strategy that we are opting for is "time in" whereby an adult supports a young person in calming using a variety of strategies, which may include simply spending time with a young person without eye contact or speaking. This of course may possibly include the use of Positive Physical Intervention (PPI). The use of this needs to be seen as part of the overall package of support mechanisms within the school designed to help children and young people to manage their behaviour and gain greater self-control. A young person should only remain in the 'quiet room' for the minimum amount of time necessary (30 minutes). A member of SLT/Team Teach Instructor should be notified when this area is being used.

The Gillford Centre does not accept the use of seclusion. Under no circumstances must a child or young person be locked in the 'quiet room'. THIS WOULD BE A CRIMINAL OFFENCE and may be construed as False Imprisonment under the Children Act (1989). Any use of seclusion is likely to contravene Article 5 of the Human Rights Act: *The right to liberty and security* and its use in any setting should be questioned. The use of any form of withdrawal should be carried out only in the best interests of the individual young person.

Parents should be informed of the use of the 'quiet space' as a behaviour management strategy and should be allowed to visit it during the interview process, or when the school is considering its use for an individual child.

Key points

- ✓ Outside of an emergency situation where staff need to exercise duty of care to prevent harm, seclusion is not acceptable and is likely to be a breach of Human Rights and criminal law, i.e. false imprisonment
- ✓ Any emergency use of withdrawal should trigger a review and a TAC meeting.
- ✓ Any Deprivation of Liberty needs legal authorisation (outside of legal detainment).
- ✓ Seclusion is not therapeutic and is likely to cause psychological harm.
- ✓ Schools should issue clear guidance to staff on the use of isolation and punitive responses to children with special needs and review blanket policies.
- ✓ Time out is a psychological intervention. It should not be used as a matter of course. Staff should be clear about the difference between time out and the use of time away as a proactive strategy

8.5 Staff training

All members of staff will receive training about the use of reasonable force appropriate to their role to enable them to carry out their responsibilities. Our chosen qualification is provided by Team Teach and we have, at present, three qualified instructors in school. This will include training on any restraint techniques which must not be used because they are known to present an unacceptable risk when used on children and young people. Some staff will receive additional training on the appropriate techniques which may be used to physically restrain pupils. The training will be to an approved nationally acceptable level and will be regularly refreshed.

8.6 Behaviour Management Plans

A pupil with a known challenging behavior or who has special educational needs may be the subject of a Behaviour Management Plan. This Plan is a risk assessment and sets out specific ways in which the behaviour is controlled whilst on school premises and during any off-site visit. It may also include details on managing the pupil's behaviour whilst travelling to school on organised home-school transport. We operate a two tier system whereby a BMP could identify and address behaviours that challenge (and require physical intervention) or a Disruption to Learning Plan which focuses more on management of classroom disruptions. For example a student who may run around the classroom. The Headteacher will report to the Management Committee how behaviour is managed within the school. At present only plans that include or adhere to 'behaviours that challenge' will form part of the report.

In such circumstances, parents will always be made aware of their child's Behaviour Management Plan and will be asked to contribute to the content and control measures implemented in an attempt to apply consistency of sanctions and rewards both in school and at home. Wherever possible and appropriate, the child concerned will also be involved in creating the Behaviour Management Plan as and where appropriate. For further information regarding how a plan is developed and removed please see appendix A & B.

8.7 Informing Parents when Reasonable Force has been used

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

In making a decision about informing parents, the following will be taken into account:

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

All incidents when 'physical restraint' as opposed to 'physical control' is used will be recorded as soon as possible and details passed on to the Head teacher (or an assistant head in the absence of the Head teacher) who will follow up the incident where necessary. The following must be recorded either on CPOMs or within the Team Teach recording book in the school office if this is a first time instance:

- ✓ all incidents where unreasonable use of force is used;
- ✓ any incident where substantial force has been used e.g. physical interventions;
- ✓ use of restraint;

- ✓ an incident where a pupil is distressed though clearly not overreacting.

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

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

If the answer to any of the questions is 'yes', a written record should be made and held in accordance with school guidelines (see above regarding red book).

In all instances of the use of physical restraint, parents will be informed the same day, by phone and/or in writing, and invited into the school to discuss the incident (if appropriate) unless to do so would result in significant harm to the pupil, in which case, the incident will be reported to the Cumbria Safeguarding Hub by the Head teacher/DSL.

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

8.8 Post Incident Support

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

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

8.9 Follow up

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

8.10 Other Physical Contact with Pupils

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

- ✓ Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school.
- ✓ When comforting a distressed pupil.
- ✓ When a pupil is being congratulated or praised.
- ✓ To demonstrate how to use a musical instrument.
- ✓ To demonstrate exercises or techniques during PE lessons or sports coaching.
- ✓ To administer first aid.

- ✓ To apply sunscreen to the arms, face or lower legs of young pupils or those with special educational needs who might struggle to apply it appropriately themselves
- ✓ To adhere to personal care

The staff at The Gillford Centre School initiate and respond warmly to appropriate touch from all young people. Each morning the students are both greeted into the school and then again into their individual classrooms. Interactions in the corridor or at the above times may include a physical interaction. This creates the nurturing, warm, caring environment that is so enabling for the young people attending The Gillford Centre School.

Appropriate Touch

By 'Appropriate Touch' we mean touch that is not invasive, humiliating or could possibly be considered as eroticising / flirtatious.

Guidance

The Gillford Centre School staff should always consider and abide by the following points when carrying out their duties:

- ✓ Touch should not be in response to or be intended to arouse sexual expectations or feelings (Department of Health Circular LAC (1993))
- ✓ Play-fighting is not a substitute for appropriate affection towards young people, it gives confusing messages to them about personal and professional boundaries
- ✓ Where a young person requires intimate personal care, staff should ensure that student is comfortable with the staff member attending to their needs. Other staff should always be around to monitor events and the young person's privacy and dignity should always be preserved.
- ✓ Privacy issues are always to be considered. A safe environment which respects privacy and shows regard for personal boundaries will be encouraged. Thought must be given to how staff present themselves, (e.g. how they dress), and how they show professional respect when relating to each other and to young people.
- ✓ Where a member of staff feels that it would be inappropriate to respond to a young person seeking physical comfort, outward rejection should always be avoided in favour of diversion or some other such tactic and the reason, where appropriate, for avoiding physical contact should be given to the young person.
- ✓ Unwelcome touch, where a young person indicates that touch from an adult is not welcome, perhaps by moving away or flinching to avoid, the staff member should consider apologising to demonstrate a respect for personal boundaries.
- ✓ Where a child presents a danger to themselves or to others it will, at times, be necessary for staff to use means of physical intervention as described in the School Positive Handling, Support and Intervention Policy. At such times, staff should always take care to explain what they are doing and that the actions taken are for safety reasons. As the situation de-escalates, touch can be appropriately used to move from a situation of control to one of care, using the Team Teach methods such as the friendly hold.
- ✓ Clarity should always be our aim. A young person should never be left in any doubt about the member of staff's intention behind any physical contact, even if it is felt that the child may not have the cognitive understanding or reasoning. Clumsy or un-considered use of touch may be experienced by a child as being confusing, uncomfortable or distressing. A decisive, firm and planned form of open touch within an appropriate context and a safe relationship is less likely to lead to unease and confusion.

All staff have a responsibility to ensure that all practice at The Gillford Centre School is safe and appropriate. We should all expect to be observed by others and be prepared to discuss any concerns we have in a professional manner. Any member of staff who is concerned about another member of staff's practice should discuss their concerns with the Head teacher or another senior member of staff as appropriate.

9. Allegations of Abuse against Staff and Other Adults Working in the School

9.1 General

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

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

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

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

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

In the event that a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school, reference can also be made to the school's Whistle Blowing procedures.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in the statutory guidance 'Keeping Children Safe in Education' published by the DfE and the Cumbria SCB Core procedures.

9.2 Action in the Event of a Malicious Allegation

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

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

10. Bullying

10.1 What is Bullying?

According to the DfE document 'Preventing and Tackling Bullying – Advice for Head teachers, staff and Governing Bodies, bullying may be defined as:

"Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally".

Specific types of bullying include those relating to:

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

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

Acts of bullying can include:

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

Many experts believe that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

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

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

10.2 The Law

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

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

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

10.3 Reporting and Recording Incidents of Bullying

Pupils and parents are encouraged to report bullying to any member of staff. Incidents are, in the first instance, referred to the pupil's Class teacher or Head of Department to be investigated, appropriate action taken and parents will be informed promptly using usual school procedures. Pupil voice is important at this school and pupils are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of. This is reinforced via assemblies, Anti-Bullying Week, PSHCE and during class/circle time. The Whole School Behaviour Policy and procedures also reinforces the school's expectation as to how members of the school community should conduct themselves. A log will be maintained of racist incidents and information on incidents of bullying. All reported incidents of bullying will be recorded regardless of the outcome of the investigation.

10.4 Tackling Bullying

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

- ✓ Ensuring that there is a promotion of an open and honest anti-bullying ethos in the school
- ✓ Investigate all allegations of bullying
- ✓ PSHCE programme that discusses issues such as diversity and anti-bullying messages
- ✓ Calendared anti-bullying week
- ✓ Poster and leaflet campaigns – designed and written by pupils, including the school council.
- ✓ Assemblies - both whole school and class/form that promote a sense of community
- ✓ Class discussions and role plays in Drama, English and RE that draw out anti-bullying messages
- ✓ Circle time
- ✓ Acceptable Internet Use Agreement is signed by all and online safety is discussed in ICT lessons.
- ✓ On-going staff induction and training programme
- ✓ Adequate staff supervision at lunch and break times
- ✓ Clear and consistently applied policies for Behaviour
- ✓ Home school agreement (voluntary)

10.5 Strategies for Dealing with the Bully

- ✓ Disciplinary sanction imposed either exclusion or period of time in the inclusion room
- ✓ Engage promptly with parents to ensure their support and involvement
- ✓ Restorative justice approaches taken as appropriate
- ✓ One to one interviews with staff or peer mentors
- ✓ Counselling offered
- ✓ Work with the educational psychologist or other outside agency
- ✓ Anger management strategies discussed

10.6 Strategies to Support a Victim

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

11. Drugs and Drug-Related Incidents

11.1 General

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

Drugs Education forms part of the PSHCE programme delivered in discrete sessions for all pupils.

- ✓ Current research indicates that drug use, both legal and illegal, is rising amongst young people.
- ✓ We do not support the misuse of tobacco, alcohol, solvents, illegal drugs and medicines by members of the school.
- ✓ Under no circumstances will the supply or sale of illegal drugs on the school site will be tolerated.
- ✓ The school believes it has a duty to inform and educate young people on the consequences of drug use and misuse.
- ✓ Fundamental to our school's values and practice is the principle of sharing the responsibility for education of young people with parents and carers by keeping them informed and involved at all times.
- ✓ Whilst we acknowledge that some young people will use and misuse substances, it is seen as important to recognise that the remainder of young people are choosing not to use or misuse substances. We will help individual learners according to their differing needs.

11.2 Responsibilities

The Head teacher has responsibility for supporting other members of staff in the implementation of these procedures. **James Nicholls (DSL)** is named as the designated senior member of staff with responsibility for the drug related procedures in this school and for disseminating any information on drug-related education.

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

The cleaners regularly check the school premises – any substances or drug paraphernalia found will be reported to the Head teacher and Senior Leadership Team and dealt with in accordance with these procedures.

11.3 Dealing with Drug-Related Incidents

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

Medicines

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

Tobacco

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

Alcohol

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

Solvents

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

Illegal substances

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

11.4 What to do in the event of finding a drug or suspected illegal substance

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

11.5 What to do in the event of finding or suspecting a pupil is in possession of a drug/drug paraphernalia

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

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

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

11.6 Procedures for dealing with a pupil suspected to be under the influence of a drug or substance

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

Any suspected substances found should travel with the pupil if removed from the school for treatment. Vomit should be safely collected where possible by the school's First Aider and also taken with the pupil (for analysis).

All drug related incidents will be recorded.

11.7 When to contact the police/disciplinary action

The police will always be contacted in situations where controlled drugs are found. Any decisions made on the appropriate disciplinary action to be taken will take the police advice into consideration.

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

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

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

11.8 Procedures for dealing with drug-related incidents involving adults

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

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

These examples are not exhaustive and in each case, the Head teacher will take into account the safety of the whole school community including staff when determining the appropriate course of action.

Where, in the opinion of school staff, it is thought that an adult is unable to provide appropriate care and supervision of a child because they are under the influence of drugs or alcohol, they will first attempt to contact an alternative adult carer for the child before contacting the LA Social Care Services and, if necessary, the police.

Where there are concerns over the safety of the child, school staff will attempt to persuade the adult not to leave the premises with the child until appropriate assistance arrives. If the adult insists on leaving the school, staff will immediately contact the police. This will also be the case if an adult becomes threatening or aggressive.

If school staff have concerns about an adult or adults supplying drugs on or near school premises, or to any of the pupils out of school premises, the Head teacher or other member of staff will consult with the police.

12. Behaviour of Parents and Other Visitors to the School

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

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. When formulating our procedures, reference was made to the DfES document 'A Legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community' and DfE non-statutory guidance 'Advice on School Security: Access and barring of individuals from school

premises' (December 2012). A poster indicating that such negative behaviour is not acceptable is displayed in the school reception area.

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

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

12.1 Types of behaviour that are considered serious and unacceptable

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

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

Unacceptable behaviour may result in the Police being informed of the incident. These types of behaviour may also warrant fixed term or permanent exclusion however this list is not exhaustive.

12.2 Procedures for Dealing with Unacceptable Behaviour

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

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

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

- ✓ Depending on the severity of the incident, the individual may first be issued with a written warning stating that if a similar incident occurs, the individual concerned will be banned (temporarily or permanently) from the school premises.
- ✓ In more serious cases, the individual will be informed, in writing, that she/he is banned from the premises temporarily, subject to review, and what will happen if the ban is breached.

- ✓ Extreme incidents will result in a permanent ban being enforced immediately. The individual will be informed in writing of the permanent ban but will be given the right to appeal in writing against the decision.
- ✓ In all cases, parents will still have the opportunity to discuss any issues relating to their child with school staff.
- ✓ Incidents of verbal or physical abuse towards staff may result in the police being informed, and may result in prosecution.

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

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

12.3 Unacceptable Use of Technology

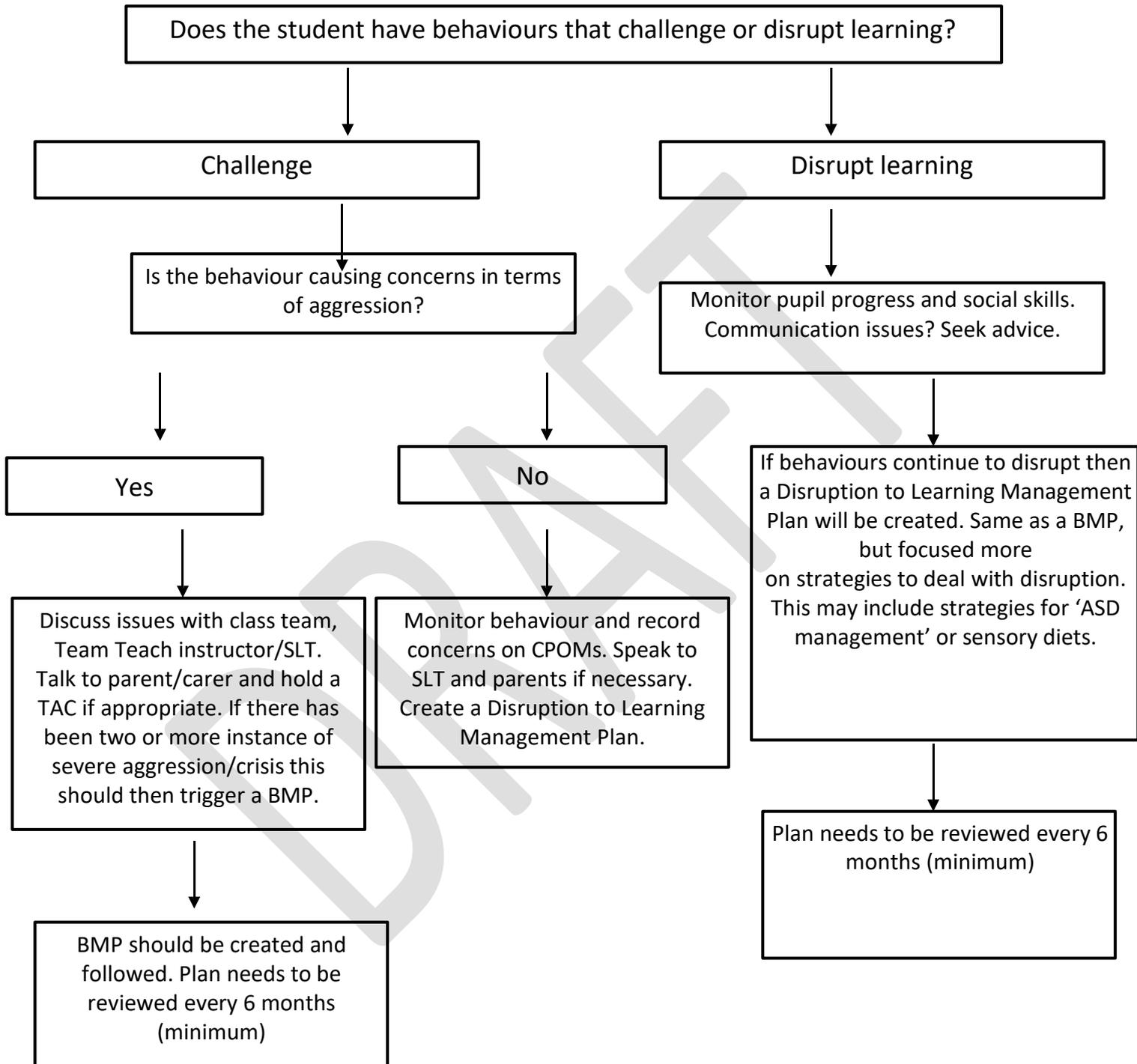
The School takes the issue of unacceptable use of technology by any member of the school community very seriously.

We expect parents and other adults within the school community to act responsibly when using on-line technologies. The expectation of parents is set out on page 4. Failure to comply with these expectations could result in parents and/or other adults being banned either temporarily or permanently from the school site, and the incident may be reported to the police.

Acceptable use agreements exist for pupils, staff and governors of the School and form part of our Online Safety Policy and procedures and Code of Conduct.

13. Appendices

Appendix A - Behaviour Management Plan Flow Chart



Appendix B—Behaviour Management Plan Flow Chart (Removal)

