

MANSTON PRIMARY SCHOOL



RESTORATIVE BEHAVIOUR POLICY

Manston Primary is committed to safeguarding and promoting the well-being of all children and expects our staff and volunteers to share this commitment.

Policy reviewed by: James Clay, Kirsty Thorpe and Full Governing Body

Date: Sept 2024

Review Date: Sept 2026
[or earlier if update is required]



Key Contact Personnel in School

Nominated Member of Leadership Staff Responsible for the policy:

James Clay – Head Teacher

Designated Safeguarding Lead (s):

James Clay – Head Teacher

Kirsty Thorpe – Safeguarding and Welfare Officer

An Joul – Learning Mentor

Claire Broadley – Extended Services Manager

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share this commitment.

All staff refers to all adults, volunteers (including governors) or students on placement, working in any capacity in the school or in activities organised by the school which brings them in to contact with pupils of the school.

Child Protection refers to the multi-agency arrangements to identify and protect children who are or may be at risk of or suffering significant harm.

Safeguarding refers to the protection, safety and promotion of the welfare of all pupils including when in off-site provision or activities and using ICT. This includes the building of resilience and awareness of risk through the formal and informal curriculum.

Child is any pupil under the age of 18.

Glossary

- DSL Designated Safeguarding Lead
- DDSL Deputy Designated Safeguarding Lead
- SENDCo Special Education Needs and Disabilities Coordinator
- DT Designated Teacher for Looked After and previously Looked After Children.
- PSHE Personal, social, health and economic
- RSE Relationships and Sex Education
- CSWS Childrens' Social Work Services
- KCSiE Keeping Children Safe in Education (DfE, September 2021.)

The Governing Body and staff of Manston Primary School (hereinafter referred to as “the school”) take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess and support those children who are suffering harm and to keep them safe and secure whilst in our care. This could be communicated through a child’s behaviour, and so it is important to identify and recognise these behaviours, and how the school may respond.

The responsibilities set out in this policy apply (as appropriate) to all members of the school community including pupils, staff, governors, visitors/contractors, volunteers, supply staff, students on placement and trainees working within the school. It is fully incorporated into the whole school/college ethos and is underpinned throughout the teaching of the curriculum, within PSHE and within the safety of the physical environment provided for the pupils.

1. Behaviour Principles of Manston Primary

Vision

We believe that everyone should:

- Feel Safe and supported
- Take pride in our school
- Be eager and motivated to learn
- Feel valued and trusted
- Become independent lifelong learners

Shared rights and responsibilities

We believe that every member of the school community has:

- The right to feel safe.
- The responsibility to keep each other safe from harm.
- The right to be valued.
- The responsibility to value others.
- The right to achieve their potential and learn.
- The responsibility to help others achieve and learn.

Good behaviour in schools is central to a good education to our pupils. Schools need to manage behaviour well so they can provide a calm, safe and supportive environment which allows children and young people to want to attend, and where they can learn and thrive. Being taught how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally.

In order to do this, it is essential that schools create and maintain high standards of behaviour – this includes creating a clear vision of what good behaviour looks like. Further details of Manston Primary's vision for this behaviour can be found in the school's main Behaviour Policy, which can be found on the school website.

This policy stipulates, and is clear about, what behaviours are permitted and prohibited: the values, attitudes and beliefs they promote, as well as the social norms and routines that are encouraged throughout the school.

Manston Primary School is committed to providing a broad, balanced and effective education for all the children who attend our school. We believe that all children and adults have a right to work in an environment which is free from behaviour disruptions which negatively impacts the learning of other pupils. This behaviour policy will be implemented consistently by all staff, pupils and parents to promote and create a learning environment which ensures that the children in our care learn in a happy, secure and safe environment where mutual respect and understanding is fostered and developed in every lesson and throughout the school.

This policy sets to outline what behaviours are deemed acceptable and unacceptable and how these will be dealt with. It is in addition to our school's current Safeguarding & Child Protection Policy which is available on the school website and is reviewed and ratified annually by the governing body/board of trustees or as events, or as legislation requires. Any deficiencies or weaknesses identified will be remedied without delay.

2. Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Any disruptive or abusive behaviour of any kind is unacceptable in our school. If it does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Manston Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community.

The policy is the result of consultation with pupils, parents, governors and staff. It reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff. Children have contributed to the behaviour policy through their involvement in the development of rules and consequences.

3. Introduction

This policy takes account of:

- a) legislation enacted by the Education Act 2011 which reinforces, supersedes and replaces previous guidance, particularly in relation to:
 - Education and Inspections Act 2006, Section 93;
 - Education Act 2002;
 - Equality Act 2010. Refer to Department of Education guidance November 2011 “Behaviour and discipline in Schools – a guide for head teachers and school staff” for an overview of the powers and duties for school staff.
- b) The underpinning shared rights and responsibilities which are most appropriate for children and young people placed within the school, as outlined further on in the policy.

The core beliefs of Manston Primary School are that:

- Behaviour can change and that every child can be successful,
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase children’s self-esteem and thus help them to achieve more,
- Celebrating success helps children to achieve more,
- Being aware of each child’s needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimise disruption while helping children acquire self-discipline,
- We always consider the safety of other children, and impact upon learning, while helping children acquire self-discipline, and
- Reinforcing good behaviour helps our children feel good about themselves.
- Pupils are responsible for their own behaviour and actions

By upholding these aims and objectives all members of our community irrespective of gender, race, culture, religion, ability, special need or any other diversities will feel supported and included. We are committed to challenging misconceptions and prejudices about racism, homosexuality, bi-sexual and transgender relationships and do not tolerate bullying or sexualised bullying. Further details of how bullying is addressed can be found in the anti-bullying policy.

4. A Whole School Policy

We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure. Manston primary expects all of those involved in the school community to uphold and support its aims, this includes:

our pupils and their siblings, parents & carers, governors, all members of staff, trainees, parents/carers helpers and volunteers.

The aims of this policy are:

- To help our pupils develop positive learning behaviours,
- To develop an ethos of mutual respect and understanding through a set of whole school rules that apply to everyone,
- To have a clearly structured policy that is applied throughout the school in a consistent manner,
- To deal with inappropriate behaviour quickly and efficiently,
- To keep parents well informed about the behaviour of pupils,
- To foster an atmosphere of mutual support with the implementation of the behaviour policy,
- To create a safe and secure learning environment, both inside and outside of the classroom, which will enable everyone to achieve the best they can,
- To reward students for academic achievement, positive behaviour and efforts, and
- To embed the use of Restorative Practices in all aspects of school life.
- Appropriate action is taken in a timely manner to safeguard and promote children's welfare, especially those that are vulnerable.

Our behaviour policy is formulated around rewarding positive behaviour and discouraging inappropriate behaviour through a carefully planned rewards and consequences structure.

5. Roles and Responsibilities

School

The purpose of this policy is to clearly define and stipulate those behaviours that will not be tolerated, and the actions that school can, and will take, if deemed necessary. All of this will be done with the safety of our pupils and staff at the epicentre of our practices, and ensuring that children, families and staff are all supported adequately.

The school aims to ensure that:

- The measures to secure acceptable standards of behaviour are clear,
- That these measures are implemented consistently by all staff and stakeholders,
- That measures and interventions are both general and targeted (if needed) and are judged on a case-by-case basis,
- Reasonable adjustments are made for pupils with additional learning needs and/or disabilities and
- Pupil behaviour does not disrupt the teaching, learning or school routines.

Manston Primary School do not tolerate disruption, and proportionate actions, as detailed in this policy, will be taken to restore and maintain these acceptable standards of behaviour.

Pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil is educated about the school behaviour standards, expectations, pastoral support, and consequence processes.

At Manston, we teach our pupils that they have a duty to follow the school behaviour policy and uphold the school rules, which ultimately feed into the school culture. Pupils are asked regularly about their experiences of behaviour in school, and are asked to provide feedback on this to enhance behaviour, and ensure they are accessing the safe education that they are entitled to.

The school ensures that every pupil is supported to achieve the behaviour standards. In some circumstances, alterations to behaviour expectations, support and provision is made to ensure that pupils are displaying safe and positive behaviours, which promote the safety of all pupils and staff, and ensure that the learning of others is not disrupted. These alterations may include a positive behaviour report, individual pupil risk assessment and individual behaviour plans. These are reviewed and revised regularly with home and school contributing to these discussions.

Parents/Carers

The role of the parents/carers is crucial in helping schools develop and maintain good behaviour. To support school, it is the expectation that parents/carers are encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture.

Parents have an important role in supporting the school's behaviour policy and are encouraged to reinforce the policy at home, as appropriate.

If a parent has a concern about the management of behaviour, they should raise this directly with the school whilst still continuing to work in partnership with us.

Where appropriate, parents/carers may be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions or support in place.

Here at Manston Primary School, we endeavour to work *with* parents/carers to ensure our high expectations of behaviour are maintained, and all pupils remain safe.

The expectations for staff, parents and pupils are set out and shared in our Home School Agreement. These expectations apply to all staff, parents and pupils.

6. School / Class rules

Fundamental to all our rules is the concept of mutual trust and respect. We have a set of school rules which we all follow in school. In addition to this, classes will agree their own set of rules at the start of each year.

Our School Rules

We do as we are asked

We treat everyone with kindness and respect

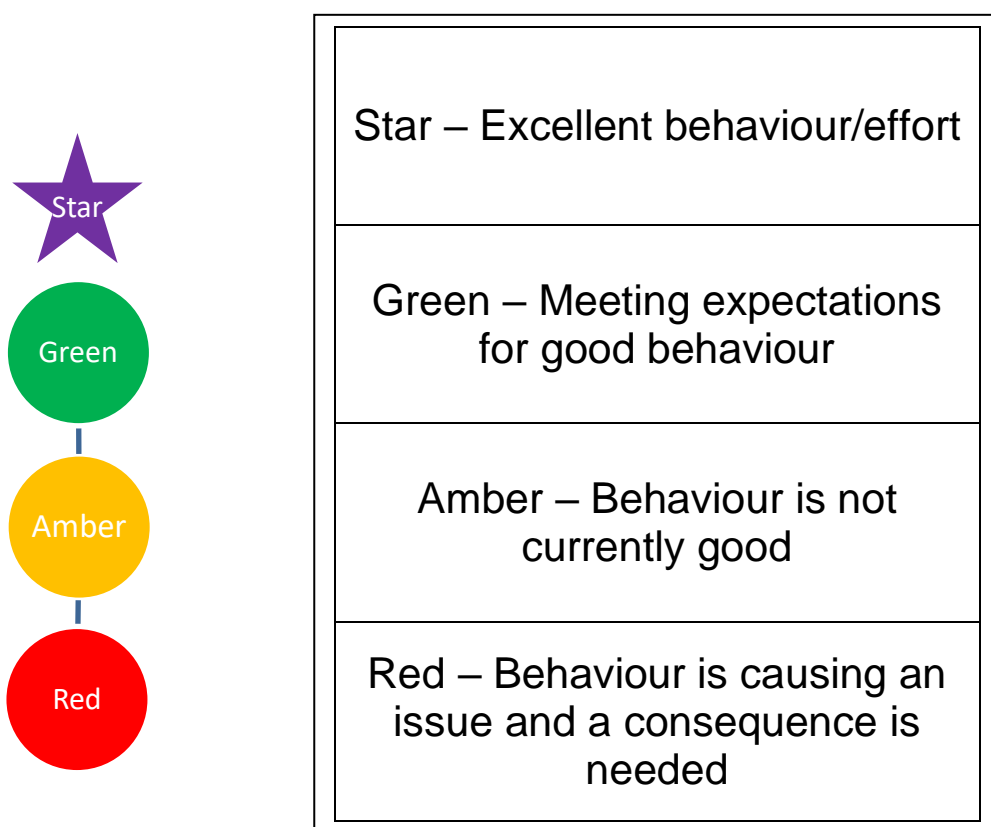
We have kind hands and feet

We always do our best

The school follows a restorative behaviour model when dealing with issues that arise in school. This is complimented by a traffic light system used in classrooms to reward positive behaviour and cut out low level disruptions.

Behaviour issues that need discussion will result in a restorative circle being held. Restorative circles will have specific outcomes that all participants will be aware of/ agree on. Staff will use their professional judgement to decide if these should be recorded electronically or if parents/carers need to be informed. Low level disruption will not be discussed in this way during a lesson, staff may decide to discuss this after a lesson or move straight to the reward and consequences system.

The following reward and consequences system is linked to an extended traffic light (as shown below) with pupils moving up the system for positive behaviour and down the system for negative behaviour.



Pupils who experience negative consequences will reset to the **green zone** at the start of each session.

8. Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative.

Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. *Detailed discussion of an individual's behaviours should be carried out in private.*

Choice and consequence: rewarding positive behaviour

At Manston Primary, we recognise that acknowledging good behaviour enhances the ethos and values of the school. Using positive recognition and rewards provides the opportunity for all staff to reinforce this culture. It is our expectation that staff apply these responses consistently and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

We believe:

- Behaviour that leads to rewarding consequences are more likely to be repeated;
- All staff are actively involved in consistently rewarding positive behaviour;
- Positive achievements and successes both in and out of school are celebrated and shared with parents and peers;
- The types of rewards used across the school are varied and reflect the individual nature of class groups and pupils.

Informal rewards include:

- Smiles/positive eye contact/gestures;
- Targeted praise statements to the pupil or groups of pupils;
- Peer group praise, both spontaneous and planned;
- Direct positive praise home to parents;
- Additional responsibilities;
- Sharing good work and behaviour with peers/adults/senior staff;
- Written comment on work/in books;
- Displaying good work;
- Work towards an activity chosen by the pupil;
- Recognition and celebration of learning and behaviour in assembly;
- Stickers and stamps;
- Positive phone calls home.

Formal rewards are targeted and individualised according to age and need, and celebrated with the peers and the whole school as appropriate e.g. certificate presentations in assemblies for progress in particular social skills.

Pupils who show excellent behaviour will move up to the **star**.

If rewards are linked to a class system, this should be agreed by the children and class teacher. This may include Golden/Free time, showing a film, a party or listening to music in class. Some class rewards are weekly or when the class target has been achieved.

Team points are collated weekly by pupils. The winning team bank stars to qualify their team for a "team reward". This reward is then agreed between the winning team and school. This reward is inclusive of pupils throughout school.

Always pupils

At Manston primary we feel it is vital that our pupils who are always well behaved, always make the right choices, always try their best etc. are rewarded for this. As part of a regular programme of activities and through ad-hoc events always pupils will be selected to take part in special activities and or receive rewards. Class teachers will endeavour to vary the pupils selected to for these events and ensure that all of our always pupils are rewarded over the course of time.

9. Responding to misbehaviour

When a member of school staff becomes aware of misbehaviour, they respond predictably, promptly, and assertively in accordance with the school behaviour policy. The first priority is to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across our school respond in a consistent, fair, and proportionate manner so that pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring and schools may use pre-agreed scripts and phrases to help restore calm. The aims of any response to misbehaviour is to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

To achieve this, a response to behaviour may have various purposes. At Manston, these include:

- **deterrence:** sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- **protection:** keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- **improvement:** to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. We recognise that pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules.

At Manton, we support our pupils to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support. Where appropriate, staff take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

10. Low-level disruptive behaviour in the classroom

The school uses CPOMS as an electronic system to keep records of behaviour and other important data such as attendance, SEND information and Child Protection.

The following steps are followed in response to negative behaviour:

Level	Overview	Adult Action
Amber Warning	Verbal warning before being placed in Amber	Focus on removing any issue/cause for behaviour, or use other positive or relational technique to support the child to modify their behaviour and prevent escalation
		Verbal warning which specifically highlights the staff member's expectation while referencing the appropriate school/class rule, not being followed.

		<p>“This is a warning, you are talking when asked not to.”</p> <p>Warnings will be adapted to the individual pupil’s level of understanding (based on age, need, etc.) by staff using their professional judgement.</p>
Moved to Amber	Pupil moved Amber	<p>A second incidence or continued unwanted behaviour after a verbal warning.</p> <p>Moved to Amber – Clarified reasoning from staff such as: “You have now moved to Amber for continuing to talk/not completing your work as required.”</p>
Restorative Conversation	Follow up actions by staff.	<p>After the end of the session or lesson, staff will address the Amber with the pupil. This may be brief, but will draw the warning to an end. “You were placed on Amber for talking, do you understand why this happened?”</p> <p>Continued poor behaviour or behaviour that impacts the child's learning, or the learning of others, will result in a child being moved to Amber on multiple occasions This will be discussed with the child in a restorative conversation.</p> <p>“I have noticed your behaviour has meant you have been placed in Amber multiple times recently can you tell me why this...” “What you can you or I do to help avoid Amber?”</p>
Red Warning	Verbal warning for a pupil in Amber	<p>“You are in Amber, this a warning that you will move to Red because you are continuing to”</p> <p>“If you don’t complete this work you will be moved to Red.”</p>
Moved to Red	Pupil moved to Red	<p>Pupil placed in Red for repeated behaviours or more serious behaviours.</p> <p>“You have been placed in Red because you have...”</p> <p>All red incidents will be recorded on CPOMS.</p> <p>Pupils will miss all or some/all of the next playtime or appropriate lesson to reflect on their behaviour.</p> <p>Class teachers will inform parents/carers of pupils being placed in Red as soon as is reasonable. E.g. on pick up, or the following morning.</p>
Continued Red behaviour	Pupils escorted to another class until the end of that session	<p>If a pupil on Red continues to behave poorly, they will be sent to another class for ‘Time out’ as appropriate for their age and/or behaviour.</p> <ul style="list-style-type: none"> Pupils are escorted to another classroom, with work to do if possible.

		<ul style="list-style-type: none"> • Staff to hold Restorative Conversation with child/ren involved following this at earliest opportunity. • Behaviour expectations will be clarified. • Teacher to record incident on CPOMS
Severe Behaviour	Pupils will be sent to a member of SLT and removed from the current session.	<p>Extreme or continued poor behaviour will result in a child being immediately moved to Red and/or sent to another classroom or a member of the SLT.</p> <ul style="list-style-type: none"> • SLT will hold a restorative circle and issue suitable consequences. This may include, attending additional reflection sessions, loss of playground privilege during break or lunch, verbal or written apologies, taking on a helper role or other individual restorative consequences. • Details of this will all be recorded on CPOMS by the member of staff issuing the consequences and may be shared with parents and carers.
Ongoing Red/Severe behaviour	For pupils who regularly move to Red or show severe behaviour.	Class teacher and/or Leadership Team meet with parents, hold a Restorative Conversation covering recent behaviour issues. Discuss the need for a behaviour report. This meeting will be record on CPOMS.
Suspension	Fixed term suspension	Restorative Conversation with Leadership Team and all parties involved. SLT to record on CPOMS; report to parents and carers; and inform the LA.

In the event of more severe behaviour such as but not limited to: causing injury, damage to property, significant disruption to learning, use of unsuitable language, rude or deliberately disobedient behaviour pupils can be directly placed on any of the above steps at the discretion of staff's professional judgement. This may mean that no verbal warning is given.

11. Explicit and unacceptable behaviours

Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child on child abuse is most likely to include, but may not be limited to:

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

- Consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
- Up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- Online cyberbullying - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature. (children may be reluctant to admit to being the victims of cyberbullying)
- Prejudice based/discriminatory bullying - This could include religion, ethnicity, gender, disability, sexual orientation.

Definitions of the above and further details can be found in Appendix 2.

Manston Primary's Process for responding to reported incidents:

- Manage the incident internally –
Ask the child outright if they've been harmed and what the nature of the harm was.
Listen and reassure them that they will be supported and kept safe.
Reflect back, using their language.
Be mindful that some children may face additional barriers to disclosure because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- Remember that:
This may only be the first incident the child has reported
Trauma can impact memory, so the child may not be able to recall all of the details or timeline of the abuse.
- Make a written record as soon as possible, stating only the facts.
- Tell our designated safeguarding lead (DSL) urgently.
- Refer to Early Help or Children's social care or report to the Police. Report to the designated safeguarding lead (DSL) urgently: Where appropriate, take action yourself.
- If the child is in immediate danger or at risk of harm, make a referral to children's social care. If an offence has been committed, report it to the police (even if the alleged perpetrator(s) is under 10). You can confiscate devices as evidence for the police, if the report includes an online element.
- Find out whether the victim and alleged perpetrator(s) share classes, premises or transport, and consider how to keep them a reasonable distance apart while on the premises, including both before and after school

12. Zero Tolerance

Although we will not tolerate inappropriate behaviour, we encourage pupils to report any 'low level' incidents. We won't demonise anyone making the report, we will listen to all of the pupils involved. We will support the alleged perpetrators so they can get help to change their behaviour. Pupils may not want to report these incidents because they may be worried about getting their peers in trouble.

All staff and pupils are expected and encouraged to call out and/or report any inappropriate behaviours and follow the below responses and processes to ensure everything is done to ensure that the victim receives support and justice, and the perpetrator is understanding that their behaviour is unacceptable and will not be tolerated at our school.

13. Responses and Processes

Our approach will be:

- Proportionate

- Considered
- Supportive
- Decided on a case by case basis taking in to account the age and profile of the children involved

We will follow our behaviour pathway with possible sanctions put in place. The list of consequences that will happen will be:

- A verbal warning
- Moved straight to red or removed from (behaviour pathway)
- An apology, either written or verbal or both
- Internal exclusion
- Restorative sessions with SLT or SGWO (These discussions will take place outside of learning time where possible such as break times or after school for older pupils if appropriate).
- Different sanctions will be appropriate for different 'levels' of sexual harassment and sexist comments. (We will handle each incident differently as content will impact this)
- We will inform parents after each incident
- Fixed term or permanent exclusion (depending on the seriousness of the incident)
- We make a professional decision whether it is necessary to inform The Police after a serious incident is reported.

The response to each incident will be proportionate.

We might address a low-level incident, such as a sexual comment, through assemblies, classroom learning, the curriculum or time spent with the Pastoral Team.

We will make it important to safeguard other pupils by supporting, educating and protecting the alleged perpetrator.

We will take into consideration:

- The age and development of the perpetrator
 - The nature and frequency of the alleged incident
 - How to balance the sanction alongside education and safeguarding
 - We will offer support to alleged perpetrators by letting them explain what happened in a safe and secure environment.
 - We will discuss how their actions were not appropriate.
 - We will gently, but firmly condemn the behaviour, not the pupil.
 - Ask the child outright if they've been harmed and what the nature of the harm was.
 - Listen and reassure them that they will be supported and kept safe.
 - Reflect back, using their language.
- Be mindful that some children may face additional barriers to disclosure because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- Remember that:
This may only be the first incident the child has reported
Trauma can impact memory, so the child may not be able to recall all of the details or timeline of the abuse.
 - Make a written record as soon as possible, stating only the facts.
 - Tell our designated safeguarding lead (DSL) urgently.
 - If necessary, refer to Early Help or Children's social care or report to the Police.

For any behaviours which carry a safeguarding concern, stakeholders must report to the designated safeguarding lead (DSL) urgently: Where appropriate, take action yourself.

If the child is in immediate danger or at risk of harm, make a referral to children's social care. If an offence has been committed, report it to the police (even if the alleged perpetrator(s) is under 10). You can confiscate devices as evidence for the police, if the report includes an online element.

Find out whether the victim and alleged perpetrator(s) share classes, premises or transport, and consider how to keep them a reasonable distance apart while on the premises, including both before and after school

-
-

We will only use exclusion from school in the most severe cases. This decision will be made by the Head Teacher, or Deputy Head Teacher in their absence.

Taking the wishes of the victim into account.

Manston Primary will consider the wishes of the victim by:

- Keeping victims at a reasonable distance from the alleged perpetrator
- Not sitting next to each other in class
- We will listen to the victim and their wishes; however, the final decision will be made by the Headteacher
- Respect

Through a whole school approach and the curriculum, we create a culture and ethos of respect, tolerance, acceptance and diversity. We encourage pupils to 'call out' and report anything that makes them feel uncomfortable, no matter how small they think this is.

We will:

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse.
- Promoting appropriate sexual behaviours

As well as focusing on what is inappropriate we will help pupils to understand what good and healthy sexual behaviour means. We will use a whole school approach in our RSE curriculum and cover important areas such as:

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

14. Behaviour Scripts

These scripts are for dealing with individual events of low level from Year 1 to Year 6. Pupils with additional needs, SEMH, SEND etc. will receive other forms of support.

All Scripts have been shared with the children, and teachers may use the following examples to de-escalate low levels behaviour in the classroom.

Script 1

1. First time speaking with the child who is not on task
 - I need you to get on with your work.. finish that sentence...complete the page...
 - I have heard what you have told me, now you must get on with your work.

If successful, acknowledge this with the pupil:

- Thank you for settling down and concentrating.
- Well done for...
- General positive praise for class that includes the pupil
- No specific rewards are to be given beyond praising the child's choice

If not successful, then:

Script 2

2. Second time speaking with a child

- “If you choose not to do the work then you will do it at playtime/lunchtime, I’ll leave you to make your decision.”
- “You need to understand that every choice has a consequence. If you choose not to do the work now, then you will have to complete it in your own time.”

If children cry or don’t engage when you start the script say:

- “I will come back when you have stopped crying.”
- If children turn away continue delivering the script and do not comment- continue dealing with the primary behaviour.
- Even if children are rude, continue with the script. Refuse to engage in a power play. This can be addressed at another time without impacting on learning.
- Then return back when they have calmed to revisit script 2 or escalate through traffic light system if behaviour is still having an impact on learning

15. Restorative approaches to addressing and changing behaviour

At Manston Primary School, staff intervention over the correction of behaviour is clearly based on pupils’ level of development, their needs and circumstances. Subsequently, any “consequences” to address unwanted behaviours are designed as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time.

The types of “consequences” used across the school reflect the individual nature of class groups and pupils. Informal consequences may include:

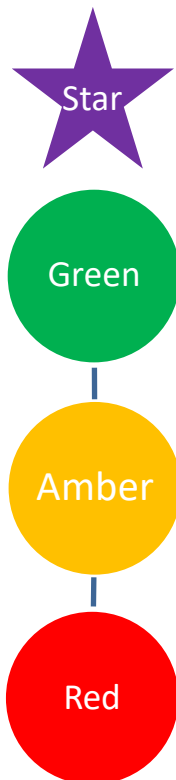
- Use of planned ignoring, where possible;
- Facial expression of disapproval;
- Verbal warnings and reprimands;
- Loss of privileges or rewards;
- Restorative conversations and discussions;
- temporary withdrawal from the learning environment, and
- Pupils may remove themselves from a situation which causes anxiety or distress to a location where they can be supported, continually observed until they are ready to resume their usual activities. This “time out” could be time in a quiet area of the classroom or Key Stage, the playground, around in a designated space around school.

Formal consequences are implemented following due consideration of any incident and the pupil’s age and needs. Repeated incidences may mean that school initiate an IPRA [individual Pupil Risk Assessment] for a child and will be created in collaboration with school, the child and parents/carers.

16. Playground & Lunchtime Rules

Consequences at playtime/lunchtime - School council have reviewed this section

Behaviour at playtime and lunchtime will be dealt with separately to that in the classroom. However, where behaviour issues are linked to play times pupils may have a focused behaviour report for these times or have specific sanctions such as: limited playtimes, supervised playtimes, missed playtimes, given jobs to complete etc.



Star – Recognition Slip / Team Points
Green – Meeting expectations for good behaviour
Amber – Behaviour is not currently good – Consequence of 5 minutes time out.
Red – Behaviour is causing an issue. Pupil comes inside to a member of SLT

- ✓ Children must play carefully with consideration for other children.
- ✓ It is up to the teacher on duty or Lunch time supervisor to decide whether or not the field is fit to be used and whether or not it is a wet playtime.
- ✓ Use of non-verbal praise such as thumbs up
- ✓ Giving a well-behaved child a responsible task.

A three-minute warning is given to all pupils before the end of playtimes so they can process the transition to lesson times. The end of playtime is signalled by the blowing of a whistle. At the first whistle, the children stop and stand still. When the second whistle is blown, the children should walk sensibly to their class line. They should line up in single file and wait for a member of staff to lead them into school. Staff will be out on time to collect their classes at the end of each play session.

Children are not allowed to bring leather footballs to play with at playtime as they may cause injury, school will provide balls for use in the MUGA. More substantial footballs may be used when the school field is in use with staff approving balls for use.

The Blue Cap mediators will deal with minor disagreements and friendship issues at playtimes by holding a restorative circle. If an issue cannot be resolved by the blue caps they will bring this to the attention of a member of staff on duty.

Please note that children should NOT be in school at break or lunchtimes unless supervised by a member of staff. When clubs are on, staff should collect their club members from outside or meet them at an agreed entrance.

17. Acceptable forms of sanction

The behaviour policy includes a range of possible sanctions clearly communicated to and understood by pupils, staff, and parents. Examples of sanctions may include:

- Movement up and down the behaviour system (traffic light)
- a verbal reprimand and reminder of the expectations of behaviour;
- the setting of written tasks such as an account of their behaviour;
- loss of privileges – for instance, the loss of a prized responsibility;
- Detention (reflection – loss of play time);
 - school based community service, such as tidying a classroom;
- regular reporting including early morning reporting; scheduled uniform checks; or being placed “on behaviour report” for behaviour monitoring;
- suspension; and
- in the most serious of circumstances, permanent exclusion.

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time, if necessary. Our school ensures that the action complies with the law relating to each category. We consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of Keeping children safe in education, school staff follow the school’s child protection policy and speak to the designated safeguarding lead (or deputy). Staff will consider if pastoral support, an early help intervention or a referral to children’s social care is appropriate.

Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil’s personal circumstances. The school has regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements. If a pupil in these circumstances has SEND that has affected their behaviour, the school considers what the law requires, also.

18. Responding to the behaviour of pupils with Special Education Needs and/or Disability (SEND)

Schools are expected to consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible. Our school does not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

Staff at Manston Primary consider whether a pupil’s SEND need has or has not contributed to their misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, school refers to the Equality Act 2010 and schools’ guidance to ascertain whether the pupil understood the rule or instruction and whether the pupil was unable to act differently at this time as a result of their SEND.

The school should also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the school to seek to try and understand the underlying causes of behaviour and whether additional support is needed. This does not necessarily mean that any SEND child will be exempt from sanction.

19. Personalised Approaches to Learning

In order to ensure that the behavioural needs of all pupils are met, all pupils have:

- an Behaviour Individual Pupil Risk Assessment (BIPRA) – to define specific risks potentially posed by pupils' behaviour and identify how those risks can be mitigated, and individualised approaches and strategies to dealing with behaviour incidents, including physical intervention.
- a Pupil Passport that clearly sets out targets for behaviour improvement and individualised approaches and strategies to dealing with behaviour incidents, including physical intervention.

At Manston Primary, all teaching and non-teaching staff have responsibility for the care of pupils who are struggling to access learning. We recognise however, that at certain stages in a child or young person's school life they may struggle to access the typical provision offered by the school as a result of their Social, Emotional and Mental Health or other additional needs. Even when the curriculum is reasonably adapted in line with best teaching and learning practice and the young person is appropriately supported within our usual systems, there are occasions when they will still struggle to access full time education.

In these instances, the senior leadership team may consider that a personalised timetable is an appropriate means of supporting the young person up until the point when they are better able to access full time education. The aim of a personalised timetable will always be to support the young person so that they can return to full time education as soon as possible. The duration will however, depend on the needs of the individual.

Positive Behaviour Report (Appendix 1).

Some pupils, due to specific needs, may benefit from being placed on a behaviour report. A behaviour report could be instigated for pupils who have specific needs, those who exhibit repeated low-level disruptive behaviour, or following serious incidents of poor behaviour.

Each report runs weekly, the time a child spends on a report will be tailored to the individual circumstances of the pupil.

The behaviour report will monitor a pupil's behaviour in each lesson every day and offer rewards for meeting agreed targets that aim to improve their behaviour. The class teacher will discuss the content of the report with their pupil and will inform parents/carers of the targets, rewards and length of time the report will run for. A member of the SLT will check the progress towards behaviour targets each week and offer support and advice as how best to achieve these.

Completed behaviour reports will be scanned and uploaded to the CPOMS at the end of each week by the class teacher.

20. Removal from classrooms

Pupils will be sent to another classroom as part of the behaviour system set out above. However, physically removal from the classroom is only to be used for the following reasons:

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

Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of

the classroom to regulate their emotions because of identified sensory overload as part of a planned response.

21. Supporting pupils following a sanction

Following a sanction, strategies are considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- a phone call with parents/carers, and the Virtual School Head for looked after children;
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
- considering whether the support for behaviour management being provided remains appropriate.

Designated staff are appropriately trained to deliver these interventions. These interventions are often part of a wider approach that involves the wellbeing and mental health of the pupil.

22. Bullying and Racism

Bullying, racism and homophobia are considered serious breaches of appropriate behaviour. Adult intervention is required as soon as any incidents are reported, electronic records of incidents of bullying, racism and homophobia are made by the member of staff dealing with the issue. A member of the SLT will be automatically informed of any recorded issues.

In the cases of bullying, racism and homophobia a member of staff (the class teacher, SLT or SGWO in most cases) will speak with the parents of the victim and perpetrator as soon as possible to share the details of the incident and the next steps being taken in school.

If parents/carers know of any incidents concerning bullying, racism or homophobia they should contact the school as soon as possible so this can be investigated.

Details of incidents, investigations and the outcomes of these investigations will be recorded on CPOMS.

Our PSHE and RSE curriculums cover content as to what healthy and respectful behaviour towards one another looks like, and we teach our pupils that if their behaviour is unacceptable, it will not be tolerated at our school.

23. What the law allows

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil.

Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school. A sanction will be lawful if it satisfies the following three conditions:

- a) The decision to sanction a pupil is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher;

- b) The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and
- c) It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. The headteacher may limit the power to apply particular sanctions, or to sanction particular pupils or types of pupils, to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment by school staff is illegal in all circumstances.

24. The use of reasonable force

There are circumstances when it is appropriate for staff in schools 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 or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. Staff who need to physically support a pupil have specific training in order to do so. Following physical support parents will be informed and records completed.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

Force may not be used to search for other items banned under the school rules. When considering using reasonable force, staff consider the risks carefully and try to recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

25. The role of the headteacher, the designated safeguarding lead and authorised members of staff

Only the headteacher (James Clay), or a member of staff authorised by the headteacher, can carry out a search. Whenever possible a search will be undertaken by headteacher and supported by another member of staff.

Staff members authorised to carry out a search by direction or in the absence of the head teachers are:

- John Spinks
- Kirsty Thorpe

The headteacher may not require any other member of staff to undertake a search if they refuse. The headteacher oversees the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).

The designated safeguarding lead (or deputy) is informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as stated above. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk. If the designated safeguarding lead (or deputy) finds evidence that any child is at risk of harm, they are to make a referral to children's social care services immediately (as set out in part 1 of Keeping children safe in education). The designated safeguarding lead (or deputy) should then consider the circumstances of the pupil who has been searched to assess the incident against potential wider safeguarding concerns.

Authorised members of staff always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff must consider why this is. Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly. This sanction will be appropriate to the situation but could extend to excluding the pupil.

Malicious allegations

Malicious allegations against staff will be investigated appropriately and dealt with according to the Complaints policy, either by the Head Teacher or Chair of Governors, as appropriate

26. Searching, screening and confiscation

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

Searching

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. Headteachers, and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
- to commit an offence, or

- to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff must ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

During a search

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

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search. There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

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

When a member of staff conducts a search without a witness, they should immediately report this to another member of staff, and ensure a record of the search is kept.

After a search

Whether or not any items have been found as a result of any search, schools should consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the pupil is suffering, or is likely to suffer harm, and/or whether any specific support is needed. Where this may be the case, school staff should follow the school's child protection policy and speak to the designated safeguarding lead (or deputy) as set out in Part 1 of Keeping children safe in education. They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Confiscations

The law gives staff the power to search without consent for "prohibited items" including: - knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarettes, fireworks, pornographic images, any item that is likely to be used to commit an offence or injury and any item banned by the school rules. This includes pupil mobile phones or other electronic devices.

If any prohibited items are found during the search, the member of staff should follow the guidance on confiscation.

If a pupil is found to be in possession of a prohibited item, then the staff member should alert the designated safeguarding lead (or deputy) and the pupil should be sanctioned in line with the school's behaviour policy to ensure consistency of approach.

Weapons and pornography will always be handed over to the police, other items will be returned to the parent/carer or disposed of as is sensible.

Other non-prohibited items may be confiscated as necessary. These will be returned to the pupil or parent/carer at a suitable time.

Recording searches

Any search by a member of staff for a prohibited item and all searches conducted by police officers should be recorded in the school's safeguarding reporting system (CPOMS), including whether or not an item is found. This will allow the designated safeguarding lead (or deputy) to identify possible risks and initiate a safeguarding response if required.

Manston Primary include the following in the recording of each search:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

In behaviour supervision (conducted by the DSL and Deputy DSL every half term), it is considered whether the searches fall disproportionately on any particular groups of pupils by analysing the recorded data. In such cases where searching is falling disproportionately on any group or groups, school will consider whether any actions should be taken to prevent this.

27. The headteacher's powers to use suspension and exclusion

Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

The Head Teacher, or other senior leader in their absence, may take the decision to exclude a child following dangerous or disruptive behaviour. This is done in line with guidance from LCC.

Parents/carers are informed of exclusion using a model letter (appendix 2) that informs them of the reason for exclusion, the length of exclusion and their right to appeal to the Governors.

Possible reasons for temporary fixed term exclusions:

- Striking an adult with intent,
 - Serious damage to property,
 - Bringing a weapon into school,
 - Serious/sustained disruption to the good order of learning,
 - Breaking in to school – plus the police/community police to be informed.
- Parents/carers should attend meeting with the child.

If there is a known reason why the child would be put at risk whilst excluded, then an emergency meeting between all involved parties (e.g. parents, child, outside agencies) will take place. A decision will then be made and shared with the necessary personnel.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the

legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion.

Headteachers also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made.

Where relevant, the pupil should be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker. Whilst an exclusion may still be an appropriate sanction, the headteacher should also take account of any contributing factors identified after an incident of misbehaviour has occurred and consider paragraph 45 of the Behaviour in Schools guidance.

Suspension

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within the school's behaviour policy.

A pupil may be suspended for one or more fixed periods¹⁴ (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways such as Teams [online learning].

The school's legal duties to pupils with disabilities or special educational needs remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered. The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

Permanent exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

For any permanent exclusion, headteachers take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered. Paragraph 8 provides further guidance on utilising online pathways and the potential significance of SEND law.

Reasons and recording exclusions

It is up to the headteacher to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by the school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive. The Department for Education collects data on suspensions and permanent exclusions from all state-funded schools via the termly school census. Schools must provide information via the school census on pupils' subject to any type of suspension or permanent exclusion in the previous two terms. Up to three reasons can be recorded for each suspension or permanent exclusion (where applicable).

28. Pupil's conduct outside the school gates.

Teachers have the power to discipline pupils for misbehaving outside of the school premises as is reasonable. E.g. on a school trip, travelling to and from school, wearing school uniform or identifiable as a pupil at Manston Primary School.

A pupil may also be disciplined if they pose a threat to another pupil or member of the public, or where the reputation of the school could be affected.

In any of these circumstances it is likely that the child's parents would be notified.

As aforementioned, a pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion.

29. Absconding pupils

We will not chase pupils who choose to leave the school building or site. When this happens, the following guidance should be followed:

- No attempt to follow the child by climbing should be made – this is likely to cause greater risk to the child, who will usually attempt to get further away, and to the staff member
- Staff should, wherever possible, keep the child in view
- Staff should talk calmly to the child and express concern for their safety and encourage the child to climb down
- The member of staff who has the best relationship with the child should be summoned to talk to the child
- Staff and pupils not required to be involved in the incident should leave the area and hence remove the audience a child may be seeking
- Dialogue from staff should focus on concern for the child's safety – e.g. "I'm really worried you might hurt yourself, climb down carefully please"
- Staff should avoid threats of punishment that may dissuade the child to climb down – e.g. "When you come down, you'll be in trouble"
- Observation and dialogue should continue and focus on keeping the child safe – pointing out dangers such as skylights that a child may fall over or through.
- Consideration will be given to whether the search should be extended beyond the school's perimeter,
- Staff talking to the child should maintain a clear, assertive and caring tone
- Observation of the child should continue until the child climbs down

Experience has shown that in almost every case, children will climb down safely on their own once the audience has been removed and a calm approach to their behaviour is presented by staff.

Staff will monitor their location and try to de-escalate the situation so that any issues can be dealt with in a place of safety. Pupils known to abscond will have a risk assessment plan agreed with their parent/carer which will address their specific needs.

Staff should alert a member of SLT immediately in the event of an absconding child.

If the child leaves school premises without permission then the police will be informed and the parent/carers will be contacted.

30. Safer School Culture

The governing board and headteacher will ensure that the aforementioned actions and behaviour expectations and procedures are in place and shared with staff at the point of induction, in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare, and ensure that all children have access to a calm, safe and positive learning environment.

- Whistle Blowing/Confidential reporting policies (guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken when staff have concerns about any adult's behaviour)
- School's procedures for managing children who are missing education
- Guidance on Safer Working Practices
- Safeguarding and Child Protection policy (including online safety).
- School behaviour policy
- The names, roles and responsibilities of the designated safeguarding lead and any deputies.

If a victim needs further support, school will liaise with relevant agencies or support networks to ensure that the appropriate and best support is in place. This may be through contact with local early help hubs, or the police.

Further information on any of the above can be found in the below documents from the Department for Education:

- *Searching, Screening and Confiscation (Advice for Schools – July 2022)*, • *Suspension and Permanent Exclusion from maintained school, academies and pupil referral units in England, including pupil movement (Guidance for maintained school, academies, and pupil referral units in England - July 2022)*, and
- *Behaviour in School (Advice for headteachers and school staff – July 2022)*.

This policy will be reviewed annually by school staff and the governing body.

- All school and class rules should be kept to a minimum and be phrased positively where possible.
- Rules should be there to reinforce and remind the children what constitutes acceptable behaviour.
- Rules vary from class to class but should be kept within the whole class context, and be reviewed annually.
- They should be negotiated by the class teacher and the children and displayed prominently in the classroom.
- All rules should be clear and unambiguous. They should remind children of their rights and responsibilities.
- We all agree to adhere to the main school rules

Appendix 1 (Positive Behaviour Report)

Positive effort chart

Name _____ Week beginning: _____

Manston ★

Day	Morning Check in	Session 1	Session 2	Break time	Session 3 (Before lunch)	Lunch time	Afternoon Check in	Session 4 (After lunch)	Session 5 (Before lesson time)	Check out
Monday										
Tuesday										
Wednesday										
Thursday										
Friday										

My target score for every day is _.

If I score _____ points for the week, I will earn a special reward of _____.

If I get less than _____ points in a day, I will lose _____ minutes off my break or dinner the next day.

Pupil name: _____ Signed: _____

Staff member: _____ Signed: _____

Strategies to help :

- Listening to instructions
- Ask for help
- Get started!

People to help :

- XXXX
- Miss Thorpe, Mr Clay, Ms Roxby
- Mum, Dad & Family

Manston

0	Dangerous or disruptive behaviour
1	Unacceptable, broken school rules and not worked on my targets
2	Worked on task and followed instructions some of the time
3	Great effort, I worked on task and met my targets
4	Fantastic! You are a star.

	Whole School	XXXX
Black	Your behaviour is dangerous or disruptive	<ul style="list-style-type: none">• Sulking and refusing to speak to adults for long periods (more than 10 minutes)<ul style="list-style-type: none">• You will spend the next break time in reflection.• Work not completed will be undertaken at the end of the school day
Red	Your behaviour is unacceptable. You will now need to complete some reflection time.	<ul style="list-style-type: none">• You will spend the next break time in reflection and complete any unfinished work after school.
Amber	You have been moved to Amber. You will have the reason for this explained to you and you now need to do as you are asked.	<ul style="list-style-type: none">• You need to sit and work hard to get back to green<ul style="list-style-type: none">• How much do you need to do?
Green	You are behaving well and working as asked.	<ul style="list-style-type: none">• You are doing well, keeping working hard and ask for help straight away if you need it.
Purple	You are working really well and doing everything that is asked of you.	<ul style="list-style-type: none">• This is amazing behaviour and we love to see it. Just remember no one can be in the stars all the time, it is for extra special effort.

Appendix 2 - Definitions

The following definitions below relate to inappropriate behaviours that the school will not tolerate and will challenge accordingly.

Sexism - prejudice, stereotyping, or discrimination, typically against women, on the basis of sex. Sexist comments are those which discriminate based on sex, particularly against women. Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

Sexual Harassment - Sexual harassment is any unwanted sexual behaviour that makes someone feel upset, scared, offended or humiliated, or is meant to make them feel that way. Sexual harassment is a type of sexual violence – the phrase we use to describe any sexual activity or act that happened without consent.

Harmful sexual behaviour - Harmful sexual behaviour (HSB) is a term used to describe sexual actions that are outside what is safe for a young person's stage of development. It includes actions that can harm either the child or young person themselves, or another person.

It can include:

- frequently and intentionally accessing age-inappropriate sexual material online
- using inappropriate language
- undertaking mutual sexual activity they are not ready for with peers
- sending and receiving illegal images
- sexual interactions where there are significant power differences, lack of consent, or through force or threats

- engaging in abusive or sexually violent sexual behaviour online or offline.

Sexual violence – means rape, assault by penetration, or sexual assault (intentional sexual touching)

Peer-on-peer abuse - Peer on peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18.

Peer-on-peer abuse includes, but is not limited to:

- physical and sexual abuse
- sexual harassment and violence
- emotional harm
- on and offline bullying
- relationship abuse

It can even include grooming children for sexual and criminal exploitation.

Peer-on-peer/child on child abuse can be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences. It can result in significant, long lasting and traumatic isolation, intimidation or violence to the victim. Children or young people who harm others may have additional or complex needs e.g. significant disruption in their own lives, exposure to domestic abuse or witnessing or suffering abuse, educational under-achievement, being involved in crime. It should be recognised that peer abuse is harmful to both the perpetrator (who is a child) and the victim.

Further examples of peer-on-peer abuse can be found in Keeping Children Safe in Education 2021, which is statutory guidance that all staff in school have read.

Discrimination - the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, or disability.

Racism - prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority or marginalised.

Bullying - seek to harm, intimidate, or coerce (someone perceived as vulnerable).

Homophobia - dislike of or prejudice against gay people.

If parents/carers know of any incidents concerning bullying, racism or homophobia they should contact the school as soon as possible so this can be investigated. Details of investigations and the outcomes of these investigations will be recorded on CPOMS.

Our PSHE and RSE curriculums cover content as to what healthy and respectful behaviour towards one another looks like.

that their behaviour is unacceptable and will not be tolerated at our school.

Appendix 3 (wording of exclusion letter)

Dear XXXXX,

I am writing to inform you of my decision to exclude **XXX** for a fixed period of **X** day. This means that he will not be allowed in school for this period. The exclusion starts from **XXX**.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **XXXX** has not been taken lightly. **XXXX** has been excluded for this fixed period because **he has been verbally abusive, refused to follow school rules and was preventing good order**. As this is not the first instance, and because of the seriousness of his behaviour, I believe this is the necessary action to take.

You have a duty to ensure that your child is not present in a public place in school hours during the period of this exclusion, unless there is reasonable justification for this. I must advise you that you may receive a fixed penalty notice if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

You have the right to make representations about this exclusion to a committee of the governing body. If you wish to make representations please contact the Chair of governor as soon as possible to do this by emailing manston.primary@manston.leeds.sch.uk. Whilst the committee of the governing body has no power to direct the reinstatement of your child, they must consider any representations you make and may place a copy of their findings on your child's school record.

As discussed, I invite you to attend a reintegration meeting with **XXX at 08:30 am on XXXX**.

You may want to contact the Children's Legal Centre. They provide free and impartial information on exclusion and other state education matters. They can be contacted on 0808 802 0008 or on www.childrenslegalcentre.com. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24th December to the 1st January.

The statutory guidance on exclusion can be found on:
www.education.gov.uk/schools/pupilsupport/behaviour/exclusion.

If you think the exclusion relates to a disability your child has, or their special educational needs, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal.

Making a claim would not affect your right to make representations and raise the issue with the governing body committee.

Details of the Tribunal can be found on: www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm.

Yours sincerely,

Mr J Clay

Head Teacher

Appendix 4 - Home school Agreement

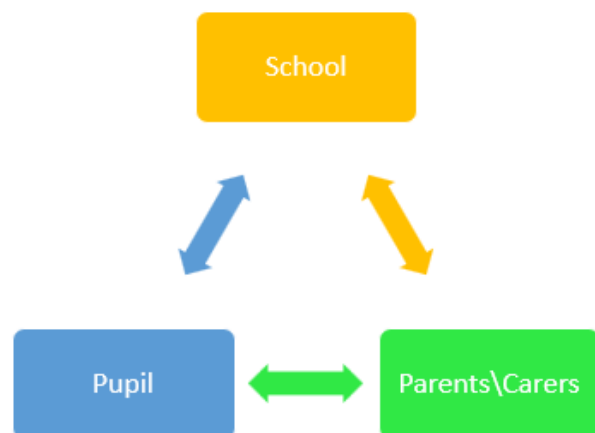
Manston Primary Home-School Agreement

Manston

Home School Agreement

At Manston Primary we firmly believe that our pupils will become the best versions of themselves when school and home work in partnership.

The development of a positive relationship between home and school is a hugely important factor in any pupil's wellbeing and development. We have set out this home school agreement to share expectations of ourselves, you as parents \ carers and the pupils themselves.



By choosing to send your child to Manston Primary you are agreeing to the bullet points set out for parents and carers and to support your child to achieve the points in their section.

Please also see opposite our school vision which underpins this agreement.



Manston Primary Home-School Agreement



School will:	Parents and Carers will:	Pupils will:
<ul style="list-style-type: none"> • treat all pupils, parents and carers, visitors and staff members with kindness and respect • provide a safe and happy environment where all children are valued, respected, and listened to • provide excellent teaching and an engaging curriculum to meet the needs of all children • teach your child to respect and uphold British values* • provide as much support as we can to help your child meet their full potential • provide opportunities for your child to practise what they have learnt in school at home • regularly share the progress of your child, through books being sent home, online reporting, regular parent consultation meetings • support your child to develop a moral and ethical compass for life enabling them to grow up to be the best person they can be • achieve high standards of behaviour by providing opportunities for children to act restoratively to develop positive social relationships, promote self-worth and develop a sense of responsibility • respect the confidentiality of information regarding each child • communicate in an open and clear way • provide information to you about our school, including relevant policies, meetings, and events by keeping our website up-to-date, emailing a weekly bulletin and updating an annual calendar of events at regular intervals. 	<ul style="list-style-type: none"> • treat all pupils, parents and carers, visitors and staff members with kindness and respect • make sure my child attends school regularly and arrives at school on time wearing school uniform (or PE kit on the appropriate day) • report any absences to school and keep us updated regarding pupil's health • support pupils to complete home learning successfully • keep school updated of family contact details • let the school know of any concerns or worries that may be affecting my child's learning, behaviour or ability to do home learning, as this can then be resolved quickly • support Manston Primary's values and vision by encouraging my child to develop a positive attitude, to take risks in learning and try their best in all they do • support the school's restorative behaviour policy by speaking with my child about issues and how to resolve them appropriately • attend meetings with my child's teacher and other staff • put in place any agreed actions or measures • support and work with the school to ensure that the restorative behaviour policy of the school is maintained • respect the confidentiality of each child • communicate with school in an open and clear way • regularly read information on the weekly newsletter, website, and the online calendar so that I am aware of important details, relevant policies, meetings, events, and information about my child. 	<ul style="list-style-type: none"> • follow our school rules: <ul style="list-style-type: none"> ◦ We have kind hands and feet ◦ We do as we are asked ◦ We treat everyone with kindness and respect ◦ We always do our best • come to school regularly and on time • wear school uniform (or PE kit on appropriate days), be tidy in appearance and hygienic • uphold British values • accept responsibility for the things that I do • be responsible for my school and home learning • take good care of the building, equipment, and school grounds • remember to bring reading books, homework, and letters to school as needed • reflect on my behaviour and learning and learn from all experiences • follow the acceptable use policy when using technology • tell a member of staff if I am worried or unhappy

Manston Primary Home-School Agreement



Pupils Acceptable Use Agreement

Respectful Communication:

- Use only respectful language online and avoid sending negative messages.

Personal Information:

- Keep all personal information private and never share passwords.

Careful Clicking:

- Always be careful when clicking on links or downloading files and check with an adult first.

Educational Use:

- School accounts, emails, TTRS, and other digital tools and equipment are strictly for educational purposes and will only be used by the assigned pupil. Follow the rules set by your teachers.

Reporting Issues:

- If something online makes you feel uncomfortable, immediately tell an adult.

Digital Responsibility:

- Your online actions are permanent, so act in a way that you can be proud of.

No Cyberbullying

- Cyberbullying is unacceptable. Report it if you experience or see it.

Image Sharing:

- Get permission before posting or sharing images and videos.

Positive Online Presence:

- Act responsibly online and be a positive influence.

Monitoring:

- The school monitors technology use to ensure safety and compliance.

Sanctions for Misuse:

- Misusing technology may lead to consequences, including discussing the issue at home, and in serious cases, informing future schools.