



## High Expectations, High Ercall

### Our school mission statement:

High Ercall Primary School provides a safe and secure environment, in which our happy and confident children are nurtured and valued as unique individuals. Our children learn to become **resilient**, self-assured and **respectful** of all, thriving on the high expectations of behaviour and learning which are evident across school. Our values-based curriculum nurtures curiosity and creativity by inspiring, engaging and challenging the children. Our children take **responsibility** for their learning and work in partnership with their parents and the school. They are equipped with the skills to **reflect** upon themselves as learners, and to become **resourceful** young people ready to make a positive contribution to their local community and the world around them.

### Aims

These are the general aims and philosophy of High Ercall Primary School. The list is not written in any order of sequence or priority.

- Create a **happy and stimulating environment** in which all children develop a positive and independent attitude to learning.
- Maintain the **highest standards** by successfully meeting individual children's needs and by supporting the professional development of all adults.
- Create a **sense of belonging** to the school and the wider community with a respect for the environment and developing a sense of trust and care.
- Promote **our 5Rs – resilience, responsibility, respect, reflection and resourcefulness** – as being at the centre of our school life, but also as skills for the future.
- Promote **effective relationships** between everyone, including staff, pupils, governors, parents and the wider community so that we can encourage each other, enjoying and excelling together in all aspects of school life.
- Ensure pupils' **personal development** is catered for which will help them to be safe and to go on and lead safe, secure and healthy lifestyles in a rapidly developing world.
- Encourage staff and pupils to become **creative thinkers** with enquiring minds that will help them face new challenges and situations with increased confidence.
- Offer the **highest quality teaching and learning** opportunities within an innovative and stimulating environment.
- **Nurture, develop and inspire** the whole child and enable them to experiment, take risks, face challenges and make informed choices whilst at school and in their later life.
- Prepare children for the **challenges** as a 21st Century citizen in Modern Britain, respecting and showing understanding of others for all that is similar and different.

This policy should be read in conjunction with **Keeping Children Safe in Education 2023, and the non-statutory guidance – Behaviour in Schools July 2022**. All principles within this document are adopted within school. The school will work with parents and all outside agencies to support children and families with behaviour and attitude. Behavioural difficulties are often symptomatic of other difficulties relating to learning, social relationships, self-esteem and relationships at home. These will always be investigated fully to support the child.

## **Purpose**

Good behaviour is central to good education. At High Ercall Primary School we manage behaviour well so that we provide a calm, safe and supportive environment in which our children want to attend and they can learn and thrive. We believe that being taught how to behave well and appropriately is vital for our children to succeed personally.

We have created an environment where positive behaviours are taught explicitly, especially for those children who need this support, to enable them to reach the expected standard of behaviour. When pupils do misbehave, we aim to support them by responding appropriately, calmly, proportionately and with confidence to prevent it recurring.

### **Our expectations of behaviour meet the national expectation that:**

- The school has high expectations of pupils' conduct and behaviour which is understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment
- School leaders visibly and consistently support all staff in managing pupil behaviour in line with this policy
- Measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required
- Pupil behaviour does not disrupt teaching, learning or school routines. Disruption is not tolerated and proportionate action is taken to restore appropriate standards of behaviour
- All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and any incidents of bullying, discrimination, aggression and derogatory language, including name calling are dealt with quickly and effectively

## **Our School Ethos**

Children, parents, staff and governors identified the following as important qualities that will underpin our school ethos and form part of our behaviour policy. We reinforce positive behaviour and recognise the need for clarity and consistency.

We think it is important to be...

- Respectful
- Responsible
- Resourceful
- Resilient
- Reflective

We have looked at each of the 5 'R's and explain them in a clear and relevant way to all of our stakeholders so that everyone understands our ethos and the expectations within each of our 5Rs.

## **Leadership and management**

### **The role of our Headteacher, Sarah Roberts is to:**

- Ensure good behaviour and respect for all others within our school community
- Secure an acceptable standard of behaviour of our pupils
- Promote among pupils self-discipline and proper regard for authority
- Prevent and address all forms of bullying
- Ensure that pupils complete any tasks assigned to them in connection with their education
- Act in accordance with our Behaviour principles

To enable the above, the headteacher will:

- Ensure policies are created to enable the aims above, including the Child Protection and Safeguarding Policy and Child on Child Abuse Policy
- Ensure training of all staff including Induction
- Be supportive of all staff in their day to day dealings with behaviour
- Communicate to parents the expectations of the Behaviour Policy and communicate as required to uphold the expectations of the policy
- Be a role model for the expectations of all in school
- Liaise with all stakeholders to monitor the success of the policy

### **The role of the Governing Body is to:**

- Ensure a statement of behaviour principles has been written and that the headteacher is following these
- Ensure appropriate policies are written, including a Behaviour Policy and Anti-bullying strategy
- Ensure policies are implemented
- Monitor in school to ensure that the policies are being implemented, including liaising with external agencies such as the School Improvement Partner

## **School Staff – all staff in school at any time**

### **Expectations:**

The success of our behaviour policy depends upon:

- clear expectations about appropriate behaviour contributing to the ethos of the school
- positive relationships with pupils
- positive, supportive relationships with parents
- good liaison between all staff (teaching and non-teaching) and role modelling of expected behaviour
- consistent and continuous implementation of this behaviour policy.

### **The role of all staff is to:**

- Read all related policies and follow expected protocol and procedures
- Establish positive and professional relationships with pupils, parents and staff
- Apply all principles of the behaviour policy consistently, fairly and continuously
- Liaise with SLT at all stages to ensure that they are fully informed
- Report concerns through the established systems in place in school, including the use of CPOMS as our secure reporting system.

## **School Systems and expectations**

### **Promoting and acknowledging good behaviour**

There are certain factors which have an impact on children's behaviour and the following are essential in motivating pupils and engaging them positively in their learning:

- A well planned, relevant, appropriately differentiated curriculum
- Clearly defined expectations of behaviour set out using the 5R
- Have clear, consistent routines – communicated to the children.
- Enhancing children's self-esteem through praise and encouragement, valuing their efforts and creating a safe emotional environment.
- Ensuring that all staff have a responsibility for all children and all consistently follow the same expectations of behaviour.
- Clear expectations of good attendance and punctuality, which is linked to pupil motivation and positive attitudes to school

Children's good behaviour is acknowledged in a number of ways:

- praise, positive reinforcement by adults or peers
- Dojo points
- constructive written comments on work
- class/group positive behaviour recognition charts
- acknowledgement to parents /carers
- weekly and half termly certificate presented in assembly and name in newsletter
- kindness certificates

We aim to make most rewards intrinsic as children get older i.e. children want to behave well and have less need for tokens to motivate them.

Children are encouraged to be respectful of each other, and supportive both on the playground and within their learning. They are also encouraged to be independent in sorting out small problems on the playground, and negotiating in their games. However, they are also encouraged to talk to adults as soon as a problem becomes something they cannot solve or is upsetting.

Our Well-being Warriors support peers and younger children with minor disagreements. Children are also encouraged to share concerns they have about a peer to an adult in school.

### **Unacceptable behaviours**

Disruptive or unacceptable behaviour can still occur and will always be dealt with appropriately, with all circumstances taken into account.

#### **As a school we will not accept:**

- Disruption of learning
- Refusal of requests by adults
- Dishonesty, including stealing
- Bullying of any kind including name-calling, hurting others, all types of bullying, threats and intimidation, including cyber bullying.

- Prejudice based or discriminatory bullying including name calling and any type of harassment
- Verbal or physical aggression including child on child abuse in all its forms. **All staff must be clear of the school's policy with regards to child on child abuse.**
- Anything illegal being brought into school, including weapons, drugs or stole items
- Sexual violence, harassment or abuse of any kind
- Abusive or foul language to anyone
- Damage to property, including graffiti

## Consequence systems

Children's poor behaviour is dealt with in a number of ways.

This is our hierarchy of response. It is displayed in all classrooms and shared with the children.

1. non verbal prompts by adults
2. acknowledgement of examples of good behaviour e.g. 'Thank you John for waiting patiently.'
3. verbal reminder of appropriate behaviour, actions/consequences
4. re –seating within the class to work on own with no distractions
5. short 'time out' within the class to reflect and is followed up by discussion with an adult
6. withdrawal of privileges e.g. part of break to reflect on behaviour or complete unfinished work (adult to oversee- best practice suggests that short periods of withdrawal with opportunities to redeem themselves are most effective)
7. sent to Headteacher/Deputy Head to discuss incidents and possible escalation of sanctions
8. parents informed by Headteacher/Deputy Head sanctions discussed and agreed
9. outside agencies may be involved
10. exclusion - the school has adopted the LA policy and procedure (see below)

The starting point of intervention will depend upon the seriousness of the incident.

Parents may well be involved earlier, as part of our working relationships with parents, and the importance we place on working in partnership to promote positive behaviour.

A member of staff may choose to involve a senior member of staff at any point to support with behaviour management.

## In the Classroom and around school

All adults are deemed to be in a position of authority. Within lessons, the class teacher or HLTA / cover supervisor in charge, is ultimately responsible for the management of behaviour, however teaching assistants also manage behaviour when working with individuals or groups. Any sanctions imposed are discussed with the class teacher. It is expected that in most cases, a quiet use of the early sanctions outlined above would be sufficient to remind pupils of expectations. Behaviour is dealt with immediately (non-confrontational manner). The whole High Erroll team (teachers, teaching assistants, lunch supervisors, admin and caretaking) are actively involved in praising positives and supporting behaviour improvement. No staff member will ignore behaviour of any level of concern, and will deal with it accordingly.

Relevant information must be recorded on CPOMs, detailing specific incidents of concern and the forms of inappropriate behaviour.

## **At Lunch Time**

All adults have a level of responsibility through the lunchtime period, including staff not directed as lunchtime supervisors. Senior staff will always be available every lunchtime.

- All duty staff will wear high visibility vests to increase visibility to other staff and children when outside
- All staff have a walkie-talkie to use at any point on the playground. This can be to request the presence of a senior leader.
- Lunch time supervisors (LTS) are responsible for implementing the behaviour policy - short periods of time out may be given. Any children who continue to misbehave after verbal warnings, may be given a time out, standing beside a member of staff, or walking to a different area of the playground.
  - o After reminders of actions/consequences children are given chance to redeem themselves – LTS to observe and repeat if necessary
  - o A child who repeats a low level behaviour may spend their playtime walking by a staff member
- LTS to inform Headteacher/Deputy of serious or repeated incidents e.g. verbal /physical abuse should be reported immediately. Children must be brought into school by a member of staff. No verbal or physical abuse is tolerated. Child on child abuse must be acted upon immediately.
- LTS to liaise with Headteacher and/or class teacher regarding sanctions imposed
- No child should be left in the library or areas of school unaccompanied unless this has been agreed with SLT first
- Parents informed by Head if deemed necessary

## **After School**

It is the responsibility of the class staff to ensure that children are safely directed to the correct place at the end of a day, and that all conduct is appropriate when lining up, and exiting the school site. Staff will supervise conduct prior to hand over. Senior staff will be onsite to support this.

- Parents/carers are responsible for children upon hand over at the end of the school day.
- Parents can notify the Headteacher following any after- school incident and the Headteacher will follow up if appropriate. This would also include online bullying or other incidents involving technology which may occur at home using apps, messaging or group chat.
- Children using home transport are expected to behave well. There is good liaison between the taxi companies and the school. Both will report bad behaviour to parents.
- Children attending clubs are expected to follow school behaviour expectations.

## **Pupil support**

We approach challenging behaviour proactively. We assess why children behave the way they do (what are the triggers or antecedents to challenging behaviour?), then plan support programmes to avoid such triggers for poor behaviour or introduce the child to techniques to avoid such triggers and respond to their own need to self regulate their behaviour.

Such support includes our “Time to Talk” and “Socially Speaking” programmes, Circle of Friends and Pastoral plans which allow children to develop their behaviour management skills each day: children may be supported to plan targets for their behaviour and to assess their progress towards those targets. Staff training will include Emotion Coaching to support pupils in managing their behaviour, and how we respond to it.

A distinction is drawn between minor incidents and those of a more serious nature.

This would include: fighting, stealing, bullying or being constantly disruptive result in a child being removed from class and sent to the Head or Deputy Head teacher. Such behaviour will be logged on our online school safeguarding system, CPOMS.

Parents will be contacted, and their support requested if behaviour is a frequent concern. Outside agencies may be involved, with the aim of analysing the behaviour and the reason for it and the subsequent implementation of Individual Behaviour Plans if needed to plan support for the child with relevant home / school / agency support.

Challenging and anti-social behaviour is dealt with promptly and support is given to the victim. Our hierarchy of sanctions encourages children to reflect on their actions, gives them the chance to redeem themselves and encourages children to take responsibility for their actions and the impact they have on those around them. Our policy is to encourage integration with others, e.g with the ultimate goal of bully and victim relating positively towards each other

### **Exclusion**

High Ercall Primary School follows the Local Authority protocol and policy with regards to exclusion. All elements of poor behaviour are taken very seriously at our school, and exclusion would only be used where it was deemed there was no alternative. This could include violent behaviour towards peers or adults or persistent bullying. All other avenues of support or consequence will have been explored first, however on very rare occasions a behaviour is so extreme that there would be no alternative. LA protocol will be followed.

Should a pupil be excluded, then a period of re-integration is planned for, with the parents and the child.

### **Leaving the classroom or school grounds without permission**

If a pupil runs out of a class, we will establish where he or she has gone. Teachers must not run after them but will send a message to the office for adult support. It is advisable to keep a watchful eye on any child who has taken him or herself out of the school building and possibly out of school grounds, unless this provokes the child to run further. All staff members involved would take a walkie-talkie and a mobile phone as needed. If a child is no longer on school premises, parents will be contacted. At least two members of staff would endeavour to ensure that the child was safe, and take a mobile phone to keep in contact with the school. If they are not at home, the police will be informed that a pupil has left school and is at risk.

### **Bullying and Child on Child Abuse**

**(see Keeping Children Safe in Education 2023, separate policy Child on Child abuse 2023-24, Child Protection and Safeguarding Policy 2023-24)**

All staff know that children can abuse each other and this can take on many forms, including bullying and cyber bullying.

Bullying is defined at this school as 'on-going and persistent intimidation or physical/mental torment carried out by one person on another'. Bullying is not tolerated at High Ercall Primary School.

A consistent approach to high standards of behaviour exists, and bullying is always addressed immediately. Even when there are no reports of child on child abuse, we recognise that this does not mean it is not happening.

All staff challenge inappropriate behaviours immediately, no behaviours are 'part of growing up' or 'just banter'.

All staff follow school procedures detailed in the Anti-bullying Policy, Child on Child Abuse Policy and this policy.

### **Equal Opportunities**

Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle

It is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school. It is also about regularly monitoring that each child has the opportunity to achieve.

All staff and governors are aware of the Equality Act and Disability Discrimination Act and are aware of their responsibilities in respect to this.

### **Prejudice based and discriminatory bullying**

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to prejudice and discriminatory language or behaviour, including racism, sexism, homophobia, biphobia or transphobia. Through our PSHE curriculum, and our caring school community, we enable our children to recognise, respect and value difference.

### **The power to discipline beyond the school gate**

The school may be involved in disciplining pupils misbehaviour 'beyond the school gate'. Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises, including online bullying, and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful. (see additional LA DFE guidance)

### **Searching and confiscation**

The Headteacher, Deputy Headteachers and senior members of staff have a statutory power to search pupils or their possessions, with or without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal, drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline. (see additional LA and DFE guidance)

### **Use of reasonable force**

The term 'reasonable force' covers the broad range of actions used by all member of staff at some point in their career that involves a degree of physical contact with pupils. Force is only used to either **control** or **restrain**.

The use of physical intervention is rare and is, wherever possible avoided.

There may be occasions where the use of physical restraint is appropriate; for example if a child is hurting his/her self and/or others or making a threat to injure using a weapon. Any intervention used will always be minimal and in proportion to the circumstances of the incident. All physical intervention will be recorded on a concern form and parents informed. (see additional LA and DFE guidance)

### **Sexual Violence and Sexual Harassment between children**

**(see Keeping Children Safe in Education 2023, Child Protection and Safeguarding Policy, Child on Child Abuse Policy)**

All allegations of, and incidents of, sexual violence or harassment are taken seriously and investigated thoroughly. It is never tolerated and all staff are aware of this. Parents would be fully informed of any incident and the police / Family Connect involved as required.

### **Attendance (Refer also to Attendance Policy)**

It is acknowledged that when pupils are engaged, motivated and feel supported at school, then this will impact positively on their attendance and punctuality. At High Ercall Primary School, good attendance is of primary importance and where we have concerns about attendance these are acted upon swiftly to deal with any causes and support families and children. We work closely with our Educational Welfare Officer, and the Local Authority Attendance Team where we may need to take further action (see below).

### **Partnership with parents**

As a school we aim to:

- Provide a welcoming atmosphere which encourages parents to become involved and promotes an active home/ school partnership.
- Ensure that parents are not only told when their child is in trouble but also when they have been praised.
- Ensure that parents are familiar with the school and its expectations of behaviour

We communicate this through – induction meetings, parent/ teacher meetings, newsletters, the school prospectus, information available on the school website.

In accordance with new statutory guidance (Ref. DFE School Attendance Guidance September 2022), parenting contracts, parenting orders and penalty notices are interventions available to promote better school attendance and behaviour. At High Ercall Primary School, we would endeavour to ensure that good relationships with parents meant that a formal written contract between parents and the Governing body would not be an action we would use. This policy, however will be reviewed as required.

### **Staff training**

All staff receive training on induction with regards to relevant school policies.

Annual training is given to all staff with regards to policy changes and expectations.

Some staff may receive specific additional training to support certain children – this is Intervention and Safety training – previously called MAPA (Managing actual and potential aggression).

Other training may be attended based upon the needs of individual pupils.



## **Introduction**

The governors and staff of High Ercall Primary School fully recognise the contribution they make to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm. We take on board fully all the expectations within statutory and non-statutory documentation including specifically **Keeping Children Safe in Education 2023**.

All staff and governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child.

**All governors and staff believe that bullying will not be tolerated in any form and is defined as:  
'on-going and persistent intimidation or physical/mental torment carried out by one person on another'**

Bullying is not tolerated at High Ercall Primary School. A consistent approach to high standards of behaviour exists, and bullying is always addressed immediately. Even when there are no reports of child on child abuse, we recognise that this does not mean it is not happening.

All staff challenge inappropriate behaviours immediately, no behaviours are 'part of growing up' or 'just banter'. All staff follow school procedures detailed in the Anti-bullying Policy, Child on child Abuse Policy and Behaviour policy.

**The aims of this policy are:**

- To support the child's development in ways that will foster security, confidence and independence.
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard bullied children, and of their responsibilities in identifying and reporting possible cases of this form of abuse in line with Local and National procedures and guidance.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Services.
- To ensure that all adults within our school who have access to children have been checked as to their suitability, and make them aware that bullying has no place in or out of school.

## Procedures

Our school procedures for safeguarding children will be in line with the expectations of the document 'Keeping Children Safe in Education 2023 (KCSIE)', Children's Services Authority (CSA) and the Safeguarding Partnership (SCB) procedures. We will ensure that:

- We have at least one designated member of staff for Child Protection (DSL) who undertakes regular training, where bullying is identified as abuse in its own right.
- We have a member of staff who will act in the Designated Person's absence and deal with any bullying issues.
- All members of staff develop their understanding of the signs and indicators of bullying.
- All members of staff know how to respond to a pupil who discloses bullying, following the Child Protection and Safeguarding Policy, and using CPOMS to record concerns or disclosures and alert senior staff.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures,
- Our procedures will be regularly reviewed and updated.
- All new members of staff will be given a copy of our anti bullying policy as part of their induction into the school.

*DfES/0027/2004 Safeguarding Children in Education*

*Telford & Wrekin Safeguarding Partnership (posted on OLE & Borough of Telford & Wrekin Websites)*

*Working together to Safeguard Children HM Government 2018*

## Responsibilities

The **DSLs (Sarah Roberts, Gemma Lingham, Wendy Gater)** are responsible for:

- Adhering to national, local and school procedures with regard to referring a child if there are concerns about possible bullying abuse.
- Maintaining online records of bullying through CPOMS and concerns about a child even if there is no need to make an immediate referral for action.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records.

**All staff are responsible to:**

- Have a good knowledge of their children to help identify when there is a change
- Have a good knowledge of the policies and systems in place in school which support safeguarding

- Address concerns or incidents immediately
- Follow the school curriculum to support children's knowledge and awareness of bullying and abuse and how they can address it.

### **Supporting Children**

We recognise that a child who has intermittent or persistent child on child abuse by bullying, may find it difficult to develop and maintain a sense of self worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self blame.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. Contrary to that, we recognise that this stability could be compromised if bullying is not taken seriously. This will be addressed as soon as it is known or signs of it prevalent.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

We recognise that even if there are no reports of bullying or child on child abuse, that it could still be happening, and all staff are vigilant to this.

### **Our school will support all pupils by:**

- Encouraging self-esteem and self-confidence whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school and promoting respect between others in and out of school.
- Planning a careful and well thought through curriculum which delivers anti-bullying messages and gives support for children in how to deal with any bullying of any type including online bullying. This will include, wherever possible, involving the school in thematic Local and National anti-bullying campaigns.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Family Connect as soon as there is a significant concern.
- Providing continuing support to a potentially vulnerable pupil, who leaves the school about whom there have been concerns, by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

## Prevention

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk about bullying and are always listened to, whether they are the victim or the perpetrator.
- Ensure that all children know there is an adult in or out of the school setting whom they can approach if they are worried or in difficulty with regard to bullying as a specific issue. Access to Helpline numbers will be displayed and encouraged.
- Include in the curriculum opportunities for PSHE which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. This includes in incidents of online bullying
- Have staff trained in mental health first aid to support all pupils

## Confidentiality

We recognise that all matters relating to bullying and general Child Protection are confidential. The Headteacher or DSL will disclose any bullying information about a pupil to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share bullying information with other agencies with regard to safeguarding children. All staff must be aware that they cannot promise a child to keep secrets, but a child's concerns must be sensitively handled in the case of those perpetrators of the bullying, where cessation is the key outcome and reassurance for the victim paramount.

## Supporting Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm from bullying, or appears to be likely to suffer harm from bullying, may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the Designated Person and to seek further support as appropriate.

## Allegations against staff

We understand that a pupil may make an allegation of bullying against a member of staff. This will be treated like any other complaint. **If such a complaint is made, the member of staff receiving the complaint will immediately inform the Headteacher.**

The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer, through Family Connect, and make a referral as required.

If the allegation made to a member of staff concerns the Headteacher, the Designated Person will immediately inform the Chair of Governors who will consult with the Local Authority Designated Officer, through Family Connect.

The school has adopted policies for managing allegations against staff, a copy of which will be readily available in the school.

### **Whistle blowing**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. The Whistleblowing Policy is known and understood by all staff.

### **Online bullying (ref: online safety policy)**

We recognise that bullying increasingly takes place in cyber environments, such as on the internet and through the use of mobile phones. As such these incidents will be treated as a Child Protection issue.

Upon any incident where online bullying has taken place in or out of school and made known to us, we will take matters seriously and action will be taken to reduce any further incidents. This will be done with the DSL for Child Protection and the Headteacher, and if appropriate, outside agencies.

We recognise and will act in accordance with guidelines set down in 'Keeping Children Safe in Education.'

### **Physical Intervention**

We have adopted a policy on Physical Intervention and understand that staff must only use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.

We recognise that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

This policy is in line has been adopted in line with the local authority policy on physical intervention.

## HIGH ERCALL PRIMARY SCHOOL

### Statement of Behaviour Principles Requirement and Application (Website)

Under the **Education and Inspection Act 2006**, school governing bodies are charged with the duty to set the framework of school policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of the pupils.

The following has been approved by the High Ercall Primary School Board of Governors, within the Positive Behaviour Policy. It applies to all adults employed by, volunteering at or providing services to High Ercall Primary School (the **School**).

Similarly, given the duty of care to pupils, this statement and the policies that both stem from it and are influenced by it (e.g. appropriate contact, anti-bullying and exclusions) applies to all pupils when in School, when travelling to and from School and when engaged in extra-curricular activities and residential trips.

#### **Behaviour Principles and Safeguarding Statement for High Ercall Primary School**

We, the Board of Governors of High Ercall Primary School:

- adopt and support the School in achieving its values, safeguarding its rights and following its rules
- respect and value all members of the School community and are committed to providing a caring, friendly and secure environment for all pupils so that they can learn and achieve success in a safe and happy environment;
- recognise our responsibility to safeguard all who access our School and we promote the welfare of all pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying;
- value the strong relationships that exist in the School which leads to mutual respect and we encourage positive behaviour;
- have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability; and
- seek to eliminate all forms of discrimination, harassment and bullying.

This statement will be applied with consistency and fairness with regard to each individual situation.

#### **Monitoring School Discipline and Understanding Pupil Requirements**

It is recognised that on occasions sanctions may be necessary to demonstrate that seriously inappropriate behaviour is unacceptable; to express the disapproval of the community; and to deter other pupils from similar behaviour. The Board of Governors will monitor the School in this regard.

It is recognised that sanctions will enable the pupil to reflect upon and learn from their behaviour and make reparation wherever possible. Because of the focus on positive behaviours and the opportunities for pupils to learn from their mistakes, the Board of Governors expects lower than the national average rates of exclusion. Some pupils, for example those with special educational needs, physical or mental health needs can experience particular difficulties with behaviour and the School will seek to ensure that such pupils receive

behavioural support according to their need. However, when making decisions the School must balance the needs of the individual with those of the School community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount.

The Governing Body works with all members of the School community to understand the pupils and their circumstances and believe this relationship is an important part in building a strong learning community.

### **Our School Values**

Children, parents, staff and governors identified the following as important qualities that will underpin our school ethos and form part of our behaviour policy.

We reinforce positive behaviour and recognise the need for clarity and consistency.

We think it is important to be...

- Respectful
- Responsible
- Resourceful
- Resilient
- Reflective

We have looked at each of the 5 'R's and tried to explain them in a clear way so that everyone understands what we are aiming for. These are detailed in our Positive Behaviour Policy and on the school website.

### **References**

Keeping Children Safe in Education 2023

Behaviour in Schools Guidance – July 2022

Dealing with allegations of abuse against teachers and other staff. Guidance for local authorities, headteachers, school staff and governing bodies, DfE 2012

Exclusion from maintained schools, Academies and PRUs in England, DfE 2012

Updated: September 2023

Review date: September 2024

This document will be reviewed on an annual basis, unless changes in law or regulation necessitate an exceptional review.

**HIGH ERCALL PRIMARY SCHOOL**  
**PARENTAL 'LICENCE' TO ATTEND SCHOOL**  
**POLICY/TERMS/PROCEDURES TO APPLY**

Through the school's practice of welcoming parents of registered pupils into the school and the natural right of parents to need to visit the school from time to time to deal with matters related to their children's education, parents acquire what is seen in law as a limited 'licence' to enter the premises of the school at which their children are educated.

However, in appropriate, hopefully extremely rare, circumstances this 'licence' may be revoked by the Headteacher.

As is now required through recent Case Law, The Policy/Terms applying to this School's 'Parental Licence' and the procedures that will be followed should the need arise to consider revoking the 'licence' in individual cases are set out below for the information of parents:

**1. Policy/Terms of The School's Parental Licence**

- Parents of registered pupils are welcomed into our school.
- The 'Parental Licence' is only acquired by parents of registered pupils at the school and pertains only whilst such parents have a child actually registered at the school.
- The 'Licence' expects parents to conduct themselves in a proper manner whilst on the school premises and to observe normal common courtesies.
- The 'Licence' does not give any parent any right to roam the school premises at will nor any right to enter into the school premises outside normal school times, at weekends or in school holiday periods.
- The 'Licence' does not give any parent any right to disrupt in any way the delivery of education at the school nor to otherwise behave in an unacceptable manner towards the premises, its staff, its children or their belongings or any other persons on the premises.
- The 'Licence' does not give any parent any right to expect to be able to access members of the school's staff or the Headteacher outside the normal arrangements for the making of appointments.

**2. Circumstances in which consideration will be given to revoking the parental licence**

Revocation of the 'Parental Licence' will be considered in persistent cases falling into any of the following categories:

- any behaviour on school premises towards staff, pupils, parents or any other persons on the school premises deemed, by the Headteacher, as being unacceptable, and/or
- physical or verbal abuse of staff, pupils', parents' or any other persons on the school premises; and/or
- misuse, abuse, damage of/to any school, staff, pupils', parents' or any other persons' property or equipment or any other goods on the school's premises: and/or
- any nuisance or disturbance on the school's premises e.g. any unauthorised use of the premises e.g. trespass, dog walking, playing of games etc. in or out of school hours, including evenings,

weekends or school holiday periods.

### **3. Procedures That Will be Followed By The Headteacher in Cases Where Revocation of The Parental Licence has been Determined as the only remaining Appropriate Action.**

The following procedures will be those normally followed in circumstances where the Headteacher has decided to revoke the parental licence. However, in circumstances considered very serious related to the safety of staff, pupils, other parents, any other persons, property and/or equipment etc the parental licence may be revoked without prior warning.

- Headteacher to have warned the parent concerned either verbally or in writing, whichever the most practicable in the circumstances, on at least one prior occasion, that their behaviour was unacceptable and could not be tolerated and that if it persisted would result in the parent being 'banned' from the premises:
- where unacceptable behaviour persists after prior warning: or the circumstances are so serious to warrant an immediate ban, the Headteacher shall:
  - if practicable tell the parent that they are 'banned' from the premises and that they should leave immediately. The Police should be involved if any difficulties arise and the parent concerned refuses to leave the premises;
  - write to the parent concerned setting out the reasons for the ban and the period of the ban if not to be left open ended. The letter should also include an opportunity for the parent to make written representations to the Headteacher against the imposition of the ban and its continuance as well as details of when and how the ban, if to be continued, will be reviewed. The letter should also explain that, as and when necessary, the parent will be allowed onto the premises for legitimate educational reasons relating to the education of their child concerned on a strict appointment basis only. (A model letter is attached).
  - consider any representations made and determine whether to continue the ban and for how long and to convey that decision to the parent in writing;
  - as appropriate, establish satisfactory review arrangements.

## **REVOCAION OF PARENTAL LICENCE TO ENTER SCHOOL**

### **Model letter from Headteacher to parent to control access to the school premises following unacceptable behaviour**

Dear

#### **Revocation of Parental Licence to Enter School**

Following our conversation [earlier today/yesterday/last week/etc] when you [describe nature of behaviour/abuse], I am formally notifying you of the arrangements your behaviour has forced me to establish to control your future access to school to deal with any matters relating to the education of your [child/children].

With immediate effect you will, in future, only be allowed onto these school premises if you have made a prior appointment to see me. My telephone contact number is shown at the head of this letter. The arrangements I shall make will attempt to ensure that you have no or little opportunity to repeat the behaviour you have recently demonstrated.

I reiterate that the school will not tolerate such behaviour from any parent, nor will the Local Education Authority to whom I have had to report this incident under their required procedures.

If there are any mitigating circumstances or other comments you feel would justify the lifting of this ban which should be taken into consideration please let me have them, in writing, as soon as possible.

If after considering your comments I decide that the continuation of the ban is still justified I shall review this situation on an, at least, once a week basis following which I shall write to you with my decision. For your information I can tell you that I shall only be prepared to lift this ban when I can be completely satisfied that you are prepared to behave in an acceptable manner and that there will not be a repeat of the intolerable behaviour that caused me to have to impose the ban in the first place.

I sincerely hope that this need not be too long and should you wish to talk further with me in this respect I shall be happy to receive your call.

Yours sincerely

Headteacher

Copy to: Telford & Wrekin LEA (for the attention of Personnel Services)

**PARENTAL 'LICENCE' TO ATTEND SCHOOL.**

Through the school's practice of welcoming parents of its registered pupils into the school and parents natural right to need to visit the school from time to time to deal with matters related to their children's education; parents acquire, what is seen in law as, a limited 'licence' to enter the school premises.

The law also recognises that in appropriate, hopefully extremely rare circumstances of either very serious or persistent cases of unacceptable behaviour this 'licence' may be revoked by the Headteacher.

The full policy document setting out the detailed terms and procedures of this schools 'Parental Licence To Attend School' is available from the school office for interested parents.