WIMBLEDON CHASE PRIMARY SCHOOL

Empowering individuals to thrive and contribute positively in a diverse and ever-changing world

Management of Positive Relationships and Behaviour Policy

September 2024

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1. Introduction

"In schools where all feel that they belong, the behaviour "agenda" is owned by everyone. Staff and pupils know what it is: have helped shape it; think it's fair. There is a common language and shared set of practices. Entering into these schools is a warm and welcoming experience."
(*Place and Belonging in school: why it matters today*: Riley et al 2020)

At Wimbledon Chase we want our school to be a warm and welcoming one. We want our children to be successful and happy learners, who feel safe and secure in their learning environment. Through its aims and contents, this policy sets out how, by fostering a sense of belonging and cultivating positive relationships, alongside providing a consistent evidence-based and research-informed approach to behaviour management, we will achieve this.



2. Aims

This policy aims to:

- Create a whole-school culture that promotes positive relationships and excellent behaviour ensuring that all children have the opportunity to learn through our Cornerstone's Curriculum in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect Wimbledon Chase values, our Cornerstone aims and the school's status as a Rights Respecting School
- Outline how we may adapt our approach to children with special educational needs and disabilities (SEND) and those with complex behaviour patterns
- Outline the expectations of good behaviour and the means by which our Cornerstone Behaviour Principles are upheld and our Behaviour Curriculum is taught
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

3. Wimbledon Chase Cornerstone Behaviour Principles

- As a Rights Respecting School all governors, staff, student teachers and volunteers have a duty to uphold Children's Rights as defined by the United Nations in relation to behaviour. These rights are the basis of our Behaviour Principles and these articles are of particular relevance:
  - ❖ Article 3 - The best interests of the child
  - ❖ Article 13 - The freedom of expression
  - ❖ Article 14 - The freedom of thought, belief and religion.
  - ❖ Article 15 - The freedom of association
  - ❖ Article 19 - The protection from violence, abuse and neglect
  - ❖ Article 28 - The right to education
  - ❖ Article 29 - The right to the goals of education
  - ❖ Article 31 - The right to leisure, play and culture
- The Wimbledon Chase Values of Kindness and Respect, Inclusivity and Equality, Positivity and Safety are promoted through every aspect of school life
- Every child understands that they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- Every child understands that they have the responsibility to allow others to feel safe, valued and respected and to be able to learn free from the disruption of others
- All children, governors, staff, student teachers and volunteers are free from any form of discrimination
- Governors, staff, student teachers and volunteers set an excellent example to children at all times understanding that fostering positive relationships and a sense of belonging with all in our community is key
- The relationships and behaviour policy is understood by children and staff
- The relationships and behaviour policy is communicated to families
- Children are helped to take responsibility for their actions
- Adults understand that behaviour is a form of communication and that some children will need support to address the underlying causes of their behaviour
- Families are involved in behaviour incidents to foster good relationships between the school and children's home life
- The Suspension and Exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions

4. The Wimbledon Chase Cornerstone Approach

Belonging

I. Our school is a large, diverse, multicultural primary school. We know that with a sense of belonging, a commitment to behaving well and contributing positively to school life follows.(*Place and Belonging in school: why it matters today*: Riley et al 2020) We believe that children and adults thrive academically and socially, when they feel part of and are proud of the community in which they learn and work. As such we aim to foster a strong sense of belonging to Wimbledon Chase in all and to promote an ethos and create a culture in which children and adults look after and respect each other, so that learning is able to take place in a secure and supportive environment. Ways in which we may choose to do this at Wimbledon Chase are listed in the Behaviour Handbook.This is an important part of our Cornerstone's Behaviour Curriculum.

Cornerstone Behaviour Curriculum

II. Through our Cornerstone's Behaviour Curriculum, we aim to ensure excellent behaviours for learning exist, alongside excellent behaviours for living in the wider community. Our Cornerstones Curriculum promotes the ethos needed for positive relationships to flourish. We know that behaviour is a form of communication.We recognise within our Behaviour Curriculum that children who display challenging behaviours may need support to address potential underlying causes and may require more opportunities to connect with others. The recommendations from Improving Behaviour in Schools Report (Education Endowment Foundation 2019) provide a framework around which to base our approach. Our Behaviour Handbook provides a summary of this.

Rights Respecting Status

III. We plan to uphold our Behaviour Principles and status as a Rights Respecting School by delivering our Cornerstone's Behaviour Curriculum through lessons, assembly time or intervention groups and through direct conversations with individuals. For much of the time good behaviour will be taught through our regular routines and interactions with children and most importantly through recognising and praising good behaviours which exemplify our Cornerstone Rules. The Behaviour Handbook sets out examples of regular routines.

5. Expectations and our six Cornerstone Rules

I. Our six fundamental Cornerstone Rules for positive behaviour are integral to our Behaviour Curriculum and to ensuring that children's right to learn is not disrupted.



6. Staff as excellent Role Models

I. We ask our staff to act as excellent role-models of the Cornerstone Rules so that habits of good behaviour are modelled on a daily basis. We expect all adult-child relationships in school to be based on mutual respect, so that the principles of a Rights Respecting School are adhered to. **(Teachers' Standards TS1)**

II. Staff must be approachable and there to help. If a member of staff is having difficulties with an individual or group of children, they are expected to seek support in order to make a positive change. **(TS7)**

III. At Wimbledon Chase we ask for adults (staff, governors and visitors) to amplify the following behaviours **(TS Part Two):**

- **Calmness**
- **Humour**
- **Empathy**
- **Consistency**
- **Reflective practice**
- **Catching students being positive**
- **Recognising and praising good conduct publicly**
- **Confidence with a smile**
- **Aiming for "win/win" situations**
- **De-escalation**
- **Emotion Coaching**

IV. At Wimbledon Chase the following behaviours are unacceptable and should be challenged if displayed by adults in our community:

- **Aggression**
- **Shouting**
- **Negativity**
- **"Losing it"**
- **Adults creating "power struggles"**
- **Humiliation**
- **Sarcasm**

7. Unacceptable Behaviour

I. As well as having high expectations of good behaviour, we also have a clear position regarding behaviour which we deem to be unacceptable behaviour. **These are:**

- **Not following our Cornerstone Rules**
- **Disruption to lessons.**
- **Children being disrespectful to adults including, answering back, shouting or refusing to follow a reasonable request.**
- **Children fighting or purposely hurting.**

7. Unacceptable Behaviour (cont'd)

- **Bullying, including off-site and cyber-bullying. See Appendix A for a definition of bullying.**
- **Racist, homophobic, gender-based, disability-based or sexually-based harassment or discrimination, including off-site or online.**
- **Child-on-child abuse. This will be dealt with in accordance with our Safeguarding Policy. Further detail can be read in Appendix B**
- **Stealing or any form of illegal activity**
- **Bringing in banned items as defined in Appendix C In the rare circumstances that searching for banned items and their confiscation is deemed appropriate then it will be conducted in line with the DfE's latest guidance on searching, screening and confiscation and as detailed in Appendix C.**

8. Principles and Practices

The Cornerstone Behaviour Approach: Reward the Positive and Chance to Change

The principles behind this approach are that:

- Adults are excellent role models
- In their interactions with children, all adults will

➢ **IDENTIFY** the behaviour we expect
➢ Explicitly **TEACH** behaviour
➢ **MODEL** the behaviour we are expecting
➢ **PRACTISE** behaviour
➢ **ACTIVELY NOTICE** excellent behaviour
➢ **CREATE** conditions for excellent behaviour

- All children have the opportunity to make positive choices about their behaviour and influence outcomes
- All children start the day afresh and on the positive behaviour position
- Children do not "move down" or lose rewards gained as a result of good behaviour
- The least intrusive approaches are used to manage behaviour
- If children make unacceptable individual choices, they will be dealt with according to the school behaviour policy
- Calm, consistent use of language is used to redirect and challenge unacceptable behaviour so that adult responses remain unemotional and professional

9. Reward the Positive

9.1 Teaching Routines

I. We are committed to making our school a safe environment for children and adults. We want to give children the tools they need in order to build happy, fulfilled lives. The certainty of routines helps children navigate their time at school and also allows adults to lead from our school values, not from emotions. Having clearly defined rules, routines and rituals will help us to remain consistent on difficult days. This provides security, children feel safe and secure in classrooms that are predictable.

9.1 Teaching Routines (Cont'd)

- Do not assume that children know how to behave; regardless of age, teach them the rules that operate in the classroom and precise routines and rituals for individual activities.
- Use positive language when drafting rules and routines; identify the behaviours that are wanted rather than those which are not
- Teach the children routines for formal learning activities (independent work, group discussion, think/pair/share etc.)
- Teach the children class rituals for classroom organisation and informal activities (entering the classroom, tidying, answering questions).
- Use acknowledgement and positive reinforcement to imbed rules, routines and rituals.

How to teach a routine:

- Establish the routine and run it through with the children first
- Ask questions to check their understanding of the routine
- Show them where the routine can be found
- Catch learners doing the right thing
- Peg their behaviour back to the routine
- Consider making a tally next to the routine of how many times you have caught your class doing the right thing
- Celebrate the success of your class in following the routine

9.2 Recognise, Praise and Celebrate

I. The language around behaviour should remain positive at all times. We firmly believe in the power of meaningful, specific, personal direct praise. Notice excellent behaviour; tell children what you are praising and why.

II. We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Phases such as 'kicked off' or 'screaming fit' are unhelpful.

III. Praise is important, at Wimbledon Chase we have a variety of praise systems to build self-esteem:

- Staff are encouraged to provide specific verbal and written praise for good learning, effort or behaviour. When giving praise we ask for adults to be alert to their own bias and actively address it.
- Children who have done great learning will be asked to share their learning with SLT, other teachers and classes.
- Teachers will share positive feedback about a child's behaviour – either by the phone, face-to-face, email or using notes home to parents to celebrate appropriate behaviour.

9.3 Specific Praise

I. Academic research has proved that the more a person repeats their positive qualities, the more they believe it and the more their self-esteem grows. In addition, the positive conversation counteracts any negative labelling this child may be attracting. Examples are:

"We have noticed that you are very helpful with young children"
"We've noticed that you have great self-control and always stay calm under pressure"
"We've noticed that you always have a big smile and a positive greeting for everyone"

9.4 Whole Class Rewards

I. The class will work together towards a whole class reward through adults rewarding good behaviour through the system used by the teacher. The frequency of the reward will depend upon the needs of the class. This will be discussed with the Phase Lead. If a child has had a challenging week in terms of their behaviour, then their rewards may be different from the rest of the class and in line with their own behaviour plan.

9.5 Individual Rewards

I. At Wimbledon Chase we want children to develop the intrinsic motivation to behaviour well. However, If appropriate or needed children can be rewarded for positive behaviour habits. The system used in class can be devised by the teacher. The frequency of the reward will depend upon the needs of the class. This will be discussed with the Phase Lead and the child's parents.

9.6 Wider Recognition

I. In addition to whole class and individual rewards, staff may choose to recognise and reward good behaviour within the wider community.
This could be, but is not limited to:

- A recognition visit to another teacher, adult or member of SLT
- Sharing positive news with the wider school community for instance in the newsletter or on social media if appropriate.
- Recognition in assemblies
- Being given a role of responsibility
- Extra playtime for groups, classes, years or phase

10. Chance to Change Approach

I. We use a ***Logical Consequences*** approach to conversations and interventions needed to address unacceptable behaviour. The principles and practices below underpin the Wimbledon Chase approach to positive behaviour management and are evidence-based and research-informed. (Relevant research and examples can be found in the Relationships and Behaviour Handbook.)

- When unacceptable behaviour needs to be addressed, then a consistent unemotional response will be used and a consequence given which directly relates to the behaviour.
- *We use the* ***Reminder, Redirect and Space to Cool Off*** process to manage unacceptable behaviour
- We use ***Related, Respectful, Reasonable and Reflective*** scripts to remind and redirect children

11 Chance to Change approach with regard to SEND.

11.1 Recognising the impact of SEND on behaviour

I. The school recognises that children's behaviour may be impacted by a special educational need or disability (SEND). As a school with an Additionally Resourced Provision for children with Speech and Language needs we are committed to inclusive practice and will make reasonable adjustments to our approach to managing behaviour as is necessary. This is may include, but is not limited to, Behaviour Support Plans, Emotion Coaching and ELSA techniques.

II. When incidents of unacceptable behaviours arise, we will consider them in relation to a child's SEND, although we recognise that not every incident of unacceptable behaviour will be connected to their SEND. Decisions on whether a child's SEND had an impact on an incident of unacceptable behaviour will be made on a case-by-case basis.

III. When dealing with unacceptable behaviour from children with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

11.2 Adapting sanctions for children with SEND

I. When considering a behavioural sanction for a child with SEND, the school will take into account:

- Whether the child was unable to understand the rule or instruction?
- Whether the child was unable to act differently at the time as a result of their SEND?
- Whether the child is likely to behave aggressively due to their particular SEND?

II. If the answer to any of these questions is yes, it may be unlawful for the school to sanction the child for the behaviour.

III. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction. Our SEND policy and Appendix D give further details of our legal duties and preventative measures.

12. Chance to Change with regard to Early Years

I. This system is adapted by Early Years and builds upon good practice in this area. However, it is unlikely that the full system will be used. It is important the focus is on positive feedback and redirection of child behaviour. The language of positive behaviour can be used with the children and provide specific feedback for children as to what behaviour the school would like them to do more of.

13. Chance to Change Steps

<table>
<tr><td colspan="2">Gentle approach > use child's name > down to child's level > make eye contact > deliver message > walk away!</td></tr>
<tr><td>1. REMINDER
Consistent Language
I noticed you chose to … (state the noticed behaviour).
This is a REMINDER that we need to be …You now have the chance to make a better choice.
Thank you for listening. (Give the child 'take up time' and DO NOT respond.)

Example - 'I notice that you're running. You are breaking our school rule of being safe. Show me sensible walking. Thank you for listening.'</td><td>• If a child displays unacceptable behaviour then they are quietly warned either verbally or in an unobtrusive non-verbal manner</td></tr>
<tr><td>2. REDIRECT
Consistent Language
I noticed you chose to … (state the noticed behaviour).
This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. (Insert child's name) … if you choose to break our school rules again, you leave me no choice but to ask you to move to … / go to the quiet area / thinking mat, etc.
Do you remember when … (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices.
Thank you for listening/Thank you (Give child 'take up time' and DO NOT respond.)

Example - 'I have noticed you are building a tower instead of doing your work. You are not following our school rule of being equal/inclusive/positive. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</td><td>• The child's name is moved from the positive zone.
• Adults will look for opportunities for a child to start making the right choices so they can move back to the positive behaviour zone.</td></tr>
<tr><td colspan="2">3. Space to cool off
If a child continues to display unacceptable behaviour then the child will be asked to take time to cool off and reflect. This may be within the classroom or in another class.</td></tr>
</table>

A logical consequence for this unacceptable behaviour will be given, the parents will be informed and the incident will be noted in the behaviour log. The consequence may be moving within the class or to another class

MOVE WITHIN CLASSROOM **Consistent Language** I noticed you chose to … (state the noticed behaviour). You need to … (describe appropriate place in classroom e.g. reading corner, desk at the back, quiet area, etc). I will come and speak to you in two minutes. *Example - 'I have noticed you chose to use rude words. You aren't following the Cornerstone Rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'*	• Child sent to designated area of the classroom. • 5-10 minutes sitting alone in order to reflect, calm down, etc. without causing further disturbance. • Child to complete an appropriate task depending on the situation e.g. sitting to calm, reflection sheet, continuing with work, etc. • If behaviour improves, return to class. If not the move to another classroom. **For regular occurrences:** • Discussion with SLT and/or SENCO: consider Specific Behaviour Intervention.
MOVE TO ANOTHER CLASS **Consistent Language** I noticed you chose to … (state the noticed behaviour). You need to go to … (state the classroom or other space you need them to go to). I will come and speak to you at the end of the lesson. ***DO NOT describe the child's behaviour to other adults in front of the child*** *Example - 'I have noticed you chose to continue to ignore instructions. You aren't following the school rule of being respectful/equal/positive. You have now chosen to go and sit in …classroom. I will come and speak to you at the end of this lesson. Thank you for listening.'*	Child escorted to designated colleague / follow up to check child has arrived. • Remainder of lesson working alone without causing further disturbance. • Possible removal of privilege / playtime with others if logical. • Teacher must provide work / activity for the child to complete and communicate this to colleague. • If behaviour improves, return to class. If not or if child refuses, move to calling SLT **For regular occurrences:** • Discussion with Phase Lead and/or SENDCO: consider Behaviour Intervention and/or additional support. • Begin monitoring to identify areas of concern / possible causes/ appropriate targets. • Parents contacted by teacher to inform them that behaviour is a cause for concern

Further consequences in the classroom

Repeated or **serious** unacceptable behaviours will require further logical consequences.

I. Whilst the school aims for a consistent approach in delivering logical consequences, the intention, context and severity of the incident will be taken into account when delivering further consequences.

Senior Leadership Team involvement

I. The child will usually be referred to the Senior Leadership Team in the following order:

Phase Lead → Deputy Head → Headteacher

II. If the incident is serious, then the child may be referred to the Deputy Head or the Headteacher in the first instance. The child's behaviour will be discussed with the child and the Assistant SENDCo and/or Inclusion Lead will be included if appropriate. Possible outcomes could be, but are not limited to:

Explaining referral to SLT

Consistent Language

I noticed you chose to … (state the noticed behaviour).
I will now contact eg Mrs Ruffle, Mrs Newell and you will need to go to … / with them (tell the child who you will contact and where they will go (if previously arranged). I will come and speak to you at the end of the lesson / next break / end of the day.

DO NOT describe the child's behaviour to other adults in front of the child

Example - 'I have noticed you have chosen to continue to use rude words. I will now contact Mr Ellis, I will come and speak to you at the end of the day. Thank you.

- Child escorted to / collected by appropriate adult.
- From remainder of lesson through to a half day working alone without causing further disturbance.
- Possible removal of a privilege / playtime.
- Teacher must provide work / activity for child to complete as soon as possible after removal.

For regular occurrences:

- Discussion with Phase Lead / SENCO / Head Teacher as appropriate.
- Parents informed of withdrawal by teacher or Phase Lead / SLT depending on nature of incident.
- Meeting with parents to investigate possible causes / alternative strategies i.e. parents working alongside child, reduced school day, etc.
- Referral to multi agencies i.e. Behaviour Support / Ed Psych, etc.

Possible Outcomes of SLT referral

Reflection time with SLT (using restorative conversation)

I. The child will be asked to consider strategies to repair the situation and if appropriate a logical consequence will be given, such as a loss of privilege. The child will return to class to aim to get back on to the positive zone.

Out-of-Class time or Off-the-playground time allocated by SLT

I. A Reflection Form will be used and once completed this is kept in class. When a child returns from an out-of-class consequence, they will remain off the positive zone. The teacher will look to move the child towards the positive zone as soon as possible.

Parent meeting

I. This may include reviewing and developing child targets or developing an

13.1 Chance to change in the playground

<table>
<tr><td colspan="2">Gentle approach > use child's name > down to child's level > make eye contact > deliver message > walk away!</td></tr>
<tr><td>REMINDER
Consistent Language
I noticed you chose to … (state the noticed behaviour).
This is a REMINDER that we need to be … You now have the chance to make a better choice.
Thank you for listening. (Give the child 'take up time' and DO NOT respond.)

Example - 'I notice that you were on the top of the towers. You are breaking our school rule of being safe. Show me sensible playing. Thank you for listening.'</td><td>• If a child displays unacceptable behaviour then they are quietly warned either verbally or in an unobtrusive non-verbal manner</td></tr>
<tr><td>REDIRECT
Consistent Language
I noticed you chose to … (state the noticed behaviour).
This is the second time I have spoken to you. You need to stand next to me for 2-5 minutes Insert child's name) … if you choose not to follow our school rules again, you leave me no choice but to/ I will have to ask you to stay off the playground next time… / go to the quiet area .
Do you remember when … (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can follow our rules.
Thank you for listening/Thank you (Give child 'take up time' and DO NOT respond.)</td><td>• The child's name is noted in the playground behaviour log
• Adults will look for opportunities for a child to start making the right choices so they can move back to the positive behaviour zone.</td></tr>
<tr><td colspan="2">Further consequences for unacceptable playground behaviour
Repeated or serious unacceptable behaviours will require further logical consequences. SLT will become involved as outlined in the section…</td></tr>
</table>

14. Summary of The Cornerstones Behaviour Approach:

Reward the Positive and Chance to Change



Reward the Positive

All children start each day in the positive zone or in a positive place on the playground. Children' positive behaviour will be recognised and rewarded according to the class's Reward the Positive Systems.

Chance to Change

Remind

If a child displays unacceptable behaviour then they are quietly warned either verbally or in an unobtrusive non-verbal manner. Peer Mediators may become involved if on the playground.

Redirect

The child's name is moved from the positive zone.
If on the playground the child will stand next to an adult for no more than 5 minutes as a logical consequence.
Adults will look for opportunities for a child to start making the right choices so they can move back to the positive behaviour zone

Space to cool off

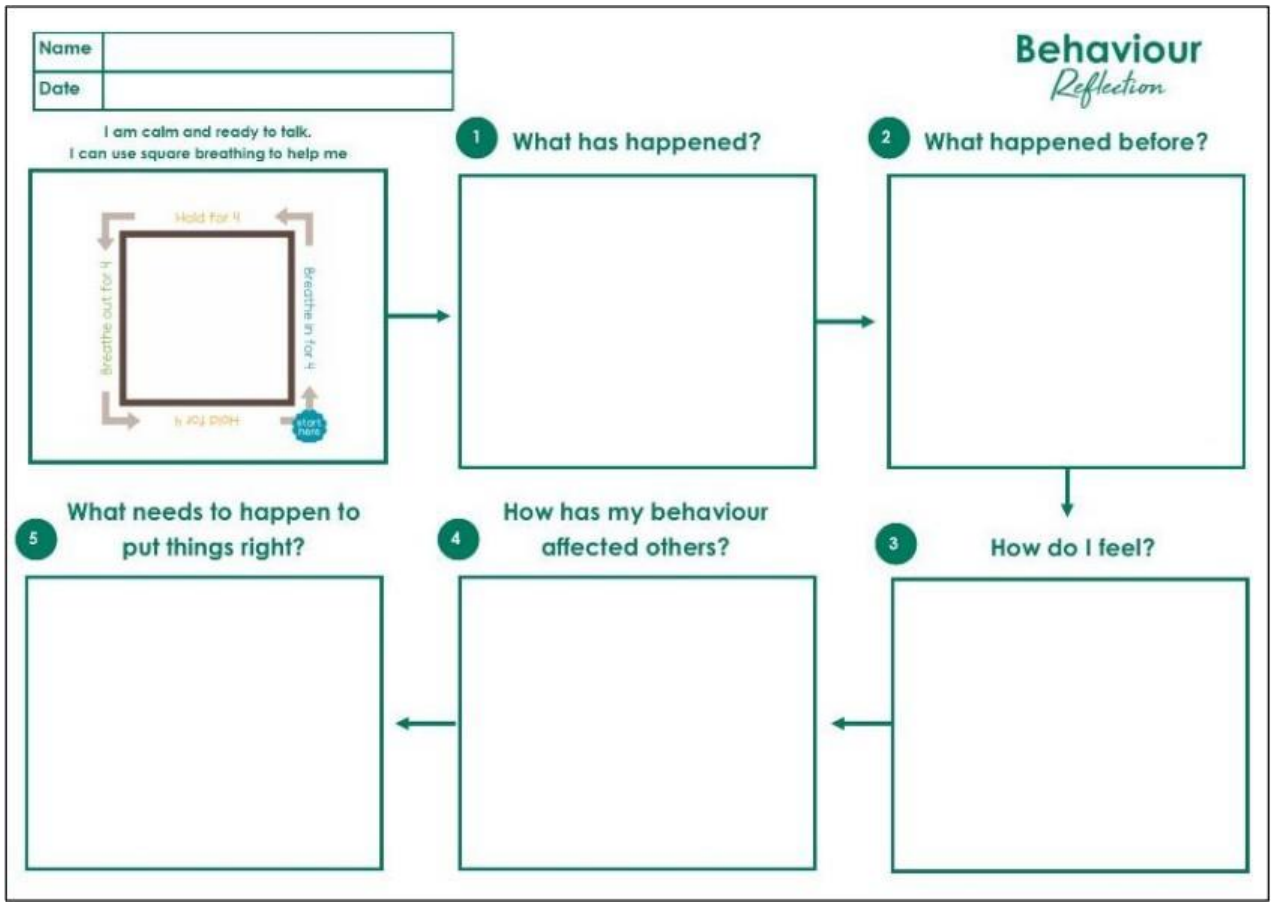
If a child continues to display unacceptable behaviour then the child will be asked to speak to the adult at an appropriate time.
They will be asked to move within the classroom or to another class
A logical consequence will be given.
Restorative Conversations will be facilitated.
The behaviour will be noted in the log.
Parents will be informed.

Further consequences

SLT become involved in a similar process as described in Classroom Consequences above.

15. Restorative Conversations

I. The focus of our behaviour interventions is to allow the children to be emotionally ready to return to their learning. A restorative conversation needs to take place between the child and their teacher at the earliest opportunity. A member of SLT can help facilitate this. Once the child is calm and focussed they can be led through the **script.** The child or the teacher can fill in the sheet or discuss it .



16. Supporting children following a logical consequence

We may consider further strategies to help children understand how to improve their behaviour and meet the expectations of the school. These could include measures like:

- Reintegration meetings
- Meet and Greet sessions in the morning
- Providing a buddy or mentor
- Daily contact with the a member of SLT
- Personalised behaviour goals
- Daily contact with parents
- The involvement of an external agency
- The introduction of a targeted intervention

17. Safeguarding

I. The school recognises that behaviour can be a way in which children communicate that they are in distress and so changes in behaviour may be an indicator that a child is in need of help or protection. We will consider whether a child's unacceptable behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.
Please refer to our Safeguarding Policy for more information.

18. Physical Intervention

I. In the rare circumstances that it becomes appropriate to use physical intervention, it will be used as an act of care and not punishment and staff will follow the guidelines outlined in the Physical Intervention Policy. Members of staff are required, while taking any of the action detailed in the policy, to ensure that the child understands that this is a last resort and the security of the child is continually maintained.

19. Unacceptable behaviour occurring off-site and online

I. Logical consequences may be applied where a child has shown unacceptable behaviour off-site when representing the school or online. Appendix E gives further details.

20. Zero-tolerance approach to sexual harassment and sexual violence

I. At Wimbledon Chase we promote tolerance, respect and equality irrespective of gender or sexuality. Our PSHE policy and our Relationships and Sex Education Policy support our aims of teaching our children the qualities and benefits of healthy relationships. The school teaches the concept of consent through age appropriate lessons so that our children can keep themselves and others safe. See Appendix B.

II. The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

III. Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

IV. The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

V. The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - ➢ Manage the incident internally
  - ➢ Refer to early help
  - ➢ Refer to children's social care
  - ➢ Report to the police

VI. Please refer to Safeguarding Policy for more information.

21. Suspected criminal behaviour

I. If a child over the legal age of responsibility is suspected of criminal behaviour then the school will follow the process detailed in Appendix F

22. Malicious allegations

I. Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider why this has occurred and how to best manage any consequences in accordance with this policy and guidelines. See Appendix F.

23. Suspension and Permanent Exclusion

I. At Wimbledon Chase Primary we are committed to inclusive practices that support the needs of all our children. We are committed to working in partnership with parents to ensure that all our children reach their optimum level of learning, are safe and develop their independence, self-esteem and confidence.

II. Suspensions or Permanent Exclusion, are therefore seen as a last resort. However, if a behaviour or behaviours cause serious disruption, raise issues of safety and well-being to others, then the head teacher will follow the suspension procedures as set out in the Merton Local Authority Guidelines and the school Suspensions and Permanent Exclusion Policy

24. Child transition

I. Inducting incoming children

The school will support incoming children to meet behaviour standards by explaining to them and their families the Reward the Positive and a Chance to Change systems. A Home-School agreement will be given in order to state the Cornerstone Rules. At the start of a new school year the class teacher will explain to parents the classroom rules and rewards system at the Meet the Teacher sessions.

II. Preparing outgoing children for transition

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to child behaviour issues may be transferred to relevant staff at the start of the term or year.

III. Preparing for secondary school

In order to enable a positive transition to secondary school for our children, close relationships are developed with the schools to which most of our children transfer.

Identification of children who may need support with their behaviour is made early and a bespoke transition programme is developed.

25. Roles and responsibilities of members of the school community

I. The Governing Body

The Governing Body and the Whole School and Community Committee are responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

II. The headteacher and Senior Leadership Team

The headteacher and Senior Leadership Team are responsible for:

- Reviewing and approving this policy in conjunction with the Governing Body and Whole School and Community Committee
- Giving due consideration to the school's statement of behaviour principles
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with unacceptable behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of children
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all children to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Providing staff with the emotional containment required to successfully implement the relational approach as described in this policy.
- Ensuring that staff have access to wellbeing support needed as a result of dealing with behaviour incidents
- Ensuring this policy works alongside the Safeguarding Policy to offer children both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy

III. Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for all children **(TS1)**
- Developing a positive relationship with their class and the individual children they teach **(TS1)**
- Establishing and maintaining clear boundaries of acceptable child behaviour **(TS1,7)**
- Implementing the behaviour policy consistently **(TS1,7)**
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with children **(TS1,7)**
- Providing a personalised approach to the specific behavioural needs of particular children**(TS1,5,7)**
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations **(TS1,7,8 & Part Two)**
- Attend training and ongoing CPD opportunities with regard to managing behaviour positively
- Recording behaviour incidents promptly in the class or phase Behaviour Log and in line with the Safeguarding Policy if appropriate**(TS7)**
- Asking for support when it is needed **(TS8)**

IV. Parents

We work in partnership with our children and their families to develop a sense of belonging and a mutual understanding of our Wimbledon Chase Behaviour Curriculum. By making everyone in our community aware of our expectations then the positive management of behaviour becomes a shared responsibility with families.

V. Parents where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Understand that the school uses a Logical Consequences approach to unacceptable behaviour
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following unacceptable behaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and by working in collaboration with them to tackle behavioural issues. This could be at the start or end of the school day, via notes in the home-school diary, emails, phonecalls or 1:1 meetings virtual or otherwise.

VI. Children

We aim to provide a safe environment in which children are listened to and feel confident in talking about issues that concern them as individuals. We ensure that children are involved in establishing, discussing, clarifying and embedding class rules and class charters to meet our expectations. Whilst we believe that all children are able to behave appropriately, we recognise that some children need additional support in order to achieve this. We recognise the limits of our expertise and welcome the support of outside agencies.

VII. Children will be made aware of the following through age appropriate means that:

- There is an expected standard of behaviour they should be displaying at school and that this is detailed in the behaviour policy and their home-school agreement
- They have a responsibility to follow the Cornerstone Rules and established routines
- They have a responsibility to follow their own class rules and that there is a class behaviour system which involves rewards and consequences.
- Bullying of any kind will not be tolerated
- There is support that is available to them to help them meet the behavioural standards
- Children will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

26. Monitoring arrangements

26.1 Monitoring and evaluating school behaviour

I. The school will collect the following non-exhaustive list of data,

- Behavioural incidents
- Attendance, permanent exclusion and suspension
- Use of child support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

II. Anonymous surveys for staff, children, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture will be used to create a rounded view.

III. The data will be analysed every term, or annually when appropriate for some data, by the Senior Leadership Team.

IV. The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

V. The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of children are identified by this analysis, the school will review its policies to tackle it.

26.2 Monitoring this policy

I. This behaviour policy will be reviewed by the headteacher, Behaviour Lead, Behaviour Working Party Governing Body and Whole School and Community Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Whole School and Community Committee Chair and the Chair of Governors.

II. The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Governing Body and Whole School and Community Committee annually.

27. Legislation, statutory requirements, statutory guidance and other non-statutory sources

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and child referral units in England 2017

- Suspension and permanent exclusion from maintained schools, academies and child referral units in England, including child movement - 2022
- Use of reasonable force in schools
- Supporting children with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its children
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate children' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate children' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online
- *Improving Behaviour in Schools Report 2019* (Education Endowment Foundation 2019)
- Aspects of *When the Adults Change, Everything Changes* (Paul Dix 2017)

28. Links with other policies

This policy document has been written with reference to and should be read in conjunction with the Home-School Agreement and the following policies:

- Anti-Bullying
- Equalities Policies
- Mobile phone
- Online safety
- Physical Intervention Policy
- PSHE and RSE
- Staff Code of Conduct
- Safeguarding
- SEND
- Social, Emotional and Mental Health
- Suspension and Exclusion
- Uniform

Name/Signature of Chair of Governors: Kunal Patel **Date: September 2025**

Name/Signature of Head teacher: Keith Ellis **Date: September 2025**

Review date: September 2026

Appendix A

Bullying
Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Full details of the school's approach to bullying can be found in the Anti-Bullying Policy

Bullying is:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: · Racial · Faith-based · Gendered (sexist) · Homophobic/biphobic · Transphobic · Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
TYPE OF BULLYING	DEFINITION
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Appendix B

Zero-tolerance approach to Child-on-child sexual violence and sexual harassment

At Wimbledon Chase we promote tolerance, respect and equality irrespective of gender or sexuality. Our PSHE policy and our Relationships and Sex Education Policy support our aims of teaching our children the qualities and benefits of healthy relationships. The school teaches the concept of consent through age appropriate lessons so that our children can keep themselves and others safe.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.
Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - ➢ Manage the incident internally
  - ➢ Refer to early help
  - ➢ Refer to children's social care
  - ➢ Report to the police

Please refer to our child protection and safeguarding policy for more information

Further guidance

I. Following any report of child-on-child sexual violence or sexual harassment offline or online, schools should follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident should be considered on a case-by-case basis.

II. Schools should be clear in every aspect of their culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. Schools should make clear to all staff the importance of challenging all inappropriate language and behaviour between pupils. Schools should refer to the Respectful School Communities toolkit for advice on creating a culture in which sexual harassment of all kinds is treated as unacceptable.

III. Schools should never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. They should advocate strenuously for high standards of conduct between pupils and staff; they should demonstrate

and model manners, courtesy and dignified/respectful relationships.

IV. Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing

V. Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. Part 5 of KCSIE provides guidance and links to external support for schools to access appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour.

VI. It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

VII. In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school should consider whether any disciplinary action is appropriate for the individual who made it as per its own behaviour policy. As with all safeguarding matters, it will be important that the designated safeguarding lead is engaged and makes referrals into support services as appropriate.

Appendix C

Banned items, confiscation and searches
As a primary school, there are certain items which children are not allowed to bring into school. These are:

- **Mobile Phones unless in line with the school child Mobile Phone Policy**
- **Smart watches which have access to the internet and/or a camera**
- **Sharp objects such as scissors, staplers, knives or razors**
- **Medicines**
- **Matches or lighters**
- **Alcohol, vape machines, cigarettes and other illegal substances**
- **Tippex and other forms of liquid paper**
- **Personal items of high financial value**
- **Money unless it is for planned school event**

Confiscation and searches
In the rare circumstances that searching for banned items and their confiscation is deemed appropriate then it will be conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Physical

- Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil and will be from the Senior Leadership Team. There will be another senior member staff present as a witness to the search.
- A member of the Senior Leadership Team of a different sex to the pupil can carry out a search without another member of staff as a witness in **exceptional circumstances** if
- The authorised 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 the 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 an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.
- If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.
- A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school

rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will 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.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and r remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact a member of the Senior Leadership Team or the DSL to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified Appendix C, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)

Hats, scarves, gloves, shoes, boots

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3

If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and** the appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate

adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Appendix D

Adapting Practice with regard to SEND

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled child caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of children with SEND (Children and Families Act 2014)
- If a child has an education, health and care plan (EHCP), the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies
- As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of unacceptable behaviour, and put in place support to prevent these from occurring.
- Any preventative measures will take into account the specific circumstances and requirements of the child concerned.

Preventative measures may include:

- Short, planned movement breaks for a child with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a child with visual or hearing impairment to sit in sight of the teacher
- Ensuring that hearing loop systems are charged and working
- Adjusting uniform requirements for a child with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism, Developmental Language Disorder, ADHD and dyslexia.
- Use of separation spaces such as our sensory circuit or nurture room where children can regulate their emotions during a moment of sensory overload
- Careful allocation of appropriate learning tasks
- Use of zones of regulation to indicate the need for early help

Considering whether a child displaying challenging behaviour may have unidentified SEND

The school's Inclusion Lead and special educational needs co-ordinator (SENCO) may evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Children with an education, health and care plan (EHCP)

The provisions set out in the EHCP must be secured and the school will co-operate with the local authority and other bodies.If the school has a concern about the behaviour of a child with an EHCP, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP.

Appendix E

Unacceptable behaviour occurring off-site.
Logical consequences may be applied where a child has showed unacceptable behaviour off-site when representing the school. This means misbehaviour when the child is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a child of our school

Logical consequences may also be applied where a child has showed unacceptable behaviour off-site, at any time, whether or not the conditions above apply, if the behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another child or themselves
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the child is under the lawful control of a staff member (e.g. on a school-organised trip).

Unacceptable behaviour online
The school can issue logical consequences to children who take part in unacceptable behaviour online if:

- It poses a threat or causes harm to another child
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The child is identifiable as a member of the school

Logical consequences will only be given out on school premises or elsewhere when the child is under the lawful control of a staff member.

Behaviour incidents online

I. The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. Schools should be clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.
II. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. In cases where a school suspects a pupil of

criminal behaviour online, they should follow the guidance in paragraphs 124-126.

III. When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in Keeping children safe in education. The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: Sharing nudes and seminudes: advice for education settings working with children and young people.

IV. Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. Schools should have the confidence to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely

Appendix F

Suspected criminal behaviour

If a child over the legal age of responsibility is suspected of criminal behaviour, the family will be informed and the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher with the knowledge of the Chair of Governors will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce logical consequences, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Malicious allegations

Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the child who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

Please refer to our child protection and safeguarding policy or more information on responding to allegations of abuse against staff or other children.