

The Cape Primary School

Behaviour Policy



Approved by: Full Governors **Date:** July 2025

Last reviewed on: July 2024

Next review due by: July 2026

Change Log:

Date	By Who	Comment
July 2023	S. Baker	Updated with changes to DFE Exclusions guidance & NVCi annex
July 2024	S. Baker	Removal of weekly detention and replaced with SLT reflection referral Update exclusions criteria to include possession of a weapon or offensive article
July 2025	S. Baker	Annual Policy Review

Behaviour Policy

At Cape Primary School we expect excellent behaviour from all our pupils at all times.

It is important that the adults in the school community model excellent behaviour for the children.

Aims

Every child has a right to come to school to learn but must take responsibility to create a learning environment that may be on or off site.

- To create a learning environment which encourages and reinforces good behaviour.
- To define, and teach if necessary, acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

In managing behaviour, we focus on a positive "Assertive Discipline" model which aims to reward and encourage good behaviour. All staff should manage behaviour in this way at all times.

There are few school rules and the majority are common sense, but it is vital that rules are applied consistently throughout the school.

Each class will agree their class rules based on the school ones and these will be displayed prominently.

The rewards and consequences for Assertive Discipline will also be displayed in the classes and around school and discussed with the children at the start of the year and as necessary.

Under no circumstances is poor behaviour acceptable and when it occurs it must be dealt with.

Children must understand:

- what they can do
- what they can not do
- good behaviour will be recognised and rewarded
- poor behaviour will not be allowed and may be sanctioned

It is the responsibility of all staff to be consistent and work together to ensure we get the best out of everyone.

The behaviour we accept is the behaviour we walk past.

The aim is to create an ethos where children behave well because that is what is expected and they know that their efforts will be valued.

Children and staff should be proud of their behaviour.

Adults speaking to children including lunch time supervisors and supply staff.

If we want children to respect each other then adults must speak respectfully to children.

- Try to avoid shouting
- Use a positive tone
- Avoid criticising the child – it is the behaviour that we want to manage!
- Use MAPA/NVCI de-escalation techniques

School rules

School rules need to be consistently applied on a continual basis throughout the school.

These will form the basis of classroom rules:

- 1) Respect other people and property
- 2) Show good listening
- 3) Follow instructions and rules
- 4) Try my best at all times
- 5) Keep hands and feet to yourself

Verbal praise is the first reward. This should be used as often as possible.

Children and adults should be encouraged to praise and celebrate behaviour, attitudes, effort and achievements which are good for an individual or in general terms. There should be a lot more positive than negative, in general 3:1 and for specific pupils 5:1.

Management of Children

Classroom Management

- Give clear instructions
- Avoid shouting at children – try to keep your voice quiet and vary it for effect.
- Avoid being confrontational.
- Proximity praise
- Circulate around the classroom
- Give instructions followed by immediate praise
- Positive repetition – explain what they are doing well
- Effective praise is personal use the child's name
- Scanning – e.g. "Rajan is working quietly on his maths –well done Rajan." Find a child who is often not on task who is doing what you want.

Redirecting

- "The look" eye contact and a disapproving look
- Physical proximity – stand by the child –move around the class
- Mention the off task child's name whilst teaching
- Proximity praise – a child near to the one you want to influence who is behaving well and doing what you want them all to do

Schoolwide rewards

- Verbal Praise
- Marvellous Me Points
- Praise badges for attitude, effort and academic achievement– given in Praise Assembly on Friday - Recorded on SIMs, Stickers
- Cape 8 badges to earn across 12 months
- Lunchtime behaviour tokens – virtual stickers on marvellous me
- Marvellous me
- Presentation awards
- Attendance awards
- Tell parents –HT postcard home or CT postcard home
- Send children to other teachers and phase co-ordinator
- Star of the week – consistent good behaviour
- End of year presentation evening to celebrate achievements
- Reward children who always do the right thing

NOTE: These rewards are also as a result of staff and child consultation.

Consequences

Children must be encouraged to take responsibility for their own actions and recognise how their behaviour will affect the way in which they are treated.

Misbehaviour will be dealt with in the following hierarchical order.

- 1) Reminder of rules.
- 2) A verbal warning by the teacher/adult.
- 3) "Time out" child moved onto their own for 5 minutes they still do their work! (Could be out of class to parallel teacher). This is managed by class teachers
- 4) Sent to phase co-ordinator – This is recorded by SMT.
- 5) Sent to Headteacher, or Deputy Headteacher – This is recorded by SMT.
- 6) Contact parents
- 7) Gross misconduct can mean that stages 1-4 are bypassed e.g. Serious harm to another child.

Children will help to formulate their own consequences so that they understand their actions and identify a fair process has been followed. Where a child reaches stage 4 or 5 it will be recorded on SIMs and a behaviour letter sent home by the phase leader or member of the Senior Leadership Team for the child to take home.

UKS2 operate a 'reflection referral' to repeat offenders up to part 4 above. If a child receives 3 reflections then the Phase Leader/ Head Teacher will arrange a meeting with parents to inform them of the reasons for reflection and plan a way forward to help the child improve their behaviour. Should an additional 3 reflections occur then parents will be invited in to school to meet with a member of the Senior Leadership Team and the class teacher.

A consequence will be given every time a pupil disrupts and each subsequent time, the next stage will be implemented.

Confiscation of inappropriate items may also occur – this is in line with the guidance available from <https://www.gov.uk/government/publications/searching-screening-and-confiscation> (Screening and searching pupils for weapons). **No intimate searches will be carried out unless instructed by Police. All pupils will be escorted by a DSL.**

The system will apply each day and begin again on the following day e.g pupils who have reached any stage by the end of the day will start the next day at stage one. In EYFS, or for children with specific behaviour plans this will apply on a session by session basis.

Pupils who continually disrupt i.e getting to stage three will be given a severe clause and go straight to stage five (be sent to Headteacher or Deputy Headteacher.) Children must be warned when they have reached this stage.

Reduced timetable/lunch time and fixed term exclusion will be considered at this stage.

This policy would need reasonable adjustments for some higher need children in consultation with the Inclusion lead and Inclusion Support and potentially the Educational Psychologist.

Special Needs Behaviour Management and EAL children

The Class Teacher, Inclusion Support, Behaviour Support Team, Sandwell Shield and/or CAMHS and the SENCO, will devise an individual behaviour plan for children where appropriate. Parents will be involved in this.

It is important to record behaviours in an on-going log book for individuals that require it. This will take the form of an 'ABC' approach (Antecedent, Behaviour, Consequence). However, it is likely that before an

ABC chart is used, a more simplistic chart to record positive affirmation of the correct behaviours is likely to be implemented, particularly for younger children.

A part-time timetable will be considered as part of this provision as a short-term intervention, leading to full time provision quickly. A risk assessment will always be completed along with full parental involvement and this will be reviewed weekly to assess the suitability of provision.

With the introduction of 'extended school', monitoring the behaviour of pupils becomes important to ensure that every one is safe and happy. Obviously, any staff working during extended school hours will deal with behavioural issues in accordance with the agreed procedures. Any problems thereafter should be recorded and reported to the class teacher/ head teacher if deemed necessary.

Schools should consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools should refer to the Equality Act 2010 and schools' guidance to ascertain whether the pupil understood the rule or instruction and whether the pupil was unable to act differently at this time as a result of their SEND.

Playground Consequences

- Reminder.
- Verbal warnings.
- Isolation – stand by the wall for a short period of time.
- Sent to the Headteacher, or Deputy Headteacher.

These consequences will apply at break time and at lunchtime, where "time out" or isolation is used it is at the discretion of the staff as to how long but staff should remember the age of the child. Whole class sanctions should be avoided.

At the end of playtime, as soon as the bell goes, children will stop on one whistle. Children will then line up, year group at a time (in split playtimes this may be both years together); all staff will escort children in.

Assembly / Hall Consequences

- Sit by the teacher
- Transgression twice in a week – sent to the Headteacher or Deputy Headteacher –
- or dealt with in class as appropriate.

All staff will accompany children into assembly and a number of staff will remain in the hall.

Procedures

In order that children know what is expected of them in terms of conduct, the following procedures will apply.

Movement around the school.

- Pupils will generally walk in twos/single file – upstairs or when necessary.
- Pupils will generally keep to the left hand side of the corridors, and will use the stair rails where provided.
- We do not expect silence in the corridors, but pupils must be very quiet, especially when moving around the school during lesson times. We should encourage children to think of others working.
- Children and adults should be encouraged to hold open doors for adults / children, where appropriate.
- Supervision of children is a collective responsibility of all staff.

- Movement between classes will be closely monitored and children will be watched and/or escorted as appropriate.

We will all insist upon and model good manners.

Assemblies and Hall Time

- Children should enter the Halls quietly.
- Children will be encouraged to listen carefully.
- Children will wait quietly for their class to be dismissed.

Playground Procedures.

- Children should not be allowed into the playground without supervision.
- Children should act with consideration for others.
- Litter should be placed in the bin.
- At the end of playtime, as soon as the bell goes, children will stop on one whistle. On the second whistle, children will then line up, year group at a time, all staff will escort children in.
- Children should line up quietly in pairs/single file.

Lunch time procedures.

Children will be escorted onto the playground to greet their lunchtime supervisor, unless it is wet play, when the supervisor will go to the classroom.

At the end of lunchtime, children will stop on one whistle. Children will then line up, year group at a time, all staff will escort children in.

Persistently disruptive and serious misconduct

The Headteacher may suspend or exclude a pupil, or pupils from school in line with the LA policy on exclusion and inclusion.

Guidelines are laid down in 'Improving behaviour and attendance: guidance on exclusions from schools & Pupil referral units – September 2008. updated February '15; Jan '16; Sept 2022; May 2023

<https://www.gov.uk/government/publications/school-exclusion>

At Cape we believe that exclusion is a last resort. We will exclude children for:

- Extreme or persistent violence to others.
- Racism
- Possession of an illegal substance, weapon, article
- Persistent disruption and application of our sanctions.
- Persistent or systematic bullying.
- A child who presents a safeguarding issue to others in our school community.

Suspensions will follow the premise of fixed term 1 day, 3 day, 5 day, permanent. Police involvement may be necessary for serious or persistent misconduct. There may be amendments to this broad categorisation for SEND and safeguarding reasonable adjustments.

Permanent exclusion will be a last resort, however serious one off incidents e.g. sexual harassment, extreme violence, theft, arson, vandalism, cyber bullying or threatening behaviour may result in a permanent exclusion.

It may be necessary to restrain a pupil(s); this will be in line with the Sandwell Document 'Restrictive Physical Intervention – Policy Development Framework – November 2008' and www.teachernet.gov.uk/doc/12187 (DCSF doc. 'The use of force to control or restrain pupil, 2007). New guidance July 2013, <http://www.education.gov.uk/aboutdfe/advice/f0077153/use-of-reasonable-force> And guidance on reducing the need for restraint (June 2019)

<https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention>

There are some staff trained at Cape Primary School in non-crisis intervention/Management of actual potential aggression. This is a course provided by Sandwell Inclusion Support. Staff were most recently trained in October 2021. This complies with Sandwell Inclusion Support Services. Our Assistant SENCo, Mrs M Kempson, is a qualified trainer for Safety Intervention.

Please see the restraint policy for further information.

Sanctions

Note: sanction will be lawful if it satisfies the following three conditions:

- a) The decision to sanction a pupil is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher;
- b) The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and
- c) It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Code of conduct for our Learners

The school council represent the views of the children in our review of the policy. This is a corporate list of what our children think and want.

We will follow the following rules:

Rules

Good behaviour
Respect other people
Not being rude
Follow rules
Care for others
Hands and feet to yourself
Good listening
Be helpful
Good manners
No swearing

When children were consulted they said they would like the following rewards and sanctions:

Rewards

Certificates

Presents
Stickers
Medals
Praise
Extra playtime
Time off working
A treat with the Head Teacher
Table award
Film
Trip
Cinema ticket
Raffle ticket for X

If we don't follow rules, this is how we want to be treated:

Sanctions

Missing Trips
Letter home
No fun things
Sent home
Sent to Phase Co-ord/DHT/HT
Thinking time
Sent to different class
Speak to parents
Miss playtime

The school will also apply these rules/rewards to out of school behaviour.

Pupil Conduct Outside School

As part of their Learning children will be given opportunities to go off site to visit places of special interest as day trips and residential. We believe that children should behave in a positive way regardless of the setting they find themselves in e.g. on the way to school. In order to be able to undertake these activities it will be necessary to ask for help from parents and carers. Latest advice from the DFE is from July 2022 concerning such arrangements has changed and gives the school greater authority to discipline pupils. This authority has been extended to adult volunteers and in volunteering people will be given advice as to the level of sanctions they can apply to disruptive and rude pupils.

The advice also extends to the school's ability to investigate and sanction undesirable behaviour on the way to and from school. The school will also apply these rules/rewards to out of school behaviour. Please also refer to our policies on Anti-bullying, Physical Intervention and Accessibility and Disability.

The views of children have been used to formulate the policy, it is clear in the rules, rewards and sanctions.

Bullying

Cape Primary School operates an anti-bullying policy.

What is Bullying?

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”



Bullying is the use, or threat of physical or mental torment by one person to another over a period of time. We recognise that all of our children are potential victims of bullying and that it is essential that all staff are on the alert to spot the signs.

We recognise that bullying can take many forms and can affect any child. It is often motivated by prejudice against particular groups (for example on grounds of race, religion, gender, sexual orientation, special educational needs, or disabilities, or because a child is adopted, in care or has caring responsibilities). Bullying can be motivated by actual differences between children, or perceived differences.

Respect and tolerance form a key to the social and moral fabric of our school life. Frequent planned discussions need to take place to tackle incidents of bullying which may arise and to prepare children to deal with those situations.

Bullying forms part of our curriculum and each year there is an anti-bullying week where children discuss, work and role play on the theme of bullying. Bullying is also tackled through our PSHE curriculum days across the year.

Regular assemblies are held to reinforce the message and all incidents should be reported to the Head, or Deputy Head.

Rationale

- Children should be encouraged to talk about their concerns to their teachers first, to resolve any issues.
- Children must tell an adult at school if they are being bullied
- All incidents must be investigated – the child must be believed.
- If staff cannot deal with it themselves then they must report it to a more senior member of staff
- If children feel that the issue is continuing, they should go back to their class teacher or another adult within school.
- Parents will be informed if their child is either the bully or the victim
- Staff must model good relationships for the children
- All staff doing lunchtime, or playtime supervision should be aware of areas of the school where bullying might take place, e.g. the toilet areas etc.
- If children seem withdrawn or unhappy then staff must try to find out why.
- Information about our anti-bullying themes will be sent to parents.

Not all conflicts that arise in relationships lead to bullying, however if there are unresolved issues or bad feeling, this could lead to a pattern of behaviour where this is intention to harm and make an individual or group more vulnerable. Where there is an imbalance of power in a relationship, that's when it becomes questionable if this relationship is healthy or not. The list below may show where an imbalance of power may take place:

- Part of a minority group by gender, race, social group or faith

- Smaller in stature or physical strength
- Age difference
- Children who are or perceived as or identify as LGBTQ (lesbian, gay, bisexual, transgender and queer or questioning)
- Vulnerable children and young people (Looked After Children, Children on a CIN/CP plan, those struggling with mental health or Young Carers)
- SEND pupils with learning or physical disabilities, which may include:
 - Poor or immature behaviour, which requires additional support
 - Limited social skills, for example they struggle with friendships and are involved with relational conflict
 - Struggle academically
 - Poor concentration levels, for example because they have ADHD
 - Physical ability

At Cape we use an approach called No, STOP, I don't like it'. The acronym S.T.O.P helps children identify what bullying is; **S**everal **T**imes **o**n **P**urpose. It helps them decide what to do about it; **S**tart **T**elling **O**ther **P**eople. This message is promoted regularly (not just during anti bullying week).

Racism to include homophobia and any other sexual harassment etc.

Racism will not be tolerated and where it occurs it will be dealt with. All serious incidents of racism, whether by children, or parents will be reported to the Headteacher, logged and dealt with in line with the LA policy on reporting Racial Harassment.

The school values the contributions made by all the very diverse ethnic groups and by all the religious and cultural influences, which we share within our Local, National and International Communities.

It is vital that we promote racial and religious tolerance and harmony in every aspect of school life. It is a core value of The Cape Primary School.

This will be discussed in regular assemblies, circle time, PSHE and Citizenship and during Festival Assemblies. It will also happen whenever needed.

All staff need to be vigilant in preventing racism and incidents will be discussed at Governors' meetings. Racial equality will form a key issue in promoting the staffing policy.

Equalities policy.

The school recognises its duty under the DDA and this policy should be read in conjunction with the school 'Equalities Policy' (this subsumes Race, Gender and Disability). School leaders and staff should analyse data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level. School leaders should pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support. Analysing the data by protected characteristic and using those findings to inform policy and practice may help a school ensure that it is meeting its duties under the Equality Act 2010.

KCSiE 2022 update:

KCSiE 2021 onwards talks about alignment of a selection of policies to the school's Safeguarding Policy and that they should not be applied in isolation; schools must use a 'joined up' approach to Safeguarding procedures and ethos in school. Policies to be aligned with the school's Safeguarding Policy are: Behaviour; Code of Conduct; Online Safety; Anti-bullying; and PSHE. After the 'Everyone's Invited#' investigation and their report in June 2021 'Review of Sexual Abuse of School and Colleges'; additional guidance was sent out to school and colleges:

Link added to the document Sexual violence and sexual harassment between children in schools and colleges (September 2021)

Definitions:

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

Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

Please note that sexual violence and harassment can take place in homes, schools, out in the community and online.

Unacceptable behaviours:

- All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.
- All staff understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy).
- All staff at Cape Primary School understand the importance of challenging inappropriate behaviours between peers, that are actually abusive in nature. Downplaying certain behaviours by staff is not acceptable, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Staff members will report all concerns.

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

All staff should be aware that children can abuse other children at any age (often referred to as child-on-child abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of abuse and know how to identify it and respond to reports.

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Process for responding to reported incidents:

At Cape Primary School, all incidents will be reported to the DSL or Deputy DSL via a concerns form. They will in turn investigate the concerns raised and apply one of these measures:

- Manage the incident internally
- Refer to early help
- Refer to children’s social care

- Report to the police

Parents of both the victim or the perpetrator(s) will be informed, unless by doing so will put a child in harms way.

A 'zero-tolerance' approach at Cape Primary School:

In receiving raised concerns, regarding any sexual harassment and violence behaviours, we are clear that we will not tolerate these behaviours at our school. We would however, like to emphasise that we will not demonise anyone – we will support and listen to all of the pupils involved. This will include the alleged perpetrator(s) who will be offered support, so that they can change their behaviour. Our response will be:

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

Taking the wishes of the victim(s) into account:

If an incident of sexual harassment or violence has taken place in school, home or the community, school will ensure that victims are kept at a reasonable distance from the alleged perpetrator(s) while on school premises (including during any before or after school-based activities).

In some cases, it might be that victims prefer that the alleged perpetrator(s) move class, whereas others may prefer that they stay in their class but just not sitting next to them. For example, if a victim is afraid of how the friends of the alleged perpetrator(s) might react if their friend was removed from class, the victim might prefer to not be put in this situation.

In discussions with the victim(s), at Cape Primary School we will ensure that we listen to the victim(s) and that their wishes will help us to inform our response, but the DSL/Deputy DSL will make the final decision.

1. A 'culture of respect' at Cape Primary School

2. Our school ethos and behaviour policy help to underpin a culture of respect at our school. The input of our children in helping to construct our behaviour policy and also our anti-bullying scheme 'Stop! I don't like it!' are pivotal in supporting our pupils in reporting any incidents of abuse and harassment. Our culture and ethos of respect, tolerance, acceptance and diversity will help all pupils to call out incidents and make it harder for anyone to get away with sexist or inappropriate sexual behaviour. In light of a wider societal culture of victim blaming, pupils may be afraid of how reporting incidents of abuse and harassment reflects on them. This can especially be linked to online platforms and social media, as well as in person.

Sanctions to be applied:

At Cape Primary School we will apply different sanctions will be appropriate for different 'levels' of sexual harassment and sexist comments. These sanctions will be:

A verbal warning and an apology to their peer with a verbal explanation to parents when collecting

A letter or phone call to parents

Reflection referral - in school invitation and discussion with parents

A period of internal exclusion (length dependent on incident) – potential Early Help support or contacting children's services

Fixed-term (length dependent on incident) or permanent exclusion - Police involvement

Our response to each incident will be proportionate. We will consider:

The age and developmental stage of the alleged perpetrator(s)

The nature and frequency of the alleged incident(s)

How to balance the sanction alongside education and safeguarding support (if necessary, these will take place at the same time)

Low level incidents at school

Staff must call out behaviour as it happens so this will help all pupils understand what is and isn't OK. If the incident is very 'low level' – for example, a pupil making a comment that staff have reason to believe they don't fully understand – it may be appropriate to explain why it wasn't OK and ask the pupil to apologise to the victim on the spot. Staff could use this as an opportunity to engage class discussion on being respectful and using inappropriate language.

If the pupil apologises, staff must keep an eye out for any recurrence from that particular pupil.

If they refuse, staff members must escalate the incident to a more serious sanction.

Parents must be informed every time of any low-level incidents, so that this can be addressed at home in conjunction with school, thus helping ensure all parties are on board to help and find a solution going forward, in order change inappropriate to appropriate behaviours.

Support for the alleged perpetrator(s)

At Cape Primary School, we understand that sometimes when pupils demonstrate harmful sexual behaviour (HSB) towards one another, it's because they're communicating their own experience of abuse. We will offer them a safe space to explain what may have happened to them, and to discuss how their actions weren't appropriate. We will gently but firmly condemn the behaviour, not the pupil – otherwise they won't feel safe to open up about their own experiences. We refer them to appropriate agencies such as Creative Therapy or counselling services to help them modify their behaviours. We will use the agencies and toolkits outlined in KCSiE paragraph 464, alongside our Local Authority Support packages.

Online behaviours

At Cape Primary School, we understand that harassment and abuse can happen online as well as in person. Whilst we know that at school we follow a curriculum that delivers safeguarding online guidance and support to our pupils. We also acknowledge that our children will spend time at home on their own devices accessing the internet, online chat and social platforms, having access to potential 'inappropriate sexualised images, language and violence'. We will maintain a vigilance in school in listening out for 'indicators' or receiving concerns from their friends and peers,, alongside sharing any images online that our children have accessed any inappropriate materials online or have taken part in any chat groups that are inappropriate for their age or with strangers they do not know. Our staff will ensure that they report any reports or concerns raised to the DSL or Deputy DSL immediately so that action can be taken and parents can be informed straight away and offered advice on how to act. Dependent on the nature of the concern, there might be an offer of Early Help, or a referral to Sandwell Children's Trust or to the Police.

Poster displayed in all rooms:



Guidance documents

Guidance Behaviour in Schools

Governance handbook and competency framework

Mental health in schools

Departmental Advice on attendance

Alternative Provision: Statutory guidance for local authorities, as well as headteachers and governing bodies of settings providing alternative provision

Education for children with health needs who cannot attend school

Children with Special Educational Needs and Disabilities SEND Code of Practice: 0 to 25 years

Children with special educational needs and disabilities (SEND): Overview

Departmental Advice on safeguarding and child protection Keeping children safe in education

Children Missing Education

Working Together to Safeguard Children

Departmental Advice on Promoting the education of looked-after and previously looked-after children

Promoting the welfare of looked-after and previously looked-after children

Adverse Childhood Experiences training and resources (funded by the Home Office)

The designated teacher for looked-after and previously looked-after children

Sharing and publishing information School to school service: how to transfer information

What maintained schools must publish online

What academies, free schools and colleges should publish online

Annex B – Guide to NVCI holds

At Cape, we use holding skills for children in the seating (chair or floor) or standing position that are posing an immediate or imminent danger to themselves or others. Holding skills are a last resort and staff will continue to demonstrate a duty of care to the child involved. Staff have been trained to stay consistent and calm when using holding positions and always keep the best interests of the child as their main priority.

Staff have been trained to use a 'Decision Making Matrix' which acts as a risk assessment for assessing the level of hold they need to use. The levels range from low, medium and high and this includes the severity of the danger or risk the child is demonstrating. When staff need to use holds on distressed children there are always two members of staff involved.

A low-level hold in a seated position for a young person (chair) is when staff stay seated to the side of the child, they stay balanced and non-threatening and move closer to the child and place one hand on top of the child's hands. A low-level hold in a seated position for a child (chair) is when one member of staff remain seated behind the child, they remain close and place their hands on the outside of the arm.



A medium-level hold in a seated position (chair) is when staff begin in a low-level hold (as pictured above). One member of staff moves their free hand to the outside of the elbow, they then loop their hand that was rested onto the child's hand through their arm and move closer to the child. The second member of staff repeats this action to secure the hold and minimise risk. A medium-level hold in a seated position for a child (chair) is when a member of staff begins in the low-level hold (as pictured above). The member of staff moves one hand at a time on top of the child's forearm. They cup their hands to ensure no harm. The child's arms rest against their own body. Staff move slightly closer maintaining a medium level of restriction.



A high-level hold in a seated position (chair) is when staff begin in a medium-level hold (as pictured above). Both members of staff use their hand that is looped under the child's arm to guide the wrist underneath the shoulder and their elbow will naturally move backwards. Staff keep close to the child in distress. A high-level hold in a seated position for a child (chair) is when a member of staff begins in the medium-level hold (as pictured above). Staff guide the child's arms forwards and cross them in front of their body, staff then place their hands around the child's wrist and tuck them into the child's body so the wrists rest underneath the shoulder. Staff lean back slightly and keep the child close to maintain a high-level hold.



When using a low, medium and high-level standing hold for children, staff use the same principles as the seated holds. Please see the pictures below.

Low-level



Medium-level



High-level



When a child is distressed on arrival to school or transitioning into class staff can use gentle physical guidance to support the child into the safety of the classroom or school environment. While this is not a 'Safety-Interventions/MAPA' hold, this guidance is still reasonable and safe. Staff would still place their hands on the child's elbows and guide them carefully and safely into school. If a child began to become distressed or in crisis and posed an imminent or immediate danger to themselves or others, then a safety intervention hold would be required.

Model letter 1

From head teacher/principal (or teacher in charge of a PRU) notifying parent of a fixed period suspension of 5 school days or fewer in one term, and where a public examination is not missed.

Dear [*Parent's/Carers Name*]

I am writing to inform you of my decision to suspend [*Child's Name*] for a fixed period of [*specify period*]. This means that he/she will not be allowed in school for this period. The suspension begins/began on [*date*] and ends on [*date*].

I realise that this suspension may be upsetting for you and your family, but the decision to suspend [*Child's Name*] has not been taken lightly. [*Child's Name*] has been suspended for this fixed period because [*reason for suspension*].

You have a duty to ensure that your child is not present in a public place in school hours during this suspension on [*specify dates*] unless there is reasonable justification for this.

We will set work for [*Child's Name*] to be completed on the school days specified in the previous paragraph during the period of his/her suspension. You must ensure that he/she is not present in a public place without reasonable justification during this time. [*Detail the arrangements regarding the school work*]. Please ensure that work set by the school is completed and returned to us promptly for marking.

You have the right to make representations about this decision to the governing body/management committee [*use the applicable term*]. If you wish to make representations please contact [*Name of Contact*] on/at [*contact details – address, phone number, email*], as soon as possible. Whilst the governing body/management committee has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the suspension relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal <http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>. Making a claim would not affect your right to make representations to the governing body/management committee.

You have the right to see, and have a copy of, your child's school record. Due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy of your child's school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

For your information the following sources of advice are available to you;

- Sandwell Local Authority Fair Access and Exclusions Team on telephone number 0121 569 2777 or via email on fair_access@sandwell.gov.uk
- The Children's Legal Centre
They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0300 330 5485 or at <http://www.childrenslegalcentre.com/>
- Statutory advice can be obtained from the Department for Education website on: www.education.gov.uk

[*Child's Name*]'s suspension expires on [*date*] and we expect [*Child's Name*] to be back in school on

[date]

at

[time].

Yours sincerely

[Name]

Headteacher *[teacher in charge in case of a PRU]*

Model letter 2

From head teacher (or teacher in charge of a PRU) notifying parent(s) of a child of that child's fixed period suspension of more than 5 school days (up to and including 15 school days) in a term.

Dear [*Parent's name*]

I am writing to inform you of my decision to suspend [*Child's Name*] for a fixed period of [*specify period*]. This means that [*Child's Name*] will not be allowed in school for this period. The suspension start date is [*date*] and the end date is [*date*]. Your child should return to school on [*date*].

I realise that this suspension may well be upsetting for you and your family, but my decision to suspend [*Child's Name*] has not been taken lightly. [*Child's Name*] has been suspended for this fixed period because [*specify reasons for suspension*].

You have a duty to ensure that your child is not present in a public place in school hours during the first 5 school days [*or specify dates if suspension is for fewer than 5 days*] of this suspension, that is on [*specify dates*].

We will set work for [*Child's Name*] during the [*first 5 or specify as appropriate*] school days of his/her suspension [*specify the arrangements for this*]. Please ensure that work set by the school is completed and returned to us promptly for marking.

[if the individual suspension is for more than 5 days]

From the [*6th school day of the pupil's suspension [specify date] until the expiry of his suspension we [For PRUs the local authority] - set out the arrangements if known at time of writing, if not known say that the arrangements will be notified shortly by a further letter.*] will provide suitable full-time education. On [*date*] he/she should attend at [*give name and address of the alternative provider if not the home school*] at [*specify the time — this may not be identical to the start time of the home school*] and report to [*staff member's name*]. [*If applicable — say something about transport arrangements from home to the alternative provider. If not known, say that the arrangements for suitable full time education will be notified by a further letter*].

[*School/Academy/PRU*] You have the right to request a meeting of the school's discipline committee/PRU's management committee to whom you may make representations, and my decision to suspend can be reviewed. As the period of this suspension is more than 5 school days in a term the discipline committee/management committee may meet if you request it to do so. The latest date by which the discipline committee/management committee must meet, if you request a meeting, is [*specify date — no later than the 50th school day after the date on which the discipline committee were notified of this suspension*].

If you do wish to make representations to the discipline committee/management committee, and wish to be accompanied by a friend or representative, please contact [*name of contact*] on/at [*contact details — address, phone number, email*], as soon as possible. Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school. Also, please inform [*contact*] if it would be helpful for you to have an interpreter present at the meeting.

You should also be aware that if you think the suspension relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal (<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>). Making a claim would not affect your right to make representations to the discipline committee.

You have the right to see and have a copy of, your child's school record. Due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy of your child's school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

For your information the following sources of advice are available to you:

- Sandwell Local Authority's Fair Access and Exclusions Team on telephone number 0121 569 2777 or via email on fair_access@sandwell.gov.uk
- The Children's Legal Centre
They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0300 330 5485 or at <http://www.childrenslegalcentre.com/>
- Statutory advice can be obtained from the Department for Education website on: www.education.gov.uk

Child's Name's suspension expires on **[date]** and we expect ***Child's Name*** to be back in school on **[date]** at **[time]**.

Yours

sincerely

[Name]

Headteacher *[teacher in charge in case of a PRU]*

Model letter 3

From head teacher (or teacher in charge of a PRU) notifying parent of a fixed period suspension of more than 15 school days in total in one term.

Dear [Parent's Name]

I am writing to inform you of my decision to suspend [Child's Name] for a fixed period of [specify period]. This means that [Child's Name] will not be allowed in school for this period. The suspension begins/began on [date] and ends on [date].

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend [Child's Name] has not been taken lightly. [Child's Name] has been suspended for this fixed period because [reason for suspension].

You have a duty to ensure that your child is not present in a public place in school hours during [the first five school days of suspension or specify dates], unless there is reasonable justification for this.

We will set work for [Child's Name] during the [first five school days or specify dates] of his/her suspension [specify the arrangements for this]. Please ensure that work set by the school is completed and returned to us promptly for marking.

If the individual suspension is for more than 5 days

From the [6th school day of the pupil's suspension] [specify date] until the expiry of his suspension we [For PRUs the local authority - set out the arrangements if known at time of writing, if not known say that the arrangements will be notified shortly by a further letter.] will provide suitable full-time education. [Set out the arrangements if known at the time of writing, e.g.] On [date] he/she should attend [give name and address of the alternative provider] at [specify the time — this may not be identical to the start time of the home school] and report to [staff member's name]. [If applicable — say something about transport arrangements from home to the alternative provider] [if not known say that the arrangements for suitable full time education will be notified shortly by a further letter]

[School/Academy and PRU] As the length of the suspension is more than 15 school days in total in one term the governing body/management committee must meet to consider the suspension. At the review meeting you may make representations to the governing body/management committee if you wish. The latest date on which the governing body/management committee can meet is [date here — no later than 15 school days from the date the governing body is notified].

If you wish to make representations to the governing body/management committee and wish to be accompanied by a friend or representative please contact [name of contact] on/at [contact details — address, phone number, email], as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the governing body/management committee of the time, date and location of the meeting. Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school. Also, please inform [contact] if it would be helpful for you to have an interpreter present at the meeting.

You should also be aware that if you think the suspension relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal (<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>). Making a claim would not affect your right to make representations to the governing body/management committee.

You have the right to see and have a copy of, your child's school record. Due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy of your child's school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

For your information the following sources of advice are available to you.

- *Sandwell Local Authority's Fair Access and Exclusions Team on telephone number 0121 569 2777 or via email on: fair_access@sandwell.gov.uk*
- The Children's Legal Centre
They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0300 330 5485 or at <http://www.childrenslegalcentre.com/>
- Statutory advice can be obtained from the Department for Education website on: www.education.gov.uk

Child's Name's suspension expires on **[date]** and we expect ***Child's Name*** to be back in school on **[date]** at **[time]**.

Yours

sincerely

[Name]

Headteacher *[teacher in charge in case of a PRU]*

Model letter 4

From the headteacher of a primary, secondary or special school (or the teacher in charge of a PRU) notifying the parent(s) of that pupil's permanent exclusion.

Dear *[Parent's Name]*

I regret to inform you of my decision to expel *[Child's Name]* with effect from **[date]**. This means that *[Child's Name]* will not be allowed in this school/this PRU unless he/she is reinstated by the governing body/the discipline committee (management committee in case of a PRU) or following the recommendations of an independent review panel.

I realise that this exclusion may well be upsetting for you and your family, but the decision to expel *[Child's Name]* has not been taken lightly. *[Child's Name]* has been expelled because *[reasons for the exclusion—include any other relevant previous history]*.

You have a duty to ensure that your child is not present in a public place in school hours during the first 5 school days of this exclusion, i.e. on *[specify the precise dates]* unless there is reasonable justification.

Alternative arrangements for *[Child's Name]*'s education to continue will be made. For the first five school days of the exclusion we will set work for *[Child's Name]* and would ask you to ensure this work is completed and returned promptly to school for marking. From the sixth school day of the exclusion onwards — i.e. from *[specify the date]* the local authority will provide suitable full-time education.

As this is a permanent exclusion the governing body (or management committee in case of a PRU) must meet to consider it. At the review meeting you may make representations to the governing body/PRU management committee if you wish and ask them to reinstate your child in school. The governing body/PRU management committee have the power to reinstate your child immediately or from a specified date, or, alternatively, they have the power to uphold the exclusion in which case you may request that the case is considered by an independent review panel. The latest date by which the governing body/PRU management committee must meet is *[specify the date — the 15th school day after the date on which the governing body/PRU management committee was notified of the exclusion]*. All reasonable attempts to adhere to this deadline will be made by the school/academy.

If you wish to make representations to the governing body/PRU management committee and wish to be accompanied by a friend or representative please contact *[name of contact]* on/at *[contact details — address, phone number, email]*, as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the governing body/PRU management committee *[or details if not a Clerk]* of the time, date and location of the meeting. Please let us know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform *[contact]* if it would be helpful for you to have an interpreter present at the meeting.

If you think this exclusion relates to a disability your child has, and you think discrimination has occurred, you may raise the issue with the governing body/PRU management committee. You also have the right to appeal, and/or make a claim, to the First Tier Tribunal <http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>. Making a claim would not affect your right to make representations to the governing body/management committee.

You have the right to see and have a copy of, your child's school record. Due to confidentiality restrictions,

you must notify me in writing if you wish to be supplied with a copy of your child's school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

For your information the following sources of advice are available to you:

- *Sandwell Local Authority's Fair Access and Exclusions Team on telephone number 0121 569 2777 or via email on: fair_access@sandwell.gov.uk*
- The Children's Legal Centre
They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0300 330 5485 or at <http://www.childrenslegalcentre.com/>
- Statutory advice can be obtained from the Department for Education website on: www.education.gov.uk

Yours

[Name]

Headteacher *[teacher in charge in case of a PRU]*

sincerely

Model letter 5

From the clerk to the governing body (management committee in case of a PRU) to parent upholding a permanent exclusion.

Dear **[Parent's name]**

Child's Name DOB

The meeting of the governing body/management committee at **[school/academy]** on **[date]** considered the decision by **[head teacher/teacher in charge]** to permanently expel your son/daughter **[name of child]**. The governing body/PRU management committee, after carefully considering the representations made and all the available evidence, has decided to uphold **[name of child]'s** exclusion.

The reasons for the governing body/management committee's decision are as follows: **[give the reasons in as much detail as possible, explaining how they were arrived at.]**

You have the right to request that this decision is reviewed by an Independent Review Panel. You currently have up to 25 school days of receiving this letter **(or specify a date)** or you will lose your right of appeal.

You must set out your reasons for requesting a review in writing and send this to:

For LA maintained schools: Fair Access and Exclusion Team, Connor Centre, Connor Road, West Bromwich, B71 3DJ or via email on: fair-access@sandwell.gov.uk

For Academy's: insert details of clerk or chair of governors

If you feel that you child has been discriminated against you can apply to the first tier Tribunal (Special Educational Needs and Disability) or the County Court (for other forms of discrimination). They have the jurisdiction to hear claims of discrimination under the Equality Act 2010. If you then wish to request an Independent Review you must do this within 15 schools days of receiving their final decision or you will lose your right of appeal.

You have the right to request the attendance of a Special Educational Needs (SEN) Expert at the Review, regardless of whether the school recognises that your child has SEN. If you have not lodged your request within the legal time frame you will lose your right to apply.

You may at your own expense, appoint someone to make written and/or oral representation to the panel or bring a friend to the review.

Please advise the Clerk if you have a disability or special needs which would affect your ability to attend the hearing or if you feel it would be helpful to have an interpreter present at the meeting.

Your case will be heard by an Independent Review Panel (IRP), which can also hear disability discrimination claims. A three or five member panel will comprise one serving, or recently retired (within the last 5 years), Head Teacher, one serving or recently serving, experienced Governor and one lay member who will be the Chair person. The IRP will rehear all the facts of the case - if you have fresh evidence to present to the IRP you may do so. The IRP must meet no later than the 15th school day after the date on which your appeal is lodged. In exceptional circumstances IRP's may adjourn the hearing until a later date.

In determining your appeal, the Panel can make one of three decisions.

- they may uphold your child's exclusion decision or;

- recommend that the Governing Body reconsiders their decision, or
- quash the decision and direct that the Governing Body considers the exclusion again.

For your information the following sources of advice are available to you:

- *Sandwell Local Authority's Fair Access and Exclusions Team on telephone number 0121 569 2777 or via email on: fair_access@sandwell.gov.uk*
- The Children's Legal Centre
They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0300 330 5485 or at <http://www.childrenslegalcentre.com/>
- Statutory advice can be obtained from the Department for Education website on: www.education.gov.uk

Yours

sincerely

[name]

Clerk to the Governing Body *[or clerk to the Management Committee in case of a PRU]*