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Policy Number CHI6

**Behaviour for Learning Policy and  
Principles incorporating Anti-Bullying  
Policy**

Produced by Childwall Church of England Primary

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**Our Mission Statement**

**“And the child grew and became strong; He was full of  
wisdom and God’s blessings were upon Him.” (Luke 2:40)**

**Our Vision**

**We strive, with God’s grace, to enable every child to grow academically, socially, morally,  
spiritually and culturally in the knowledge they are loved by God and are safe and valued  
within our school community. Our core Christian values are woven throughout our  
curriculum and wider school ethos to fully prepare each of our children to achieve the  
highest holistic outcomes.**

**Our mission statement, “And the child grew and became strong...” (Luke 2:40) embodies  
our vision and commitment to equip children with the values, knowledge and tools to  
enable them to thrive and flourish, embracing both success and challenge, prepared for  
“life in all its fullness.” (John 10:10)**

**DOCUMENT STATUS**

Version	Date	Action
Version 1	January 2018	Updated and newly formatted policy agreed by Vision & Values Committee and ratified by full governing body 1.3.18
	January 2020	Reviewed by Vision & Values Committee
	September 2020	Appendix 2 – Covid 19 Return to School Variation
	October 2021	Policy updated and combined with Anti-Bullying Policy –discussed and reviewed by Vision & Values Committee
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## **1. Statement of Behaviour Principles**

- 1.1. Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- 1.2. All pupils, staff and visitors are free from any form of discrimination
- 1.3. Staff and volunteers are expected to set an excellent example to pupils at all times
- 1.4. Rewards, sanctions and reasonable force (as a last resort) are used consistently by staff, in line with the behaviour for learning policy
- 1.5. The behaviour for learning policy is understood by pupils and staff
- 1.6. Pupils are helped and guided to take responsibility for their actions, according to our school ethos and Christian values
- 1.7. Families are involved in behaviour incidents, where appropriate, to foster good relationships and partnership between the school and pupils' home life.

## **2. Aims This policy aims to:**

- 2.1. Develop a whole school, consistent approach to behaviour management that is supported and followed by the whole school community – parents/carers, staff, children and governors, based on a sense of community and our shared vision, ethos and values.
- 2.2. Define what we consider to be unacceptable behaviour, including bullying
- 2.3. Outline what Childwall CE Primary School will do to prevent and tackle all forms of bullying.
- 2.4. Outline how pupils are expected to behave
- 2.5. Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- 2.6. Outline our system of rewards and consequences

## **3. Legislation and Statutory Requirements**

- 3.1. There are a number of pieces of legislation which set out measures and actions for schools in response to bullying and other behaviours, as well as criminal and civil law. These may include (but are not limited to):
  - 3.1.1. The Education and Inspection Act 2006, 2011
  - 3.1.2. The Equality Act 2010
  - 3.1.3. The Children Act 1989
  - 3.1.4. Protection from Harassment Act 1997
  - 3.1.5. The Malicious Communications Act 1988
  - 3.1.6. Public Order Act 1986
  - 3.1.7. [Section 175](#) of the Education Act 2002

- 3.2. This policy is based on statutory and non-statutory guidance from the Department for Education (DfE) including:
- 3.2.1. [Keeping Children Safe in Education \(2022\)](#)
  - 3.2.2. [Behaviour and discipline in schools](#)
  - 3.2.3. [Searching, screening and confiscation at school](#)
  - 3.2.4. [Use of reasonable force in schools](#)
  - 3.2.5. [Supporting pupils with medical conditions at school](#)
  - 3.2.6. [Preventing and Tackling Bullying](#) July 2017 and supporting documents.
- 3.3. The school has read and taken into account Childnet's, "[Cyberbullying: Understand, Prevent and Respond: Guidance for Schools](#)".
- 3.4. We have read and are responding to the Church of England's "[Valuing all God's Children](#)" (2017) and are committed to ensuring that all children, without exception and without exclusion, are loved by God and should feel safe and valued within our school community.
- 3.5. This policy is also based on the [special educational needs and disability \(SEND\) code of practice](#).
- 3.6. In addition, this policy is based on:
- 3.6.1. Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
  - 3.6.2. Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
  - 3.6.3. [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

#### 4. Definitions

- 4.1. **Misbehaviour** is defined as:
- 4.1.1. Disruption in lessons, in corridors between lessons, and at break and lunchtimes
  - 4.1.2. Intentionally hurting other children – physically or emotionally
  - 4.1.3. Non-completion of classwork or homework (without valid explanation or agreement)
  - 4.1.4. Poor attitude
- 4.2. **Serious misbehaviour** is defined as:
- 4.2.1. Repeated breaches of the school rules
  - 4.2.2. Any form of bullying
  - 4.2.3. Vandalism
  - 4.2.4. Theft
  - 4.2.5. Fighting

4.2.6.Smoking

4.2.7.Racist, sexist, homophobic or discriminatory behaviour

4.2.8. Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

4.2.9.Possession of any prohibited items. These are:

4.2.9.1. Knives or weapons

4.2.9.2. Alcohol

4.2.9.3. Illegal drugs

4.2.9.4. Stolen items

4.2.9.5. Tobacco and cigarette papers

4.2.9.6. E-cigarettes or Vapes

4.2.9.7. Fireworks

4.2.9.8. Pornographic images

4.2.9.9. Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## **5. Roles and Responsibilities** It is the responsibility of:

### **5.1. The headteacher:**

5.1.1.to communicate this policy to the school community;

5.1.2. to ensure that the school environment, ethos and practices encourage positive behaviour and that staff deal effectively with poor behaviour;

5.1.3. to ensure that disciplinary measures and/or restorative practices are applied fairly, consistently and reasonably;

5.1.4. to ensure that a member of the senior leadership team has been identified to take overall responsibility of any case of serious misbehaviour.

5.2. **School Governors** to take a lead role in monitoring and reviewing the effectiveness of this policy, holding the headteacher to account for its implementation.

5.3. **All staff, including: governors, senior leadership, teaching and non-teaching staff, teacher placement students:**

5.3.1.to support, uphold and implement this policy consistently;

5.3.2.to contribute to ensuring students learn in a safe environment;

5.3.3.to model positive behaviour;

5.3.4.to provide a personalised approach to the specific behavioural needs of particular pupils;

5.3.5.to record behaviour incidents and outcomes, using CPOMs;

5.3.6. The senior leadership team will support staff in responding to behaviour incidents.

**5.4. Parents/carers are expected to:**

5.4.1. Support their child in adhering to the pupil code of conduct and work in partnership with the school;

5.4.2. Inform the school of any changes in circumstances that may affect their child's behaviour and work in partnership with school;

5.4.3. Discuss any behavioural concerns with the class teacher promptly.

**6. Pupil Code of Conduct & Expected Behaviours.** We have an agreed whole-school code of conduct which is clearly displayed in classrooms and around school and regularly discussed with pupils.

**6.1. Pupils are expected to:**

6.1.1. Respect others, their property and the school environment

6.1.2. Walk calmly around the school; do not run indoors

6.1.3. Listen to each other without interrupting and respect the views and opinions of others

6.1.4. Work quietly without disturbing others

6.1.5. Wear their school uniform and either school or plain black tracksuit with pride

6.1.6. Enjoy school and help others to enjoy it too

**6.2. In addition to the displayed code of conduct, pupils are expected to:**

6.2.1. Treat **all staff** with respect, accepting instructions or sanctions when given and talking calmly with staff to help resolve situations

6.2.2. Refrain from behaving in a way that brings the school into disrepute, including when outside school

**6.3. Agreed behaviours for the Playground:**

6.3.1. Play together safely and responsibly; look after one another

6.3.2. See a teacher/ adult on duty if you have a problem or injury

6.3.3. Tackling and rough play are not permitted

6.3.4. Only the classes using the astro turf are allowed their class ball/ balls

6.3.5. Sports equipment from home is not to be used

6.3.6. Only the class basketball is to be used on the playground (see the rota)

6.3.7. If you bring something into school then you take it home – no swaps allowed during the school day

6.3.8. Snacks should be a piece of fruit and a drink of water – no other options should be brought into school for playtimes

6.3.9. Include everybody who wants to play safely and fairly

6.3.10. Stand still and await instructions whenever you hear the bell or whistle

## 7. Bullying

- 7.1. Bullying is defined as, “behaviour by an individual or a group, repeated over time, that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)
- 7.2. Bullying can include: name calling; taunting; mocking; making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- 7.3. This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- 7.4. Bullying can be a form of peer on peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children’s emotional development.
- 7.5. Bullying is, therefore:
  - 7.5.1. Deliberately hurtful
  - 7.5.2. Repeated, often over a period of time
  - 7.5.3. Difficult to defend against
- 7.6. **Bullying can happen to anyone.** This policy covers all types of bullying including:
  - 7.6.1. Bullying related to race, religion, nationality or culture
  - 7.6.2. Bullying related to SEND (Special Educational Needs or Disability)
  - 7.6.3. Bullying related to appearance or physical/mental health conditions
  - 7.6.4. Bullying related to sexual orientation (homophobic bullying)
  - 7.6.5. Bullying of young carers, children in care or otherwise related to home circumstances
  - 7.6.6. Sexist, sexual and transphobic bullying
  - 7.6.7. Bullying via technology, known as online or cyberbullying
- 7.7. Childwall CE Primary School community recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.
- 7.8. By effectively preventing and tackling bullying, our school can help to create a safe, disciplined environment, where pupils are able to learn and fulfil their potential.
- 7.9. We fully believe that all children, without exception and without exclusion, are loved by God and should feel safe and valued within our school community.
- 7.10. **Our School Community:**
  - 7.10.1. Monitors and reviews our anti-bullying policy and practice on a regular basis.
  - 7.10.2. Supports staff to promote positive relationships, to help prevent bullying.

- 7.10.3. Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- 7.10.4. Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- 7.10.5. Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and should abide by the anti-bullying policy.
- 7.10.6. Requires all members of the community to work with the school to uphold the anti-bullying policy.
- 7.10.7. Reports back to parents/carers regarding concerns on bullying, dealing promptly with complaints or concerns.
- 7.10.8. Seeks to learn from good anti-bullying practice elsewhere.
- 7.10.9. Utilises support from the local authority and other relevant organisations when appropriate.
- 7.10.10. Follows local authority procedures for reporting homophobic, transphobic or racial bullying.

**7.11. The following steps will be taken when dealing with any incidents of bullying reported to the school:**

- 7.11.1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- 7.11.2. The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- 7.11.3. The headteacher/ designated safeguarding lead or another member of leadership staff will investigate the allegation.
- 7.11.4. The designated safeguarding lead and safeguarding team will be informed of all bullying issues where there are safeguarding concerns.
- 7.11.5. The school will inform other staff members, and parents/ carers, where appropriate.
- 7.11.6. Sanctions and support for individuals will be implemented, in consultation with all parties concerned.
- 7.11.7. If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).
- 7.11.8. Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated.



Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this school's behaviour for learning policy.

- 7.11.9. A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken on CPOMs.

7.12. **Cyberbullying** (Written in accordance with the [Childnet](#) Cyberbullying guidance) When responding to cyberbullying concerns, the school will:

- 7.12.1. Act as soon as an incident has been reported or identified.
  - 7.12.2. Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
  - 7.12.3. Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
  - 7.12.4. Take all available steps where possible to identify the person responsible. This may include:
    - 7.12.4.1. looking at use of the school systems;
    - 7.12.4.2. identifying and interviewing possible witnesses;
    - 7.12.4.3. contacting the service provider and the police, if necessary.
  - 7.12.5. Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
    - 7.12.5.1. Supporting reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
    - 7.12.5.2. Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
  - 7.12.6. Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
  - 7.12.7. Inform the police if a criminal offence has been committed (guided by NSPCC '[When to Call the Police](#)').
  - 7.12.8. Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
    - 7.12.8.1. advising those targeted not to retaliate or reply;
    - 7.12.8.2. providing advice on blocking or removing people from contact lists;
    - 7.12.8.3. helping those involved to think carefully about what private information they may have in the public domain.
- 7.13. **Supporting Pupils** - Pupils who have been bullied will be supported by:
- 7.13.1. Reassuring the pupil and providing continuous support.

- 7.13.2. Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- 7.13.3. Discussing how to respond to concerns and build resilience as appropriate.
- 7.13.4. Working towards restoring self-esteem and confidence.
- 7.13.5. Providing ongoing support; this may include: working and speaking with staff, engaging with parents and carers.
- 7.13.6. Where appropriate, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

7.13.7. **Pupils who have perpetrated the bullying** will be helped by:

- 7.13.7.1. Discussing what happened, establishing the concern and the need to change.
- 7.13.7.2. Informing parents/carers to help change the attitude and behaviour of the child.
- 7.13.7.3. Providing appropriate education and support regarding their behaviour or actions.
- 7.13.7.4. If online, requesting that content be removed and reporting accounts/content to service provider.
- 7.13.7.5. Sanctioning, in line with school behaviour policy; this may include official warnings and fixed-term or permanent exclusions.
- 7.13.7.6. Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

7.14. **Preventing bullying**

- 7.14.1. **Environment:** The whole school community will:
  - 7.14.1.1. Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
  - 7.14.1.2. Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
  - 7.14.1.3. Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities.
  - 7.14.1.4. Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
  - 7.14.1.5. Be encouraged to use technology, especially mobile phones and social media positively and responsibly.

- 7.14.1.6. Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- 7.14.1.7. Actively create “safe spaces” for vulnerable children and young people.
- 7.14.1.8. Celebrate success and achievements to promote and build a positive school ethos.

7.14.2. **Policy and Support** The whole school community will:

- 7.14.2.1. Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- 7.14.2.2. Regularly update and evaluate our practice to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- 7.14.2.3. Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools attention, which involves or affects pupils, even when they are not on school premises; for example, when travelling to/from school or online, etc.
- 7.14.2.4. Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- 7.14.2.5. Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

7.14.3. **Education and Training:** The school community will:

- 7.14.3.1. Train all staff, including: teaching staff and support staff (e.g. administration staff, learning support staff, lunchtime support staff and site support staff) to identify all forms of bullying and take appropriate action, following the school's policy and procedures (including recording and reporting incidents).
- 7.14.3.2. Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school council, well-being ambassadors etc.
- 7.14.3.3. Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem – Thrive in 5 and ROAR.

7.14.4. **Involvement of pupils** We will:

- 7.14.4.1. Involve pupils in policy and decision making, to ensure that they understand the school's approach and are clear about the part they have to play to prevent bullying.
- 7.14.4.2. Regularly canvas children and young people's views on the extent and nature of bullying.

- 7.14.4.3. Ensure that all pupils know how to express worries and anxieties about bullying.
- 7.14.4.4. Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- 7.14.4.5. Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- 7.14.4.6. Publicise the details of internal support, as well as external helplines and websites.
- 7.14.4.7. Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

7.14.5. **Involvement and liaison with parents and carers** - We will:

- 7.14.5.1. Inform parents and carers of policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- 7.14.5.2. Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats.
- 7.14.5.3. Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- 7.14.5.4. Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- 7.14.5.5. Endeavour to ensure that parents/carers work with the school to role model positive behaviour for pupils, both on and offline.
- 7.14.5.6. Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

## **8. Rewards and Consequences in Response to Behaviour**

### 8.1. Positive behaviour should be noticed and celebrated and may be rewarded with:

- 8.1.1. Praise and words of encouragement from teachers & other adults
- 8.1.2. Positive verbal or written comments
- 8.1.3. Visiting headteacher or other SLT to share achievement
- 8.1.4. Sharing with peers (where appropriate)
- 8.1.5. Stickers
- 8.1.6. Notes, parentmail or verbal feedback to parents/carers
- 8.1.7. Merit certificates
- 8.1.8. Values Certificates
- 8.1.9. Headteacher postcards home – staff to nominate
- 8.1.10. Special responsibilities/privileges
- 8.1.11. Recognition of specified behaviour on Values Passport

- 8.2. At Childwall Church of England Primary School, we aim to address inappropriate behaviour in a fair, positive and consistent manner.
- 8.3. The school may use one or more of the following sanctions in response to unacceptable behaviour:
- 8.3.1. A verbal discussion about the impact of poor behaviour choices; **staff agree that any behaviour reminders should be delivered quietly and privately**
  - 8.3.2. Sending the pupil out of the class to another member of staff, if appropriate
  - 8.3.3. Expecting work to be completed at home, or at break or lunchtime, if appropriate
  - 8.3.4. Referring the pupil to a senior member of staff
  - 8.3.5. Letters or phone calls home to parents/carers
  - 8.3.6. Removal of privileges, such as representing the school in a sporting or other opportunity
  - 8.3.7. Agreeing an individual behaviour plan, if appropriate
- 8.4. For information regarding exclusions, please see the exclusions policy.
- 8.5. Off-site behaviour - Sanctions may be applied, as appropriate, where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school wearing school uniform.
- 8.6. Similarly, this policy will be applied to serious misbehaviours (see 4.2) whether these behaviours occur on or off-site or outside of the school day, where appropriate. Sanctions for serious mis-behaviours will reflect local and national guidance and statutory duties of schools.

## **9. Classroom Management**

- 9.1. Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:
- 9.1.1. Create and maintain a stimulating environment that encourages pupils to be engaged
  - 9.1.2. Display the pupil code of conduct and/or their own classroom rules (as devised with pupils)
  - 9.1.3. Develop a positive relationship with pupils, which will include:
    - 9.1.3.1. Greeting pupils in the morning/at the start of lessons
    - 9.1.3.2. Establishing clear routines
    - 9.1.3.3. Modelling expectations of behaviour
    - 9.1.3.4. Highlighting and promoting good behaviour
    - 9.1.3.5. Concluding the day positively and starting the next day afresh
    - 9.1.3.6. Having a plan for dealing with low-level disruption
    - 9.1.3.7. Using positive reinforcement

- 9.1.3.8. Responding appropriately and consistently to the individual needs of children with SEND – not expecting all children to ‘conform’ to unattainable behaviour expectations without reasonable adaptations eg) sensory toys, lego, movement etc.

## **10. Physical restraint**

10.1. In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- 10.1.1. Causing disorder
- 10.1.2. Hurting themselves or others
- 10.1.3. Damaging property

10.2. Incidents of physical restraint must:

- 10.2.1. Always be used as a last resort
- 10.2.2. Be applied using the minimum amount of force and for the minimum amount of time possible
- 10.2.3. Be used in a way that maintains the safety and dignity of all concerned
- 10.2.4. Never be used as a form of punishment
- 10.2.5. Be recorded and reported to parents
- 10.2.6. Only be used in accordance with school training

## **11. Confiscation**

- 11.1. Any prohibited items (listed in section 4) found in pupils’ possession will be confiscated. These items will not be returned to pupils.
- 11.2. We will also confiscate any item which is harmful or detrimental to behaviour for learning.
- 11.3. These items will be returned to pupils or parents/carers, after discussion with senior leaders and parents/carers, if appropriate.
- 11.4. Searching and screening pupils is conducted in line with the DfE’s [latest guidance on searching, screening and confiscation](#).

## **12. Pupil support**

- 12.1. The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.
- 12.2. The school’s special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

12.3. 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.

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

### **13. Pupil transition**

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

13.2. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year through access to CPOMs. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

### **14. Training**

14.1. Our staff are provided with training on managing behaviour, as part of their induction process.

14.2. Behaviour management will also form part of continuing professional development.

### **15. Monitoring and review: putting policy into practice:**

15.1. The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.

15.2. This behaviour policy will be reviewed by the headteacher and the Vision & Values Committee of the Governing Body of Childwall Church of England Primary School every two years.

15.3. Any issues identified will be incorporated into the school's action planning.

15.4. The headteacher and DSL team will be informed of bullying concerns and/or serious misbehaviours, as appropriate.

15.5. The named governor for safeguarding, Mrs Fiona Roper, (deputy – Mr Peter Woodward) will report on a regular basis to the governing body on incidents of bullying, including outcomes.

### **16. Links with other policies**

16.1. This policy links with a number of other school policies, practices and action plans including:

16.1.1. Child Protection Policy

16.1.2. Educational Visits Policy

16.1.3. SEND Policy (Information Report)

16.1.4. Online safety and Acceptable use policies (AUP)

16.1.5. Curriculum policies, such as: PSHE and computing

16.1.6. Mobile phone and social media policies

### **17. Useful links and supporting organisations**

17.1. Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

- 17.2. Childline: [www.childline.org.uk](http://www.childline.org.uk)
- 17.3. Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- 17.4. Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- 17.5. MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- 17.6. NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- 17.7. The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- 17.8. PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- 17.9. Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- 17.10. The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- 17.11. Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- 17.12. Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- 17.13. Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- 17.14. The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools)
- 17.15. **SEND**
  - 17.15.1. Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
  - 17.15.2. Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
  - 17.15.3. Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)
  - 17.15.4. DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)
- 17.16. **Cyberbullying**
  - 17.16.1. Childnet International: [www.childnet.com](http://www.childnet.com)
  - 17.16.2. Digizen: [www.digizen.org](http://www.digizen.org)
  - 17.16.3. Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
  - 17.16.4. Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
  - 17.16.5. UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
  - 17.16.6. The UK Council for Child Internet Safety (UKCCIS) [www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)
- 17.17. **LGBT +**
  - 17.17.1. Barnardos LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
  - 17.17.2. Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
  - 17.17.3. EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
  - 17.17.4. Proud Trust: [www.theprouddtrust.org](http://www.theprouddtrust.org)
  - 17.17.5. Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
  - 17.17.6. Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)
- 17.18. **Sexual harrassment and sexual bullying**
  - 17.18.1. Ending Violence Against Women and Girls (EVAW) [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
  - 17.18.2. A Guide for Schools: [www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf)
  - 17.18.3. Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)
  - 17.18.4. Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)
- 17.19. **Race, Religion & Nationality**
  - 17.19.1. Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
  - 17.19.2. Kick it Out: [www.kickitout.org](http://www.kickitout.org)



- 17.19.3. Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- 17.19.4. Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- 17.19.5. Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- 17.19.6. Educate against Hate: [www.educateagainsthate.com/](http://www.educateagainsthate.com/)
- 17.19.7. Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

**Note:** Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)