




Kelvin Grove
Primary School

RELATIONAL POLICY

Date this policy was formally reviewed and agreed by the Governing Body of Kelvin Grove Primary School:	19.01.2026
Signed on behalf of the Governing Body by:	Mr Ian Mearns MP Chair of Governors
Signature:	
Date:	19.01.2026
Details and dates of minor amendments:	16.01.2026 New Policy
Date next full review is due:	Spring 2029

Please note that this school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, governors, parents and visitors to share this commitment.

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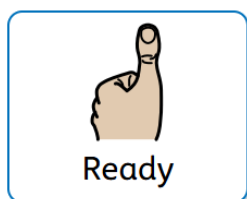
Kelvin Grove Relational Policy

1. AIMS AND OBJECTIVES

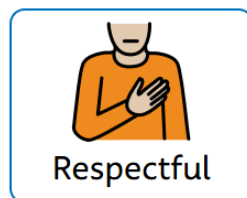
It is a key aim of Kelvin Grove Primary School that every member of the school community feel valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. Our **VALUES** guide our children to care for one another, helping them build a **safe, welcoming, and friendly environment for everyone.**

Kelvin Grove Primary School has only **3 rules** to follow:

Ready



Respectful



Safe



These rules are in place to promote good behaviour and relationships, so that people can work together with the common purpose of helping everyone to learn and feel safe. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others. **'We teach our children to treat others the way THEY want to be treated.'** Children also know that at Kelvin Grove Community School, **'Everyone is Welcome.'**

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2. LEGISLATION, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE

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

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022

- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3. WHAT IS MISBEHAVIOUR?

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images

- 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)

4. SCHOOL RULES AND VALUES

School Rules:

Are you...

Ready?

Respectful?

Safe?

School Values

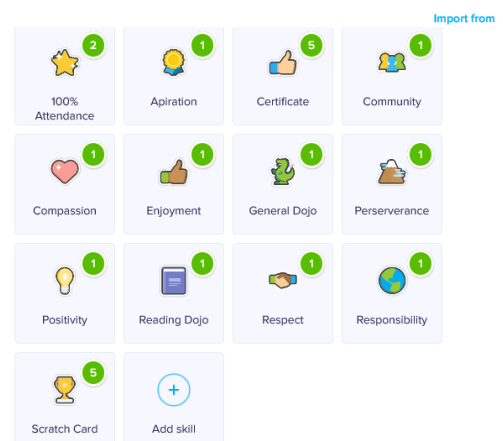
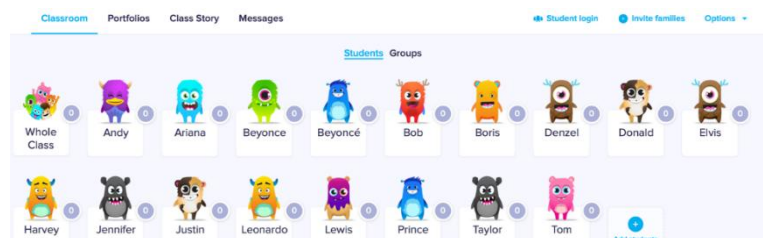
Our 8 values (see website for definitions) chosen by the staff, parents/carers and children which promote our culture that 'Everyone is Welcome' in Kelvin Grove and provide guidance for 'How we do things here.'



5. REWARDS

Class Dojos

At Kelvin Grove we use the ClassDojo website/app, to help motivate children and raise the profile of good behaviour and effort in school.



Children have their own individualised avatar, which receives points electronically as dojos are awarded linked to our values, attendance aims and their individual efforts. This allows children to see the immediate impact as points automatically add to their total. Dojos are sometimes linked to initiative which are revised in assemblies, e.g. walking quietly in the corridors, being kind etc.

Working Collectively

Children work together as a class community to earn as many class dojos as possible. At the end of each week, the Behaviour Lead collates the data to calculate which class has the best average dojo score per pupil. The class with the highest score has a star placed next to its class name in Monday's assembly on the display in the hall. At the end of each half-term, the class with the most stars (KS1 and KS2) will have a non-uniform day on the first Friday of the next term.

Whole School Celebrations

Weekly Assemblies

Each week, we nominate children from each class to be awarded certificates in assembly for showing exemplary work or attitude linked to our values (Learner of the Week). The school acknowledges the efforts and achievements of children, both in and out of school.

VIPs (Year 1 to Year 6)

Children with the highest number of dojos at the end of a week become VIPs for the week. This is announced in the Monday assembly. VIPs are able to:

- 1) Be at the front of the line
- 2) Go up to the counter for their lunch first.
- 3) Do special tasks in the class when needed.

Their photo is taken in assembly on Monday morning and displayed in the hall for a week. They wear a badge with pride to say they are the VIPs.

Lunchtimes

Lunchtime supervisors are actively engaged in promoting good behaviour. The lunchtime supervisors must be treated with the respect expected by all adults at Kelvin Grove Primary. They choose a child from EYFS/KS1 and a child from KS2 each week, to win the 'Golden Welly' as a reward for playing well with their peers and the equipment at lunchtime. This is announced in the Monday assembly.

Headteacher Award

From time to time, the headteacher will award a 'Headteacher Award' to children who really excel in their behaviour or work.

Phone Calls

We like to share how well we think our children are doing with our families and will call home to share our appreciation of our pupils efforts with their parents or carers.

6. OPAL LUNCHTIMES

Children follow the simple rules: Ready, Respectful, Safe

- **Ready** – I can play in any zone with anybody
- **Respectful** – I play with the toys/equipment appropriately and tidy up when I'm finished.
- **Safe** – Will it hurt? Will it break?

There are OPAL leaders who support with behaviour and activities during lunchtime.

7. RESPONSES AND RESTORATIVE ACTIONS

We prefer to use positive reinforcement to encourage good behaviour. However, when children are not following the school rules, then teachers follow the behaviour policy:

Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school.

These might include:

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

In class:

When a child is being disruptive in lessons:

- 1) Child will be spoken to and asked if they are calm and ready to learn
- 2) Additional support to help child (when possible)
- 3) Child may need a short movement break – this can be supervised.
- 4) Child moved to the middle area and any missed work will be completed in their playtime. On these occasions, it should be logged on CPOMs tagging the phase lead and DHT. If a child needs to finish off work, this is the class teachers' responsibility and this should be undertaken in the classroom.
- 5) If children are persistently moved to the middle area, then the class teacher will arrange a meeting with the parent/carer in order to discuss the situation.
- 6) If the child continues to move to the middle area, then a meeting will be organised with the phase lead, Family Support Worker, class teacher and parent/carer. A behaviour plan will be written for the child and this will be supported by the parents and school. It will be reviewed each 6-8 weeks.

NB: The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and a member of the senior leadership team will escort the child out of the classroom. Parents/carers will be contacted. This will be recorded on CPOMs (our safeguarding reporting system)

At lunchtime:

If there are any incidents of bad choices-

1. Speak calmly and remind the child of school rules (see OPAL)
2. Further misbehaviour will result in the child being spending time in the RESET room (see RESET room)

The majority of incidents that occur at lunchtime should be investigated and resolved by the Lunchtime Supervisory Assistants or senior Supervisor. A serious incident may be referred to the member of SLT/ SBM on duty.

Monday	Tuesday	Wednesday	Thursday	Friday
C.Saukuru	K.Fisher	E.Baker	H.Myers	J.Thompson

The RESET ROOM

There is a RESET ROOM where children can spend some of their time if they need time to reflect on their actions and require time to regulate: reset.

Incidents must be resolved before children return to the classroom, so as not to impact on teaching time. If the behaviour is persistent, it may be necessary for the child to return home for lunch for a period of time. This is only in extreme cases and agreed with headteacher.

The Reset Room is also a place children can choose to go to have some time-out if they need to regulate and we encourage children to use the room if they are finding lunchtime difficult. Staff are on-hand to chat with children should they want to talk.

Use of Positive Handling

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers at Kelvin Grove Primary School do not hit, push or slap children. Staff only intervene physically to hold children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

The use of reasonable force Detailed advice is available in ***Use of Reasonable Force – advice for school leaders, staff and governing bodies***. Headteachers and all school staff should read this guidance. There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

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

Force may not be used to search for other items banned under the school rules.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Removal from classroom

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this.

The use of removal should allow for continuation of the pupil’s education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil. Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Parents should be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition (see 'What the law allows' and 'Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND)').

Removal should be used for the following reasons:

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

Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Fixed-term and permanent exclusions:

We do not wish to exclude any child from school, but sometimes this may be necessary.

Only the Head teacher (or the acting Head teacher) has the power to exclude a child from school and this must be on disciplinary grounds. The Head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year, however, parents have different rights of appeal and if a child has 15 or more days exclusion in a term the governors must meet to consider any alternative strategies to exclusion. In extreme and exceptional circumstances, the Head teacher may exclude a child permanently. It is also possible for the Head teacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

The Head teacher informs the governing body on a termly basis of all exclusions.

If the Head teacher permanently excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. The Head teacher also informs the Local Authority of their decision.

Within 15 school days the governors discipline panel should meet to consider the head teacher's use of exclusion but only have the power to uphold or reinstate the pupil either immediately or on a particular date.

Should the governor's discipline panel uphold the Head teacher's decision to permanently exclude a pupil, the parent has a right to request an independent review panel re-hear the case. This currently arranged by the Council's Legal, Democratic and Property Services Team and both the chair of the governor's discipline panel and the Head teacher will be asked to attend to outline their reasons for permanent exclusion.

The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, Exclusion from maintained schools, Academies and pupil referral units in England. A guide for those with legal responsibilities in relation to exclusion, September 2012. We refer to this guidance in any decision to exclude a child from school. In May 2016, the Internet address was <https://www.gov.uk/government/publications/school-exclusion>

8. BEHAVIOUR – WHO IS RESPONSIBLE FOR WHAT?

The pupils

Children will be taught:

- The expected standard of behaviour they should be displaying at school
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy via pupil voice and the school council.

Extra support may be provided for pupils who are mid-phase arrivals.

Extra support is provided to children who are on the SEND register (see SEND)

Class Teachers and Classroom Assistants

The role of the class teacher, with the support of the classroom assistant:

It is the responsibility of class teachers to ensure that the school rules and values are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly, and enforces the classroom code consistently.

The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher records all such incidents on CPOMS - Behaviour Incident Logs. In the first instance, the class teacher deals with incidents in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the appropriate phase lead or Deputy Head. This will again be recorded on CPOMS.

The class teacher liaises with external agencies e.g. HINT (through SENDCO), as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with an education social worker or the Local Authority behaviour support service.

The class teacher reports to parents/carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Deputy Headteacher (responsible for Pupil Welfare)

It is the responsibility of the Deputy Head teacher to monitor behaviour across school by:

- analysing behaviour logs on CPOMS for whole school and individual patterns
- meeting with staff to discuss any concerns about particular children

The Deputy Head teacher is also responsible for implementing strategies to improve behaviour – as both whole school and individual initiatives. This includes:

- changes in break time activities
- behaviour logs/plans for individual children,
- liaising with the pastoral team and SENDCO
- meeting with teachers and parents to discuss next steps, - referring to LA behaviour support as needed.

The Deputy Head teacher reports to Governors on a termly basis, with a summary of behaviour incidents in the school, any reports of bullying and initiatives put in place to address these.

Head Teacher

It is the responsibility of the Head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to the Board of Directors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school.

The Head teacher supports staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Head teacher keep records of all reported serious incidents of misbehaviour.

The Head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child.

Parents/Carers

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We always want to work with our families to improve behaviour and to explore and address any concerns which teachers may have. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to give a consequence we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Deputy Headteacher or Headteacher. If this is still not resolved, then parents/carers should contact the governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

9. RECORDING AND MONITORING

When monitoring, school will collect data from the following sources:

- behaviour incident data (from CPOMs), including removal from the classroom;
- attendance, permanent exclusion and suspension data;
- use of pupil middle areas,
- off-site directions and managed moves;
- incidents of searching, screening and confiscation; and
- anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

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

In school

Persistent disruptive behaviour in class or incidents of poor behaviour should be recorded using CPOMs by the class teacher, HLTAs or teaching assistants.

The screenshot shows the 'Add Incident' form in the CPOMS system. The 'Student' field is empty with a placeholder 'Begin typing a student's name'. The 'Incident' field is a large text area. The 'Categories' section has several radio buttons, with 'Behaviour' selected. Under 'Behaviour Subcategories', 'Assault - Pupil' is selected. The 'Linked student(s)' field is also empty with a placeholder 'Begin typing a student's name to link them to this incident.'

Incidents should be logged as **'Behaviour'** and then identified using the **Behaviour Subcategories**.

It is also important to record where and when the incident has happened

Staff members who are alerted include: DHT, FSW relevant classroom assistants, HLTAs, SENDCO, class teachers in that year group and phase leaders.

At lunchtime

We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident which are then added to CPOMS by administration staff.

See appendix I for form.

Outside School (See 17. Behaviour outside school premises)

If the school is made aware of any poor behaviour outside of school, then it should be recorded in CPOMS by the FSW or DHT. The HT/DHT/FSW will make a decision as to what action (if any) is deemed necessary.

NB: If someone brings a weapon into school, this will be reported to the police by DHT or HT.

The Head Teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. These incidents are reported to the Full Governing Body meeting each term.

The Governors

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

Staff and the Governing Body reviews this policy every three years. They may, however, review the policy earlier than this if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

10. BULLYING

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
school.

Bullying is defined as the repetitive intentional harming of a person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is therefore:

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

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence.
Prejudice based and discriminatory, including <ul style="list-style-type: none"> • Racial • Faith-based • Gender (misogynistic) • Homophobic/biophobic • Transphobic • Disability based • Ageist 	Taunts, gestures, graffiti or physical abuse focused on a particular character (e.g. gender, race, sexuality).
Sexual	Explicit sexual remark, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual relations or performance or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video or written content generated by artificial intelligence,

If a child says they are being bullied then:

1. Listen & protect the child now
2. Investigate proportionately and fairly
3. Record on CPOMs and inform the pastoral team (who can support)
4. Decide whether actions meet the school's definition of bullying. If not bullying, still address the behaviour under the behaviour policy.
5. Contact the child's parents/carers. Explain the school has a concern, outline actions taken so far, and arrange a meeting if needed.
6. Apply proportionate consequences and/or restorative work.
7. Provide regular check-ins with the child to ensure they feel safe.

11. RACISM

We take a **ZERO TOLERANCE** approach to racist behaviour.

At Kelvin Grove we celebrate the diversity of our community and therefore will never accept any form of racism.

We teach our children to think about the stereotypes around race, class and gender that may impact on children and young people and can limit their experiences and ambitions. Drawing on our local community and representing the community in school is important for us.

Unacceptable racist acts:

- Direct physical assault or threat of it
- Inciting racism in others
- Behaving in a racist way and treating others less favourable on the basis of race
- Racist name-calling or racist joke-making
- Expressing prejudices or deliberate mis-information on racial or ethnic distinctions
- Distributing racist literature
- Writing or expressing provocative slogans or catch phrases
- Refusal to cooperate with other people because of their ethnic origin

What action will be taken?

No matter what, the message is always consistent and clear. Racism is not tolerated and must be reported ('Call it out') and recorded.

- All forms of racial abuse by any person within the school are treated seriously.
- All racist incidents will be logged on CPOMS under the 'Racial Incidents' tab
- The incident is then fully investigated, with written statements taken from victim, alleged perpetrator and any eye witnesses and recorded on CPOMS.
- All incidents of racism should be reported to the Headteacher
- All racist incidents will be investigated by the Pastoral Manager or the phase lead/Deputy Headteacher
- Parents of all involved will be contacted and informed
- It will always be made clear to offending pupils that such behaviour is unacceptable and will not be tolerated at Kelvin Grove Primary
- Governors will be regularly informed about the occurrences of racial incidents in the termly report to Governors
- Should any member of staff be aware of a racist incident out of school, perhaps involving pupils, parents or carers, this should also be logged on CPOMS as a Racial Incident and if necessary, reported to an appropriate agency e.g. police

Restorative Actions and Consequences

- Sanctions can and do include, internal Isolation, Fixed Term Exclusion and in the most serious cases, Permanent Exclusion.
- In such serious cases it may be necessary to inform the police if a Hate Crime has been committed.
- Kelvin Grove also uses the curriculum, especially PSHE, POL-Ed, assemblies and history to educate young people about racism .
- The class teacher and the pastoral team will also work directly with the victim and perpetrator, where it is deemed necessary.

In cases when a member of staff or headteacher suspects criminal behaviour, the school should make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and schools should make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, schools should ensure any further action they take does not interfere with any police action taken. However, schools retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

When making a report to the police, **it will often be appropriate to make in tandem a report to local children's social care.** As set out in Keeping children safe in education (KCSIE), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead.

12. CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

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

Kelvin Grove is very clear in every aspect of our culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. All staff and pupils are aware of the importance of challenging all inappropriate language and behaviour between pupils- 'CALL IT OUT.'

Kelvin Grove will never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. We advocate strenuously for high standards of conduct between pupils and staff; and demonstrate and model manners, courtesy and dignified/respectful relationships.

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

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

The Victim

It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously.

A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised. In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school should consider whether any disciplinary action is appropriate for the individual who made it as per its own behaviour policy. As with all safeguarding matters, it will be important that the designated safeguarding lead is engaged and makes referrals into support services as appropriate.

13. SUSPECTED CRIMINAL BEHAVIOUR

In cases when a member of staff or headteacher suspects criminal behaviour, we will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and we will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, schools should ensure any further action they take does not interfere with any police action taken. However, schools retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

When making a report to the police, it will often be appropriate to **make in tandem a report to local children's social care**. As set out in Keeping children safe in education (KCSIE), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead. Reports of child-on-child sexual violence and abuse can be especially difficult to manage and Part 5 of KCSIE provides guidance.

14. BEHAVIOUR AND CHILDREN WITH SEND

The school recognises that pupils' behaviour may be impacted by special educational need or disability (SEND).

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

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

As part of meetings these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

15. SAFEGUARDING

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

16. SEARCHING, SCREENING AND CONFISCATION

Detailed guidance for schools can be found in Searching, screening and confiscation at school and staff must consult this document and talk to the Headteacher before conducting any search. [Searching, Screening and Confiscation](#)

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

17. BEHAVIOUR OUTSIDE OF SCHOOL PREMISES

As a school, we have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

Walkers

If the pupil misbehaves when walking to or from school independently (Year 5 or Year 6) then the parents/carers will be informed and the child will receive a warning letter or may be refused the right to walk to or from school without an adult until the headteacher believes they are safe and ready to do so.

18. MOBILE PHONES

Only 'walkers' in Year 5 and Year 6 are allowed to bring mobile phones to school should they wish to. The phones must be switched off when entering the school gates and can only be turned on when they leave the gates at the end of the day. Any misuse of phones will lead to the phone being confiscated and parents/carers being asked to collect it at the end of the day. Phones are handed in to the teacher at the beginning of the school day (8.45am) and returned to pupils at the end of the day (3.15pm).

19. SCRIPTS FOR BEHAVIOUR

There are no magic words that will suddenly make a child behave impeccably. But there are better words, a better tone, a better physical approach.

The idea is simple, but the performance takes practice so start easy. It is a predictable and safe way to send a clear message to the child that says:

You own your behaviour

You are better than the behaviour you are showing me today and I can prove it!

Get In, Deliver the Script, Move Away

- ❖ Drop to the child's level
- ❖ Deliver the script as privately as possible
- ❖ Use a calm and level tone
- ❖ You don't need eye contact
- ❖ Don't be drawn to a conversation of any kind – use “Be that as it may”
- ❖ Walk away and get back to teaching the class. Do not turn back. Allow ‘take up time’

The Script

When you have tried other ways of getting the child to engage.

When you have given a reasonable number of reminders – no more than 3 then use ‘The 30 Second Script’

1. I've noticed you are...
2. It was the rule about...that you broke.
3. You have chosen to...
4. Do you remember last...when you...
5. That is who I need to see today.
6. Thank you for listening.

