



Behaviour Regulation and Anti-Bullying Policy

Audience:	Parents Academy staff and volunteers Local Governing Bodies Trustees Cluster Boards Local Authorities
Approved:	Governing Body April 2016
Other related policies:	Attendance; Behaviour; Code of Conduct; Disciplinary; E-safety; Health and Safety; Missing Pupils; Recruitment; Safeguarding; Whistleblowing
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Our Philosophy

At Phoenix St Peter Academy, our mission is to ensure that all children are confident, well-educated and prepared for the future. Our core values inform the way in which we meet our aims. We believe that all behaviour flows from motivation, emotions, and knowledge. Therefore in order to achieve good behaviours for learning we work with our children to understand what engages them, inspires them and what help they need. We also teach them, through our core values, social skills and confidence.

Our core values are:

- Aspiration
- Creativity
- Courage
- Kindness

This Behaviour Policy includes guidance on:

- Anti-Bullying
- Positive Handling and Restraint
- Exclusion

Rights and Responsibilities

Everyone in our school community has rights and responsibilities to ensure that Phoenix St Peter Academy is a safe place in which to learn, work and play.

- Children have the right to learn, work and play in a friendly, safe and helpful school.
- Teachers and staff have the right to teach and work in a friendly, safe and satisfying school, which is supported by the community.
- Parents and Carers have the right to feel welcome and to know that our children learn, work and play in a friendly, safe and helpful school.

Code of Conduct

The school environment plays a central role in the children's social and emotional development. Adults encountered by the children at school have an important responsibility to model high standards of behaviour at all times.

At Phoenix St Peter Academy we have adopted a behaviour programme called "Stay on Green". We work towards standards of behaviour that are based on the basic principles of our core values. When children are following the core values and behaving in an appropriate way, we say that they are showing "green behaviour". Our expectation is that everyone in the school communities aims to show this behaviour at all times.

All members of staff have the power to use reasonable force or make physical contact when it is necessary to protect the child, themselves, colleagues or children from danger or harm.

Behaviour Regulation.

In the world around them, children see many different examples of how people behave. We have a responsibility to help children understand that they have choices about how to behave and help them develop the strategies to make appropriate choices.

Our aim is to create an environment where children feel valued, safe and motivated to learn. We recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through being attachment aware, both children and staff are able to both manage their behaviour and we believe that good behaviour and discipline are the foundations of all learning and without a calm, orderly atmosphere effective teaching and learning cannot take place.

Underpinning the behaviour policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour. Through this we encourage reflective thinking and do not accept prejudice in any form. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into their wider world.

We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour. Our school is committed to the emotional mental health and well-being of its staff, pupils / students and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.

It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of our Behaviour Regulation Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

Green Behaviours and Core Values

- Pupils are praised for demonstrating core values.
- Staff work to promote “green behaviours” at every opportunity.
- School assemblies provide a focal point for talking about and reinforcing aspects of school ethos.
- Class teachers discuss “green behaviours” with their pupils and ensure that the school’s core values and Stay on Green behaviour charts are displayed and used consistently. Class teachers should regularly review the behaviour policy with the children to ensure that everyone is clear about our expectations.
- Our core values are on display around the school and in the classrooms. The core values are regularly referred to in assemblies and throughout the school day. They support the pupil understanding of “green behaviour” expectations.

The “Stay On Green” Approach

The principle behind the system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes.
- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills.
- Pupils who consistently demonstrate a commitment to our core values are noticed and rewarded.

The system allows for the following:

- A consistent approach that can be used by all staff.
- Whole class and individual reward system.
- Least intrusive approaches are used to manage behaviour.
- Teaching of specific behaviours and routines.

Positive behaviour strategies.

At Phoenix St Peter Academy we work with the child to enable them to regulate their behaviour and focus on strategies that are supportive and encouraging of positiveness.

Some of these strategies include:

- ▶ Strong positive relationships – Know your children, attune to their non-verbal and verbal communications
- ▶ Identify and remove barriers – SEN, home life,
- ▶ Gold card
- ▶ Marvellous Me
- ▶ Golden assembly
- ▶ Core value award
- ▶ Lining up points
- ▶ Communication with parents – incidents and strategies.
- ▶ Personal reward chart linked to agreed targets.
- ▶ Working in another class: must be pre-agreed, time limited

Individual:

- Children who stay on green are praised frequently by their class teacher.
- Pupils are commended by their teacher and their classmates with a gold card for behaviours and learning beyond expectations.
- During playtimes and lunchtimes children who are observed displaying our core values are recognised and praised.
- One child in each class is selected each week to receive praise in the golden book award and parents are invited to hear what their child has achieved that particular week, and which core values help them to achieve it.

Class:

- At the end of playtime and lunchtime each day, three classes are allocated points for their lining up. The class with the most points at the end of the week then has additional playtime as their reward.

The rewards system is sometimes altered to suit the needs of the pupils in our early years and for those with specific learning difficulties or needs.

Marvellous Me is a communication based app that enables all staff to share individual's and class achievements with parents. Marvellous Me badges and postcards are shared instantly and parents can Hi5 back to acknowledge they have read the 'postcard'.

In-Class Consequences

- Teachers use least intrusive skills to redirect behaviour.
- If the decision is made to issue a yellow or red card, staff must clearly communicate the reason why with the pupil and what the pupil can do to change their behaviour.
- Two verbal warnings are provided for pupils in between each stage unless the behaviour is of significance to warrant an immediate red card. A visual warning (tag added to their card) reminds pupils of warnings issued and that they can be removed with positive behaviour.
- Teachers offer pupils positive praise as motivators to keep making the right choices but also as reminder to pupils get their card back to green.

The following colours are consequences:

Green – First Warning

This provides the opportunity for a pupil to start making the right choices so they can stay on green.

Staff highlight all positive behaviours to keep pupils on the green card.

Yellow – Second Warning

This provides the opportunity for a pupil to start making the right choices so they can move back to the green.

Staff look for opportunities to move pupils back to the green.

Red – Reflection Time

Red cards are issued for serious incidents or persistent disruption to learning. A

red card is recorded as a serious incident and the incident is recorded by the member of staff involved on a Pupil Incident Form (red)

Further Consequences

Repeated "red" behaviours will require further consequences. Whilst the school aims for a consistent approach in delivering consequences, the intention, context and severity of the incident will be taken into account when delivering further consequences.

Reflection Time in Partner Class

- When pupils return from an out-of-class consequence they remain on red.
- The teacher will look to move the pupil towards green as soon as possible.

Leadership Team Involvement

If a pupil continues to make the wrong choice, the class teacher will discuss strategies with SLT. 3 or more Pupil incident forms within a week will trigger the pupil being discussed by the Senior Leadership Team and provision reviewed to enable the child to be successful in managing their behaviour.

- Communication with pupil's parents.
Parents/carers are informed of the situation by the member of staff involved in the incident. Parents will be informed of the behaviour but also the consequences and actions for supporting the pupil to improve their behaviour.
- Parent/Carer meeting:
This may include reviewing and developing pupil targets or developing an individual Behaviour Plan with the support of all staff working with the child.

Vulnerable Pupils

During their time at school, some pupils will require extra support in regulating their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils and advice sought from the SENDco and SLT. Other professionals may also be called upon to offer supportive strategies to enable the pupil to manage their behaviour

If a pupil is excluded from the school this will be undertaken within the Academy Trust guidelines. On return to the school a plan will be developed to support the pupil's reintegration into the classroom.

Fixed Term and Permanent Exclusions

Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme or exceptional circumstances the Headteacher may exclude a child permanently.

If the Headteacher excludes a child, the parents will be informed immediately, giving reasons for the exclusion. At the same time, the Academy will make it clear to the parents that they can, if they wish, appeal against the decision to the governing board. The Academy informs the parents how to make any such appeal. The Academy will write to the parents informing them that their child has been excluded.

The Headteacher or Deputy Headteacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or make changes to the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Also see Annex A – A summary of the governing board's duties to review the Headteacher's exclusion decision.

Beyond the School Gate

Whilst the Behaviour Policy refers mainly to the behaviours of pupils within school premises, the schools reserve the right to sanction behaviours beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity.
- Travelling to or from school.
- Wearing school uniform.
- In some way identifiable as a pupil from Phoenix St Peter Academy.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

In the incidences above, the Headteacher or Deputy Headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The Academy is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good order on all transport (including taxis) to and from school, educational visits or learning opportunities in other schools.
- Good behaviour on the way to and from school.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.

- Protection for individual staff and pupils from harmful conduct by pupils of the federation when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action – Off-site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- Whether pupils were directly identifiable as being a member of one of our schools.
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

Drug and Alcohol Related Incidents

It is the policy of our Academy that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified immediately. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed immediately.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home and appropriate action will be taken, including informing social services.

It is forbidden for anyone, adult or child, to bring illegal drugs onto the school premises. Any child who is found to have brought to school any type of illegal substance will receive a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headteacher or Deputy Headteacher.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

Multi Agencies and External Advice

Where it becomes clear that a child is having ongoing difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils:

- Behaviour charts to enable celebration of good behaviour.
- Increased communication between home and school.
- Individual behaviour plans.
- Support from the SENCo (Special Educational Needs Co-ordinator), learning support assistants, teachers or mentors.
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions, etc.
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the pupil's behaviour.
- Alternative curriculum provision.
- Reduced timetable.
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, Behaviour Specialists etc.
- Therapeutic intervention.

The Use of Positive Handling Techniques

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law. This is only to be used when all possible options for giving the child time/space to regain self-control have been exhausted.

The governing body have taken account of advice provided by the DfE – Use of reasonable force: advice for Headteachers, staff and governing bodies and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

Force is generally used for two different purposes, either to control pupils or to restrain them.

Control can mean either passive contact (standing between two pupils or blocking a pupil's path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back).

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Headteacher or Deputy Headteacher has temporarily put in charge of pupils, such as unpaid volunteers or parent accompanying pupils on a school organised visit.

Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the

minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following:

- Committing a criminal offence.
- Injuring themselves or others.
- Causing damage to property, including their own.
- Engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Force will never be used as a punishment.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

A personal risk assessment will be created or amended after any incident of physical violence or restraint.

Action as a result of Self Defence or in an Emergency

All staff including learning support assistants, lunchtime supervisors, office staff and the site staff, have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly in an emergency, if for example, a pupil was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene. A volunteer helping in school would not be expected to work with a child who is known to need physical restraint as indicated in their risk assessment.

Circumstances in which reasonable force might be used

Circumstances in which reasonable force might be used include the following:

- Pupils found fighting will be physically separated.
- Pupils who refuse to leave a room when instructed to do so may be physically removed if the safer option of all the other pupils leaving is not a viable option
- Pupils who behave in a way which disrupts a school event or a school trip or visit may be physically removed from the situation.
- Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include guiding a pupil by the elbow out of a classroom.
- Pupils at risk of harming themselves or others through physical outbursts will be physically restrained.
- In order to prevent a pupil from attacking a member of staff or another pupil.
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object.

Recording an Incident

A contemporaneous record (i.e. written as soon as possible and no longer than 2 hours after the incident's occurrence) should be made by the staff member involved in the incident and a copy given to a senior member of staff and verbally shared with parent/carer on the same day or by phone especially if the incident leads to exclusion.

Similarly, contemporaneous notes will also be made by all other members of staff involved (i.e. as witnesses or additional providers of support). The notes will also be recorded as a log in the Restraint book.

The record will contain the following information:

1. The name(s) and the job title(s) of the member(s) of staff who used reasonable force.
2. The name(s) of the children involved.
3. When and where the incident took place.
4. Names of staff and child(ren) who witnessed the incident.
5. The reason that force was necessary.
6. Behaviour of the child(ren) which led up to the incident.
7. Any attempts to resolve the situation.
8. The degree of force used.
9. How it was applied.
10. How long it was used for.
11. The child's/children's response and the eventual outcome.
12. Details of any injuries suffered by either staff or child(ren).
13. Details of any damage to property.
14. Details of any medical treatment required (an accident form will be completed where medical treatment is needed).
15. Details of follow-up including contact with the parents/carers of the child(ren) involved.
16. Details of follow-up involvement of other agencies, police, social services.
17. Child witnesses may also be asked to provide a written account if appropriate. A copy of this entry will be kept on the child's file and retained. It will also be logged in the bound restraint record book kept in the Headteacher's office.

Debriefing Arrangements

The child/young person and the member of staff will be checked for any sign of injury after an incident. First aid will be administered to anyone who requires it, or medical treatment obtained. The child or young person will be given time to become calm while staff continue to supervise him/her. When the child regains complete composure, a senior member of staff (or his/her nominee) will discuss the incident with the child and try to ascertain the reason for its occurrence.

The child will be given the opportunity to explain things from his/her point of view. All necessary steps will be taken to re-establish the relationship between the child and the member(s) of staff involved in the incident.

In cases where it is not possible to speak to the pupil on the same day as the incident occurred, the debrief will take place as soon as possible after the child returns to school.

All members of staff involved should be allowed a period of debrief and recovery from the incident. A senior member of staff (or his/her nominee) will provide support to member(s) of staff involved.

The Headteacher will be informed at the earliest possible opportunity of any incidents where positive handling was used. The Headteacher (or his/her nominee) will initiate the recording process if not already under way and review each incident to ensure that any necessary lessons are learned.

All parents will be informed after an incident where positive handling is used with a child. Parents will need to be notified sensitively and to be made aware of the full circumstances.

Anti-Bullying Guidelines

What Is Bullying?

The governors, staff and pupils of Phoenix St Peter Academy accept the following definition of “bullying” taken from Primary National Strategy SEAL materials (2006):

Bullying may be physical, verbal or (in the case of cyber bullying) written and has three key characteristics:

1. It is ongoing (not the same as a conflict between two equals or a random, unprovoked, aggressive act).
2. It is deliberate.
3. It is unequal – it involves a power imbalance (this can result from size, number, higher status, being “different” or having access to limited resources).

Specific types of bullying include those relating to:

- Race, religion, culture or gender;
- SEN or disabilities;
- Appearance or health conditions;
- Sexual orientation;
- Young carers or looked after children or otherwise related to home circumstances;
- Sexist or sexual bullying.

Acts of bullying can include:

- Name-calling;
- Taunting;
- Mocking;
- Making offensive comments;
- Kicking;
- Pushing;
- Taking belongings;
- Inappropriate text messaging and emailing;

- Sending offensive or degrading images by phone or via the internet e.g. via Social Networking sites;
- Producing graffiti;
- Gossiping;
- Excluding people from groups;
- Spreading hurtful and untruthful rumours.

Cyber bullying can be defined as the use of information and communications technology, particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying that occurs while pupils are under the school's direct supervision will be dealt with in line with this Policy.

In cases where cyber bullying occurs while pupils are outside our direct supervision (i.e. at home), parents will be encouraged to report these incidents to the police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. The school, wherever possible, will support the parents in this, and may impose a sanction upon the bully where this individual is recognisable.

Principles

Bullying happens in every school and the effects can be long lasting, sometimes devastating.

- We take bullying seriously in our schools and will not tolerate it.
- We work proactively to address the issue explicitly with children and provide opportunities to develop understanding, empathy and self-esteem.
- We also react to bullying decisively and consistently with appropriate sanctions.
- Children are not "bullies" or "victims". Bullying is not a character trait but a set of behaviours.
- Even "perfectly nice" and popular children can use bullying behaviours on occasion. "Witnesses" to bullying also have a role to play.
- All "sides" in a bullying incident will be listened to calmly and with respect.
- We involve parents in our approach to preventing or addressing bullying behaviour.

Strategies

The school takes part in National Anti-Bullying Week through assemblies, class worship time and PSHE lessons.

Children are provided with a clear message about bullying "TELL" – this is reinforced and encouraged by an empathetic, listening culture amongst the adults in the school.

Adults are alert to bullying behaviours both inside the school and in the playground and address incidents immediately.

The Law

Phoenix St Peter Academy endeavours to comply with the legal requirements placed on the Academy and the governing body to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that "encourage good behaviour and respect for

others on the part of pupils and in particular preventing all forms of bullying among pupils” (Education and Inspections Act 2006, section 89). The Academy will exercise its legal powers (as outlined in section 89/5) and (section 91, Education and Inspections Act 2006) as deemed appropriate and practicable.

Schools are required to comply with the new equality duty “The Equality Act 2010”. The public sector equality duty has three aims:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by law;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations between people who share a protected characteristic and people who do not share it.

Reporting and Recording Incidents of Bullying

Pupils and parents are encouraged to report bullying to any member of staff. Incidents are in the first instance referred to the pupil’s class teacher to be investigated, appropriate action taken and parents will be informed promptly using usual school procedures. Incidents may then be referred to the Headteacher or Deputy Headteacher. Pupil voice is important at Phoenix St Peter Academy and pupils are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of. This is reinforced via assemblies, Anti-Bullying Week, PSHCE and during class/circle time.

This Behaviour Policy also reinforces the Academy’s expectation as to how members of the school community should conduct themselves. A log will be maintained of racist incidents and information on incidents of bullying.

Tackling Bullying

The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view of prevent, de-escalate and stop further incidents of harmful behaviour.

Strategies for Dealing with the Bully

- Disciplinary sanction imposed either time out, removal of privileges or in extreme instances, exclusion.
- Engage promptly with parents to ensure their support and involvement.
- Restorative justice approaches taken as appropriate.
- One to one interviews with staff or peer mentors.
- Counselling offered.
- Work with the educational psychologist or other outside agency.
- Therapeutic support where appropriate.

Strategies to Support a Victim

- Disciplinary sanctions as appropriate to the bully.
- Counselling offered.
- Mediation.
- One to one parental interview, parental support and involvement.
- Self-assertive strategies discussed.
- Therapeutic intervention.

Allegations of Abuse Against Staff and Other Adults Working in the School

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously.

The governors of Phoenix St Peter Academy have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (section 175 of the Education Act 2002). Our policy is to identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate.

Academy staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

In order to fulfil its commitment to the welfare of children, this Academy has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

All allegations of abuse made against staff are recorded in a bound book kept in the Headteacher's office.

Action in the Event of a Malicious Allegation

If an allegation is determined to be unfounded or malicious, the Local Authority Designation Officer will be informed and will refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else.

In the event that an allegation is shown to have been deliberately invented or malicious, the Headteacher or Deputy Headteacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.16.

The disciplinary action taken against a pupil may include fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/carer of the pupil concerned at an early stage.

Monitoring and Review

Delivery of the behaviour policy will be monitored within the school monitoring cycle and analysis of the tracking sheets.

This policy will be reviewed by staff of a biannual basis.

Next review date: September 2021.

Annex A – A summary of the governing board’s duties to review the head teacher’s exclusion decision

