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| Rivington Primary School |
| Behaviour and Attitudes Policy |
| September 2023 |

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| A place where everyone matters! |



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| **Behaviour and Attitudes Policy** |

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| **Date** | **Review Date** | **Coordinator** | **Nominated Governor** |
| **September**  **2023** | **September 2024** | **Mrs C. Powell (Headteacher)**  **Mrs A. Cooper (Deputy Headteacher)** | **Mr C. Halliwell** |

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

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| * Children Act 1989 * Education Act 1996 * Crime and Disorder Act 1998 * School Standards and Framework Act 1998 * Education Act 2002 * Anti-social Behaviour Act 2003 * Education Act 2005 * Education and Inspections Act 2006 * Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007 * Education (Penalty Notices) (England) Regulations 2007 | * Education and Skills Act 2008 * Apprenticeships, Skills, Children and Learning Act 2009 * Equality Act 2010 * Education Act 2011 * Education (Penalty Notices) (England) (Amendment) Regulations 2012 * School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 * Education (Penalty Notices) (England) (Amendment) Regulations 2013 * [Education (Independent School Standards) (England) (Amendment) Regulations 2014](http://www.legislation.gov.uk/uksi/2014/2374/contents/made) |

The following documentation is also related to this policy:

* Ofsted School Inspection Handbook (DfE 2022)
* Behaviour and discipline in schools - Advice for headteachers and school staff (DfE)
* Children and young people with harmful sexual behaviors (Simon Hackett 2014)
* Harmful Sexual Behaviour Support Service (hsbsupport@swgfl.org.uk)
* Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
* Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
* Early Years Foundation Stage (EYFS) Statutory Framework (DfE)
* Equality Act 2010: Advice for Schools (DfE)
* Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistent throughout the school.

At Rivington Primary, we promote excellent behaviour by creating a safe, respectful, caring environment where everyone feels valued, respected, secure and happy.

To achieve the best possible outcomes for our children, we created the ‘Rivington Way’, our behaviour and attitudes curriculum (see separate document). This document sets out the rules and routines that we explicitly teach pupils.  We believe this helps to build pupils' character by supporting them to develop the outstanding learning behaviours, habits and attitudes that will enable them to succeed in later life.

To build character, we define the positive behaviours, habits, social norms and values that we expect our pupils to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who put others before themselves. We believe that as pupils practise these behaviours over time, they become embedded habits that enable them to contribute positively to our school community and beyond every day.

The ‘Rivington Way’ is taught explicitly during the first week of Autumn term and is revisited and reinforced throughout the year. It is essential that all school staff know the details of this curriculum, demonstrate these behaviours and routines consistently, and teach them to pupils through the high standards we set and the reinforcement of our school values of:

**RESPECT**

**PROTECT**

**GIVE THANKS**

**KEEP PEACE**

By doing so, we support each other to create a culture where pupils feel safe, can learn in an optimised environment and where teachers are free to teach unimpeded.

We recognise that all children are at a different stage of their social learning journey and that all behaviour is a form of communication. Through our consistent and positive approach, we aim to empathise and support children in gaining the skills to use appropriate methods of communication. We will offer support and/or intervention to build on the skills of the child and may seek external support where necessary.

All children are encouraged to make positive relationships and resolve conflicts in a sensible and respectful manner. We aim to promote a positive atmosphere where praise and encouragement are vital to success. It is an expectation that all adults will be treated with respect, encourage the children to follow the ‘Rivington Way’, and will approach unacceptable behaviour with a positive and caring attitude.

The promotion of excellent behaviour at Rivington is the responsibility of all staff, students, volunteers, and governors. Parents are equally encouraged to support the ‘Rivington Way’ and positive behaviour policy.

**Our Beliefs**

We believe that:

* Every child can be successful in displaying positive behaviours.
* A positive approach to behaviour is more effective than blame and punishment.
* Recognising and reinforcing positive behaviour promotes a child’s self-worth.
* An effective system of praise and celebration increases the success of children.
* Understanding each child’s needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.

**Aims**

With the guidance in this policy, we hope to:

* Create an ethos that makes everyone in the school community feel valued and respected.
* Create a consistent and positive approach to behaviour.
* Ensure a calm use of language to manage behaviour.
* Ensure that the ‘Rivington Way’ behaviour curriculum is clear and understood by all children, staff and parents.
* Ensure that all staff take responsibility for behaviour and follow up any issues.
* Promote the use of a restorative approach to negative behaviour.
* Effectively use praise and a positive system of recognition to promote self-esteem.
* Encourage children to be polite, happy and considerate of others’ feelings.
* Encourage children to follow our school values:

***Respect, Protect, Give Thanks, Keep Peace.***

* Create a positive and calm environment where children feel safe and happy to learn.
* Promote self-discipline and proper regard for authority among pupils.
* Prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.
* Maintain consistency in applying this policy.
* Protect children from the risk of radicalisation and extremism.
* Ensure compliance with all relevant legislation connected to this policy.
* Work with other schools and the local authority to share good practice in order to improve this policy.

Within the school community, through the ‘Rivington Way’ curriculum and at all other opportunities, we aim to:

* Teach social skills and norms at an appropriate level for the individual child e.g., sharing, turn taking, listening to others and showing respect etc.
* Teach strategies to enable children to solve conflicts independently
* Agree boundaries and a set of rules to promote positive behaviours, and to regularly remind children of these
* Encourage children to recognise, understand and respond to a range of emotions
* Encourage children to use their words to express how they feel rather than reacting physically
* Promote equal opportunities and to accept and celebrate differences
* To create an atmosphere of support from child to child
* Ensure children understand the consequences of words and actions, and the impact these have on themselves as well as others

The Headteacher is aware that the behaviour and attitudes judgement in an inspection will consider how leaders and staff create a safe, calm, orderly and positive environment in school and the impact this has on the behaviour and attitudes of pupils. The inspectors will be looking for:

* a calm and orderly environment in the school and classroom, as this is essential for pupils to be able to learn;
* the setting of clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom;
* a strong focus on attendance and punctuality so that pupils benefit from the education and experiences the school offers;
* clear and effective behaviour and attendance policies with clearly defined consequences that are applied consistently and fairly by staff;
* pupils’ motivation and positive attitudes to learning as important predictors of attainment and how these can have a longer trem impact on how pupils approach learning tasks in later stages of education;;
* a positive and respectful school culture in which staff know and care about pupils;
* an environment in which pupils feel safe, and in which bullying, discrimination, sexual harassment, sexual abuse and sexual violence (online or offline) are not accepted and are dealt with quickly, consistently and effectively whenever they occur;
* effective behaviour policies in place regarding harmful sexual behaviour which include details of appropriate sanctions that should be applied consistently and that reflect and are consistent with the messages that are taught across the curriculum.

(Amended from ‘Ofsted School Inspection Handbook (DfE September 2023)’)

**Recognition and Reward**

When a pupil’s behaviour meets the expectations of the ‘Rivington Way’ or goes above and beyond, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the ‘Rivington Way’ and the school’s culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school’s behaviour culture.

The staff at Rivington will recognise the children’s efforts in some of the following ways:

►Giving verbal praise - the staff may congratulate the children with a simple ‘well done’ and explain why they are pleased, referring to and using the language of the ‘Rivington Way’ and our school values.

►Give written praise - as a more permanent way of rewarding the children for good work staff may comment in the children’s books/work, saying why they are pleased or give them a note to go home.

►Stickers may be given for a particularly good piece of work or citizenship. The children may be given a sticker either from the class teacher or the head teacher. The midday supervisors give out stickers for lunchtime behaviour.

►Dojo Points - each child can receive Dojo Points for demonstrating positive behaviour, a good attitude towards their learning and for consistently following the ‘Rivington Way’.

►Merit Awards - each Friday an awards assembly is held where three children from each class are presented with a Headteachers Award sticker for working hard or trying hard all week and embodying the ‘Rivington Way’.

All classes and children are different so some things maybe more appropriate for certain age groups than others, although engaging the children in the decision making is always promoted.

**Consequences and Actions**

When a pupil’s behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. If pupils do not follow the ‘Rivington Way’ and exhibit behaviours that may be seen as disrespectful, unkind, or likely to disrupt others, they will face consequences.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Depending on the severity of the incident, the following procedures will be followed:

1. Verbal warning given
2. Time out (5 minutes reflecting on behaviour)
3. Change of adult
4. Mrs Cooper or Miss Cunliffe to speak to child
5. ‘Reflection Time’ at dinner
6. Mrs Powell to speak with child
7. Parents contacted

**Recording of incidents**

Behaviour incidents causing concern, serious incidents or low-level disruptive behaviour will be recorded on CPOMS to be monitored internally and where necessary, we may seek external advice and/or make referrals.

**Bullying**

There is no legal definition of bullying. However, it’s usually defined as behaviour that is:

* repeated
* intended to hurt someone either physically or emotionally
* often aimed at certain groups, for example because of race, religion, gender or sexual orientation

Bullying behaviours can take many forms which may include:

* physical assault
* teasing
* making threats
* name calling
* cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Children can have difficulty understanding the difference between bullying and accidental, or one-off incidents. There is a significant difference which needs to be made clear.

Rivington Primary aims to create and maintain a positive environment where children and staff respect each other alike. Therefore, preventing bullying from happening in the first place.

If bullying is suspected, or reported, we document all incidents on CPOMS to create an evidence-based log. This enables us to create appropriate next steps and measure the impact of any interventions.

**Confiscation of Inappropriate Items**

Children are only allowed to bring in toys/items of interest from home with the permission of the class teacher. Any item discovered in school without permission will be confiscated and returned at the end of the day to the child or the parent depending on what is considered appropriate.

Mobile phones (school recommends the purchase of a cheap pay- as-you-go mobile for this purpose as we cannot take responsibility for expensive items) are to be given to the teacher to be locked in a secure place at beginning of the day. They should only be brought into school by Y5/Y6 children who have permission to walk home alone.

We understand that 'Headteachers and school staff authorised by them have the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item'. The Headteacher and members of staff with permission from the Headteacher, have the legal the power to search for ‘prohibited or stolen items’ and the guidance will be followed regarding what to do if a dangerous or illegal item is discovered. Such items may include:

* weapons, e.g., knives
* alcohol
* illegal drugs
* stolen goods
* tobacco products, e.g., cigarettes
* pornographic images
* fireworks
* anything that has been, could be, or is likely to be, used to cause injury, commit an offence or damage to property

Any pupil found in possession of them will face disciplinary sanctions.

**Child on Child Abuse**

We have a duty to recognise and report all forms of harmful sexual behaviour and to discuss any concerns with parents provided that this would not put the child at risk.

We understand that ‘harmful sexual behaviour is any behaviour expressed by children that is developmentally inappropriate, may be harmful towards themselves or others, or abusive towards another child or adult (Hackett, 2014).

Child on child abuse includes, but is not limited to the following:

* physical and sexual abuse
* sexual harassment and violence
* emotional harm
* on and offline bullying

Sexual harassment is likely to violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. We prohibit all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence. Types of behaviours that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

* Sexual Comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
* Sexual “jokes” or taunting
* Physical Behaviour, such as: deliberately brushing against someone (Frottage), interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature
* Online Sexual Harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include consensual and non-consensual sharing of nude and semi-nude images and videos. Taking and sharing nude photographs of U18s is a criminal offence.

We will report any form of sexual behaviour, such as:

* pulling down other children’s skirts or trousers;
* looking up skirts;
* talking with others about sex and using adult slang words;
* talking about sexual activity as seen online or on television;
* repeated questions about sexual activity;
* displaying abusive or sexually violent behaviour;
* sexual assault;
* inappropriate sexual contact;
* following or leading others into secluded areas.

We believe in early identification and effective intervention of any form of harmful sexual behaviour that is displayed by a pupil or pupils. We strongly support the new Home Office-funded ‘Harmful Sexual Behaviour Support Service’ that provides advice and relevant resources for any school that has concerns about a child displaying any kind of harmful sexual behaviour.

At Rivington, there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. Those pupils whose behaviour falls below expectations will be sanctioned. We expect school personnel to challenge all inappropriate language and behaviour between pupils. Under no circumstances will we normalise sexually abusive language or behaviour. It is especially important not to pass off any sexual violence or sexual harassment as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. KCSiE 2023

At Rivington, we understand that any child can be vulnerable to child on child abuse. However, we consider those children who may be particularly vulnerable:

• Children with disabilities

• Children with SEND

• LGBTQ children

• Emotionally vulnerable children

We work hard to:

* maintain high standards of conduct between pupils and school staff
* demonstrate model manners, courtesy and dignified/respectful relationships

We will deal with all inappropriate online behaviour including:

* bullying;
* the use of inappropriate language;
* the soliciting and sharing of nude or semi-nude images and videos;
* sexual harassment;
* criminal behaviour.

We are aware that many online behaviour incidents amongst young people occur off the school premises. We believe that parents are responsible for dealing with this inappropriate behaviour. But when incidents affect the culture and reputation of the school or pose a threat or causes harm to another pupil, then we will consider imposing sanctions if the perpetrator is identified as a member of the school.

We understand that before reporting a suspected incident of criminal behaviour by a pupil, we should first:

* make an initial assessment and gather enough information to establish the facts of the case;
* fully document all findings and preserve any relevant evidence.

Once a decision has been made to report the incident to the police we will also report the incident to the local children’s social care.

**Radicalisation and Extremism**

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremists’ groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School staff must be aware of the increased risk of online radicalisation, and alert to changes in a pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills to challenge extremist views.

**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

**Reasonable Force**

We are aware that we have the right to use reasonable force to control or restrain pupils to prevent personal injury, damage to property or the prevention of a criminal offence being committed but not as a means of disciplining pupils.

We have in place a ‘calm room’ specifically designed to provide an alternative environment for any pupil who is upset, distressed, or acting in an unsafe manner. It is a place where school staff can take individual children to talk about their concerns or worries or just to calm them down if something has upset or angered them.

Incidents of reasonable force must:

Always be used as a last resort

Be applied using the minimum amount of force and for the minimum amount of time possible

Be used in a way that maintains the safety and dignity of all concerned

Never be used as a form of punishment

Be recorded and reported to parents/carers

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.

We strongly endorse the banning of all forms of corporal punishment which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline'

**April 2023**

We understand that:

* the government has rejected calls to ban physical punishment of children in England as they maintain children are already protected in law;
* in Wales, Scotland and Jersey, any type of corporal punishment, including smacking, hitting, slapping and shaking is illegal;
* the Children Act 2004 says it is unlawful to assault a child causing actual or grievous bodily harm, or with child cruelty;
* in England and Northern Ireland it is legal for a parent or carer to discipline their child physically if is a ‘reasonable punishment;
* in England it is illegal to hit an adult but equal protection is not given to a child.

We believe physically disciplining a child is not acceptable.

We endorse the statutory framework for the early year’s foundation stage, which clearly states that providers:

* are responsible for managing children’s behaviour in an appropriate way;
* must not give or threaten corporal punishment to a child and must not use or threaten any punishment which could adversely affect a child’s wellbeing;
* must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided.

**Exclusions**

The Headteacher has the responsibility for giving fixed term exclusions for serious acts of misbehaviour. If a child repeatedly misbehaves or is involved in a serious act of misbehaviour, the Headteacher may permanently exclude a child. The Headteacher will be guided by the DfE and LA advice on exclusions. The Chair of Governors will be informed if either of these measures are put in place.

**Pupils with Special Educational Needs**

For pupils who have special educational needs, there may be situations where the consequences and rewards need to be tailored accordingly to suit the individual child concerned. The school SENDCo, Headteacher and class teacher will discuss the best course of action and advice may be sought from external agencies.

**Equality**

We wish to work closely with the Pupil Leadership Team and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

**Responsibility for the Policy and Procedure**

**Role of the Governing Body**

The governing body has:

* the duty to set the framework of the school’s policy on pupil discipline after consultation with the parents and pupils of the school;
* responsibility to ensure that the school complies with this policy;
* delegated powers and responsibilities to the headteacher to ensure that school personnel and pupils are aware of this policy;
* delegated powers and responsibilities to the headteacher to ensure all visitors to the school are aware of and comply with this policy;
* appointed a coordinator for behaviour and discipline to work with the Headteacher;
* the duty to support the headteacher and school personnel in maintaining high standards of behaviour;
* responsibility for ensuring that the school complies with all equalities legislation;
* nominated a designated equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
* responsibility for ensuring funding is in place to support this policy;
* responsibility for ensuring this policy and all policies are maintained and updated regularly;
* responsibility for ensuring all policies are made available to parents;
* the responsibility of involving the school council in:
* determining this policy with the governing body;
* discussing improvements to this policy during the school year;
* organising surveys to gauge the thoughts of all pupils;
* reviewing the effectiveness of this policy with the governing body.
* nominated a link governor to:
* visit the school regularly;
* work closely with the headteacher and the coordinator;
* ensure this policy and other linked policies are up to date;
* ensure that everyone connected with the school is aware of this policy;
* attend training related to this policy;
* report to the governing body every term;
* annually report to the governing body on the success and development of this policy.
* responsibility for the effective implementation, monitoring and evaluation of this policy.

**Role of the Headteacher**

The headteacher will:

* determine the detail of the standard of behaviour that is acceptable to the school;
* ensure all school personnel, pupils and parents are aware of and comply with this policy;
* create an ethos that makes everyone in the school community feel valued and respected;
* promote good behaviour by forging sound working relationships with everyone involved within the school;
* promote self-discipline and proper regard for authority among pupils;
* prevent all forms of bullying among pupils by encouraging good behaviour and respect for others;
* ensure all stakeholders are absolutely clear about the expected standards of pupils behaviour,
* ensure school rules are displayed around the school and that all stakeholders know what they are;
* ensure school personnel apply this policy consistently;
* work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
* promote good behaviour by forging sound working relationships with everyone involved with the school;
* model behaviour that he/she wants to see from school personnel;
* encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
* ensure school take individual children to the calming room to talk about their concerns or worries or just to calm them down if something has upset or angered them;
* with all members of the senior leadership team will:
* maintain a regular visible presence throughout the school day and especially when pupils arrive and leave, at break times and lunchtimes;
* ensure pupils move around the school in an orderly manner;
* praise good behaviour;
* celebrate successes;
* the good performance of school personnel;
* take action if school personnel do not follow this policy;
* consistently inform parents of this policy;
* ensure school personnel praise good behaviour and work;
* ensure school personnel understand the additional needs of all pupils in their care;
* monitor the number of sanctions and rewards given by individual school personnel;
* have in place clear strategies for pupils who are likely to misbehave;
* ensure school personnel are aware of these strategies and apply them;
* have in place support mechanisms for pupils with behaviour difficulties;
* ensure school personnel build and maintain positive relationships with the parents of pupils with behavioural difficulties.
* ensure the health, safety and welfare of all children in the school;
* work with the Pupil Leadership Team and school staff:
* to enforce the ‘Rivington Way’, encouraging good behaviour and respect for others;
* to annually discuss what are our expectations of behaviour towards each other by considering the following:
* Are we clear on the importance of discipline and good behaviour in school life? How do we promote this understanding?
* How well do we promote consideration and respect towards others (pupils and adults), good manners and courtesy?
* How well do we promote a range of positive character traits among pupils?
* ensure risk assessments are:
* in place and cover all aspects of this policy;
* accurate and suitable;
* reviewed annually;
* easily available for all school personnel.
* have in place the following health and safety control measures:
* organise a series of safeguarding and child protection workshops to ensure parents are aware of:
* Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges;
* Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children;
* the Safeguarding and Child Protection policy;
* safeguarding procedures in place;
* all safeguarding policies;
* their role in safeguarding and child protection.
* work closely with the link governor and coordinator;
* provide leadership and vision in respect of equality;
* provide guidance, support and training to all staff;
* monitor the effectiveness of this policy by analysing:
* pupil attitudes to school and learning;
* the views of pupils, parents, school personnel and governors;
* the number of fixed-period and permanent exclusions;
* incident logs, rewards and sanctions;
* the number of reported cases of bullying;
* strategies to improve behaviour and discipline.
* make effective use of relevant research and information to improve this policy;
* annually report to the governing body on the success and development of this policy.

**Role of the Coordinator**

The coordinator will:

* lead the development of this policy throughout the school;
* work closely with the headteacher and the nominated governor;
* provide guidance and support to all staff;
* provide training for all staff on induction and when the need arises;
* keep up to date with new developments and resources;
* work with the school council;
* monitor school support systems;
* undertake classroom monitoring;
* track pupils through IEPs;
* create links with parents;
* deal with external agencies;
* review and monitor;
* annually report to the governing body on the success and development of this policy.

**Role of School Personnel**

School personnel will:

* comply with all aspects of this policy;
* maintain consistency in applying this policy throughout the school;
* welcome pupils into the classroom;
* have in place clear classroom routines;
* maintain consistency in applying these routines and the ‘Rivington Way;
* encourage good behaviour and respect for others;
* praise good behaviour and good work;
* apply all rewards and sanctions fairly and consistently;
* promote self-discipline amongst pupils;
* deal appropriately with any unacceptable behaviour;
* stay calm when dealing with unacceptable behaviour;
* apply any behavioural plans of individual pupils;
* ensure support staff are aware of these plans;
* be aware of and understand the additional needs of pupils in their care;
* take individual children when a situation arises to the calming room to talk about their concerns or worries or just to calm them down if something has upset or angered them;
* have in place and will refer to a visual timetable;
* discuss pupil behaviour and discipline regularly at staff meetings;
* provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
* attend periodic training on behaviour management and identifying harmful sexual behaviour;
* be aware that:
* the school has a zero-tolerance approach to abuse;
* children can abuse other children and that it can happen both inside and outside school or online;
* even if there are no reports in their schools it does not mean it is not happening as it may the case that it is just not being reported;
* if they have any concerns they must speak to their designated safeguarding lead or deputy;
* they must challenge inappropriate behaviours between children;
* they must not downplay or dismiss certain behaviours as this may lead to a culture of unacceptable behaviours, an unsafe environment for children and to a culture that normalizes abuse leading to children accepting it as normal and not coming forward to report it;
* it is more likely that girls will be victims and boys’ perpetrators and that all child-on-child abuse is unacceptable and will always be taken seriously;
* all forms of sexual behaviour must be reported
* maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
* work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
* ensure the health and safety of the pupils in their care;
* identify problems that may arise and to offer solutions to the problem;
* implement the school’s equalities policy and schemes;
* report and deal with all incidents of discrimination;
* attend appropriate training sessions on equality;
* report any concerns they have on any aspect of the school community

**Role of Pupils**

Pupils will:

* be aware of and comply with this policy;
* always follow the ’Rivington Way’
* be polite and well behaved at all times;
* show consideration to others;
* talk to others without shouting and will use language which is neither abusive nor offensive;
* listen carefully to all instructions given by the teacher;
* ask for further help if they do not understand;
* treat others, their work and equipment with respect;
* support the ‘Rivington Way’ to ensure the smooth running of the school;
* obey all health and safety regulations in all areas of the school;
* liaise with the Pupil Leadership Team and make suggestions about improving school behaviour;
* take part in questionnaires and surveys.

**Role of Parents/Carers**

Parents/carers are encouraged to:

* comply with this policy;
* have good relations with the school;
* support good behaviour and the implementation of the ‘Rivington Way’;
* ensure their children understand and value the meaning of good behaviour;
* support school rules and sanctions
* be asked to take part periodic surveys conducted by the school;
* support the school code of conduct and guidance necessary to ensure smooth running of the school.

**Raising Awareness of this Policy**

We will raise awareness of this policy via:

|  |  |
| --- | --- |
| * School prospectus. * School website. * Staff handbook. * Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops. * School events. * Meetings with school staff. * Written communications with home such as weekly newsletters and of end of half term newsletters. * Annual report to parents. | * Headteacher reports to the governing body. * Information displays in the main school entrance. * Text messages. * Email. * Social media. |

**Training**

We ensure:

* all school personnel:
* have received the appropriate training on all safeguarding policies and procedures undertaken by a registered training provider;
* are familiar with the following documentation:
* Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges;
* Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children;
* are aware of the following linked policies:

|  |  |
| --- | --- |
| * Maintaining good order and discipline * Safeguarding pupils * The use of reasonable force * Dealing with bullying * Pupils at risk of disaffection | * Pupil support programmes * Searching, Screening and Confiscation * Equality * Inclusion |

* the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;
* all school personnel understand and undertake their role in safeguarding and child protection effectively.

**Race Disparity Audit**

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

**Monitoring the Implementation and Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the governing body for further discussion and endorsement.

We believe this policy:

* has been reviewed thoroughly by the safeguarding governor and the Designated Safeguarding Lead has been questioned on it to make sure it stands up to scrutiny;
* flows and is easy to follow;
* is an essential part of the school;
* supports staff in managing certain situations;
* forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
* provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
* provides a roadmap for day-to-day operations;
* ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
* is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
* stems from the school’s vision and objectives which are formed in strategic management meetings;
* has been received by all school personnel via appropriate safeguarding training;
* is provided to all school personnel and a hard copy can be found in the staffroom reference library.

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| **Headteacher:** |  | **Date:** |  |
| **Chair of Governing Body:** |  | **Date:** |  |