



NEWBARN'S PRIMARY & NURSERY SCHOOL

WHOLE SCHOOL BEHAVIOUR POLICY

(Including Anti-Bullying procedures)

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Proposed review date ² :	

¹ This document may be approved by the Head teacher – it does not need to be approved by the full Governing Body (Ref : DfE July 2013)

² The Head teacher is free to determine the review frequency of this Policy

The information in the table below provides details of the earlier versions of this document and brief details of reviews and, where appropriate amendments which have been made to later versions.

Version Number	Version Description	Date of Revision
1	Original	February 2012
2	Updated to include DfE revised guidance	September 2012
3	Updated to include DfE revised guidance	January 2013
4	Updated to include DfE revised guidance. Reformatted to match other KAHSC documents. Updated to reinforce inappropriate use of Social network sites by parents. Changes highlighted.	September 2013
5	Reviewed and amended to incorporate recent statutory legislation	October 2017

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POLICY STATEMENT

1. Definitions

For the purposes of this Policy and procedures a child, young person, pupil or student is referred to as a 'child' or a 'pupil' and they are normally under 18 years of age.

Wherever the term 'parent' is used this includes any person with parental authority over the child concerned e.g. carers, legal guardians etc.

Wherever the term 'school' is used this also includes wrap around care provided by a setting such as After School Clubs and Breakfast Clubs.

2. Introduction

In their document 'Behaviour and Discipline in Schools – advice for head teachers and school staff', the Department for Education (DfE) have set out the legal powers and duties that govern behaviour and attendance in schools and explains how they apply to teachers, governing bodies, pupils and parents.

Every school must have a Behaviour Policy to meet the requirements of Section 89 of the Education and Inspections Act 2006.

Section 78 of the Education Act 2002 requires that the curriculum for a maintained school must promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society which, in turn, prepares pupils at the school for the opportunities, responsibilities and experiences of later life. Guidance for schools on the promotion of fundamental British values of democracy, the rule of law, individual liberty and mutual respect of those with different faiths and beliefs is available from the DfE. (November 2014).

The Governing Body is responsible for setting general principles that inform the Behaviour Policy and procedures. Governors of maintained schools are required to have a 'Statement of Behaviour Principles' which is a statutory document. (DfE – Policies and other Documents that Governing Bodies and Proprietors are required to have by Law). Head teachers are responsible for developing the Behaviour Policy and supporting procedures, based around the 'Principles' required by the Governing Body, and deciding the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary penalties for breaking the rules.

In terms of staff and other adults, any person whose work brings them into contact with children including volunteers must follow the principles and guidance outlined in the school Code of Conduct for Staff and Other Adults. In addition to this Code of Conduct, all employees engaged to work under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the 'Teachers' Standards 2011 (updated 2013)' and in relation to this Code of Conduct, Part 2 of the Teachers' Standards - Personal and Professional Conduct.

The procedures which support the Whole School Behaviour Policy must include measures to prevent all forms of bullying among pupils.

This Policy should be read in conjunction with the following school Policies and procedures:

- Statement of Behaviour Principles
- Health and Safety Policy and procedures
- Online Safety Policy and procedures
- Child Protection Policy and procedures including Whistleblowing procedures
- Supporting Pupils with Medical Conditions Policy and procedures
- Single Equality Information/Objectives
- Special Educational Needs Policy/Information Report
- Admissions arrangements
- Attendance procedures

- Missing Child procedures
- Complaints procedure
- Positive Handling Support and Intervention Procedures
- Code of Conduct for staff and other adults
- Educational Visits procedures
- Risk Assessments (including Behaviour Management Plans)
- CCTV Procedures (should form part of Data Protection Policy)
- Home to School Agreement (voluntary)

3. Ethos

At Newbarns (hereinafter referred to as 'the School') we aim to foster enquiring minds, independence and perseverance in our children. This is achieved by the high expectations of the staff and the effective and efficient use of quality resources.

Children are expected to attend school regularly and punctually, work hard and make the progress of which they are capable whilst they are with us. The children's work and achievements are celebrated by being on display in the class, sharing them with others and sharing excellence in good work and praise assemblies.

We expect children to be honest and to respect other people and property. The staff members are role models in this area. Manners too, are seen as important – children should speak, not shout and should use "please", "thank you" and the person's name.

We also endeavour to make children aware of cultural diversity. Self-esteem and self-control are seen as important. Children are expected to be well behaved and take pride in themselves, their work and their school.

At our school we aim to offer a welcoming, stimulating and safe learning environment where the staff work as a team to deliver an appropriate curriculum for the children. We strive to ensure that all individuals make as much progress as possible so that the standards achieved in school are continuously improved.

The education provided takes account of the needs of all our children, their social, spiritual, cultural, personal and moral development, equal opportunities and the changing world in which we live. At Newbarns we believe that children should develop good values for living so that they become worthwhile citizens for the future. To achieve this aim, there is a different value each month which underpins much of what occurs in the school. These are communicated to parents through newsletters and our website.

To ensure the best for the children, we believe that it is essential for good communication to exist between home and school and so aim to keep parents and carers well informed. Parents are welcome in school as helpers.

4. Policy Aims

Our school and staff aim to ensure that every member of the school community feels 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. Our school's Whole School Behaviour Policy and procedures is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote the overall well-being of pupils and staff and an environment in which everyone feels happy, safe and secure.

The Whole School Behaviour Policy confirms the school commitment to:

- ensure that each child can develop and achieve his/her full potential, educationally, morally and spiritually;
- provide a safe and attractive environment where everyone feels welcome, happy and secure; free from disruption, violence, bullying and any form of harassment;
- provide each young person with the motivation and confidence to learn effectively;
- promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;

- promote a culture of praise and encouragement in which all pupils can achieve;
- provide every pupil with appropriate high quality teaching through a broad and balanced curriculum which is appropriately differentiated to meet each pupil's individual needs;
- teach children to respect themselves and others and to take responsibility for their own actions and behaviours;
- help teachers and other staff manage behaviour problems that can inhibit effective learning for all children, and to realise that we cannot always deal with problems by ourselves and that we have colleagues who are willing and able to assist;
- help young people to understand how behaviour affects others and the world around them;
- create a partnership of support and effective communication between home, school and the wider community;
- provide young people with an informed view of life and develop a strong sense of right and wrong enabling them to become thoughtful, caring members of society;
- value each and every child, regardless of ability, race, gender or religion;
- maintain, develop and consistently apply high standards within the school and enable teachers to develop and use their own professional expertise.

The aim of this Policy and supporting procedures is to determine the boundaries of acceptable and unacceptable behaviour, and introduce rewards and sanctions and to determine how they will be fairly and consistently applied.

In order to achieve this, the school will:

- make clear its expectations of good behaviour, through assemblies, school council meetings and in published documents;
- reward achievements, awarding Praise Certificates, stickers, extra playtime;
- treat every member of the community as individuals and respect their rights, values and beliefs;
- create a zero-tolerance environment against all instances of bullying or discrimination on the basis of race, gender, ability or cultural differences;
- provide positive examples for modelling behaviour;
- promote good relationships and a sense of belonging to the community;
- intervene early to challenge undesirable behaviour;
- follow and apply consistently clear guidelines when responding to instances of unacceptable behaviour.

5. Communication

The School Governors are required to ensure that this Policy and procedures are published on the school website. A copy of this Policy and procedures is also available on request.

PROCEDURES

1. Responsibilities

The commitment of staff, pupils and parents is vital in developing a positive whole school ethos. The expectations of staff, pupils and parents/carers are outlined below.

1.1 What pupils can expect from staff

Pupils may expect staff and other adults in the school to:

- arrive at lessons on time;
- plan and deliver good to outstanding lessons which engage and motivate you to achieve;
- allocate sufficient time for each task;
- be enthusiastic and develop positive working relationships with you and your peers in their classes;
- celebrate the success of pupils in lessons, after school activities and assemblies;
- encourage all pupils to contribute to the work in hand;
- communicate both successes and concerns with parents;
- have a well organised room;
- mark or give feedback on work as soon as possible;
- set homework appropriate for the age and abilities of each pupil;
- treat you fairly;
- eliminate or control hazards which may cause harm;
- use a range of non-verbal and verbal cues to encourage good behaviour and limit inappropriate behaviour;
- be approachable and listen to you at appropriate times;
- always take seriously any complaints of bullying or inappropriate behaviour reported to them;
- display your work;
- set high expectations, clear boundaries and regularly agree classroom and behaviour expectations;
- use rewards and, where necessary, sanctions consistently;
- model the behaviours you wish to see.

1.2 What staff can expect from pupils

Staff may expect pupils to:

- arrive at lessons on time;
- enter the classrooms quietly;
- wear full school uniform correctly;
- sit where they are told to sit by the teacher or any other member of the school staff;
- have equipment and books for lessons, (where relevant);
- follow classroom rules and procedures and not disrupt the learning of other pupils;
- follow instructions given by staff and other adults;
- listen attentively to the teacher who will explain the lesson, what you are going to do, why and how;
- put up your hand to indicate you wish to speak;
- use appropriate language;
- listen to others' ideas and work co-operatively;
- tell the truth and learn from mistakes;
- care for the classroom and resources, respecting others' property;
- value other individuals and their contributions to lessons;
- lead by example creating a good role model for younger pupils in the school;
- accept responsibility for their behaviour;
- consider the needs of all the other people in the classroom;

- use ICT in accordance with school Online Safety Policy and procedures;
- be responsible when using online technologies and not compromise the professional integrity of staff or other adults in the school community;
- report to a teacher or other adult any bullying behaviour by others including bullying with the use of technology (cyber bullying);
- behave appropriately when outside school;
- be an ambassador for the school.

1.3 What staff can expect from their colleagues

Staff may expect their colleagues and other adults in the school to:

- treat each other with respect;
- work and co-operate with them for the overall good of the school community;
- respect each other's values and individual beliefs;
- treat all pupil and staff issues with the highest standards of confidentiality;
- offer support when appropriate;
- be aware of their job remit and respect its boundaries;
- use ICT appropriately and in accordance with the school's Online Safety Policy and procedures and staff acceptable use agreement;
- be aware of and consider the possible implications for the school, colleagues and themselves when posting on Social Network Sites;
- use on-line technology appropriately and not compromise the professional integrity of colleagues or other adults in the school community

1.4 What staff can expect from parents

Staff and other adults in the school may expect parents to:

- treat all staff and other adults with respect;
- treat other parents, pupils and visitors to the school with respect;
- behave responsibly whilst on school premises;
- report any incidents of bullying including cyber bullying as soon as they are discovered so that the issue can be dealt with promptly by school staff;
- ensure that their child arrives at school on time;
- ensure that their child is dressed appropriately, in school uniform with any necessary equipment e.g. P.E. kit;
- ensure that their child attends school regularly and contact the school in the event of an absence or lateness;
- encourage their child to achieve their very best in school;
- encourage their child to have high standards of behaviour in and out of school;
- support the school's Policies, strategies and guidelines for behaviour;
- work with school staff to help their child accept responsibility for their behaviour and actions;
- inform the school of any concerns or problems that may affect the child's work or behaviour;
- support their child's homework and other home-based learning activities;
- support the school in its use of rewards and sanctions;
- take some responsibility for the behaviour of their child;
- discuss any issues of concern with the class teacher or Head teacher in a calm and non-aggressive or threatening manner;
- refrain from smoking on the school premises or around entrances/exits, especially at busy times before and after school. This includes the use of e-cigarettes;
- refrain from using foul language in earshot of any young person at any time in or around the school premises;
- refrain from bring dogs onto the school premises (regardless of their size or temperament) or stand with them close to the entrance gate at busy times before and after school;

- consider the implications of posting inappropriate or defamatory details on Social Network sites and the detrimental effect inappropriate comments can have on individuals and the school;
- support the school's approach to online safety which includes not uploading or posting to the internet any pictures, video or text that could upset, offend or threaten the safety of any member of the school community or bring the school into disrepute;
- recognise the need for security and not create online media "on behalf" of the school without the Head teacher's express permission.

1.5 What parents can expect from staff and other adults in the School

Parents may expect staff and other adults working in the school to:

- treat all adults with respect;
- set high standards of work and behaviour for all children in their care;
- encourage your child to always do their best;
- deal promptly with any incidents of bullying regardless of whether your child is seen as either the bully or the victim;
- impose sanctions consistently in accordance with this Policy and procedures;
- promote positive behaviour and reward such behaviour in accordance with this Policy and procedures;
- promote positive behaviour beyond the school gates and impose sanctions for inappropriate behaviour which reflects negatively on the school and its values;
- discuss your child's actions with them, give a warning and ensure that your child knows what the penalty will be should they continue to misbehave. All penalties will be carried out;
- provide a balanced curriculum to meet the needs of each child;
- keep you informed about general school matters, and your child's individual progress;
- let you know if there are any concerns about a child's work, attendance or behaviour;
- support the child's homework and other home-based learning activities;

2. Celebrating Success

At our school we regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school. The many ways we celebrate success are listed below and will be reviewed by pupils, parents and staff during the academic year.

- Verbal praise in class
- Written praise in marked work
- Sharing and celebrating success during lesson time – use of circle time for pupils to discuss their own behaviour related concerns
- Children photographed and their work displayed prominently in the school's entrance when sent to the Head/deputy
- Sharing and celebrating academic and sporting successes that occur both inside and out of school, in Praise Assemblies
- Stickers awarded in lessons for homework, good classwork, caring for others, helping others, being thoughtful or considerate etc.
- Certificates in assemblies which are awarded for a wide range of reasons such as exceptional work, improvement, kindness etc.
- Jewel system of rewards in some classes
- Bronze, silver and gold certificates awarded for Athletics successes

3. Sanctions and Consequences

Although this school aims to focus on positives at all times, there are unfortunately occasions when a minority of pupils let themselves, the school and others down through their unacceptable or inappropriate behaviour.

We want pupils to take responsibility for their behaviour and will encourage pupils to do this through restorative justice approaches which enable pupils to reflect on their behaviour and to make amends. This process does not, however, replace consequences. At our school, we know that consistency is essential for pupils to understand what is expected of them and to avoid mixed messages. It is vital that children learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community.

At Newbarns, children's behaviour has always been described as "outstanding" by OFSTED. This Policy and procedures is intended to ensure consistency of approach to managing behaviour by ALL members of staff and to inform parents and other stakeholders of our procedures. It reflects the ethos of the school and expectations of staff and pupils who each have **the right to respect, to be able to learn and to be safe.**

Behaviour Management should enhance learning through:

- setting high expectations of behaviour across the school and setting clear standards for everyone to adhere to. (This will be achieved **without** the use of rewards)
- increasing awareness of behaviour and the acknowledgement of exceptional behaviour
- the identification of and respect for the rights of others emotionally, psychologically and physically
- acknowledging the rights of those being "managed" to fair treatment
- the identification of preferred practices in class and shared areas
- an understanding that less than "good" behaviour will ALWAYS be followed up
- a commitment to support pupils with Behaviour Management Plans where appropriate.

Preferred Practices:

- Each class and playground situation devises a set of agreed rules which are constructed positively; e.g. "walk" rather than "don't run." These rules will be clearly displayed and made available to all adults working in that setting.

Consequences:

(A scaled system of interventions will be used.)

1. A non-verbal glance to inform the child that they are "at risk" of misbehaving.
2. The adult informing the child of the unacceptable behaviour, supported when necessary with a statement of why this is unacceptable ("You're talking when I am. When you do that it makes it hard for others to hear and stops them learning. Stop talking, thank you.") **"Thank you" is used, rather than "please" as an expectation that the behaviour will change.**
3. If the child persists, the adult makes arrangements to discuss the behaviour after the session on a 1:1 basis.
4. If the poor behaviour persists then the child is sent to another teacher or appropriate adult for "Time Out." This will be followed up with the 1:1 meeting at the end of the lesson.
5. During 1:1 discussions, the adult may mirror his/her behaviour as well as discussing what happened. They will acknowledge the pupil's feelings but not allow these feelings to excuse the behaviour.
6. Disagreements may be solved by asking those involved to tell each other why they are not happy, with the adult overseeing the conversation. (This is a tried and tested method. Please seek clarification from the Headteacher if you are unsure of how to proceed with this.)
7. A suitable punishment will be agreed. This should, if at all possible, be related to the offence, e.g. a child who throws litter should spend time collecting rubbish and a child who has spat on the playground will wash the area.
8. Non-negotiable behaviour includes swearing, harming others, stealing and spitting, for example. In the event of any of these types of behaviours, the child is sent directly to the Assistant Head, Deputy Head or Headteacher. In their absence, a member of the middle management team will deal with the child accordingly, registering the behaviour in a log. Persistent offenders' parents will be contacted and

serious offences could result in an internal or external exclusion. The child will always return to the class teacher to repair and rebuild so that they can resume learning as quickly as possible.

Is this working?

- How frequently are class lessons disrupted and in what way?
- Liaise with all stakeholders to monitor behaviour.
- Feedback from parents and visiting teachers.
- Use school council to feedback.
- Headteacher monitoring across the school and use of log for non-negotiable behaviour.

3.1 Restorative Justice/Reflection on Actions

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a solution. Where there has been an issue the individuals involved will meet with a mediator who will ask them three main questions:

- What happened?
- Who else has been affected by this?
- What can be done to prevent this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other pupils and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative justice works extremely well if there has been a repeated problem for a pupil and member of staff. This is because it gives them an opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Restorative justice also works very well when pupils fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

Meetings are always held in a neutral place with a mediator who is not involved. The mediator's job is to keep everyone calm and civil and help those involved to move forward to restore the relationship.

Reflection on actions is normally used to allow the individual to reflect on their behaviour and to allow the pupil to decide for themselves why their behaviour was inappropriate and how it might have affected others in the school. Pupils are generally asked to write down their reasons for the behaviour and how that behaviour could be improved or what alternatives to the inappropriate behaviour might have been possible if the same circumstances arise again.

3.2 Sanctions and Disciplinary Action

There is a clearly defined process for issuing sanctions in this school. Where possible pupils are issued with a warning to enable them to rectify their behaviour though there are times when the nature of the behaviour does not warrant a warning as it is so serious. The school uses a wide range of consequences for poor behaviour which are outlined in more detail below.

Disappointment Log

Serious behaviour matters are entered electronically into the log and when relevant, shared with Governors.

Screening, Searching and Confiscation

The school follows Government advice when confiscating items from pupils which is outlined in their document "Screening, Searching and Confiscation – Advice for Head teachers, Staff and Governing Bodies – February 2014. (A copy of this document is available from the school on request or to download from the Gov.uk Website).

The following items are what are termed 'Prohibited Items' and their presence on school premises or if found on an individual pupil will lead to the highest sanctions and consequences:

- Knives
- Firearms/weapons
- Illegal drugs
- Alcohol
- Fireworks
- Tobacco and cigarette papers
- Pornographic images
- Stolen items
- Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence,
 - ii) to cause personal injury to, or damage to the property of, any person (including the pupil)

Head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The following are items which are banned by the school under the school rules

- Mobile phones used in class (they must be handed in to the school office)
- Digital media devices or similar
- Jewellery not in accordance with the school uniform policy
- Lighters or matches

The school will confiscate any electronic items being used inappropriately on the premises such as mobile phones, digital media devices etc.

Staff in this school have the right to confiscate, search and ultimately delete any media which they "reasonably suspect" is being used to bully or otherwise cause an individual harm. Depending on the seriousness of the media, information may also be reported to the Police.

Pupils wearing any accessories or jewellery which do not follow the School Uniform Policy can expect to have these items confiscated. Any confiscated items will be logged and made available for collection at the end of the school day. Where a pupil repeatedly flouts the rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. For repeated offences of this nature, parents will be asked to collect confiscated items. Where items are not collected, the school will dispose of them at the end of each term.

Pupils found with tobacco and/or cigarette papers will have these confiscated and destroyed whether they are found to be smoking or not. They will also be issued with a sanction for bringing tobacco on to school premises.

Staff have the power to search pupils with their consent for any item banned under the school rules. This includes searching lockers and bags. A condition of having a locker in this school is that it may be searched where there is a suspicion that prohibited or banned items are being held within it and reasonable grounds for the search have been established.

Where items are 'prohibited' as outlined above, these will not be returned to pupils and will be disposed of by the school according to the DfE advice and statutory guidance 'Screening, Searching and Confiscation – Advice for Head teachers, staff and Governing Bodies'. Pupils must not bring any of the items listed above on to school premises. The school will automatically confiscate any of the 'prohibited' items and staff have

the power to search pupils **without** their consent for such items. There will be severe penalties for pupils found to have 'prohibited' items in school. In certain circumstances this may lead to permanent exclusion.

Removal from Class

Where a pupil fails to respond to repeated warnings and reminders to improve an aspect of behaviour which disrupts the learning of others, they can be removed from class and sent to the Head teacher/Deputy Head. In such circumstances, the pupil will automatically miss playtime. Pupils may also be removed from class for more serious misconduct without the use of warnings.

Other examples of sanctions

- verbal warning
- Moved seat or place – to sit by an adult / or to work on your own.
- Missed playtime
- Time out in another class – completing work in another class – this will be in parallel class or class above or below
- Time out with senior staff
- Withdrawal from 'fun' activities e.g. parties, shows, sports days etc

Fixed Term Exclusion

We will endeavour to avoid exclusion from school at all costs. A decision to exclude a pupil for a fixed period is taken only in response to very serious breaches of the school's Whole School Behaviour Policy and procedures, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions are considered inappropriate. Reference will be made to DfE guidance 'Exclusion from maintained schools, Academies and pupil referral units in England' – September 2017.

Permanent Exclusion

A decision to exclude a pupil **permanently** will be taken only:

- a) In response to serious breaches of the school's Whole School Behaviour Policy and procedures; and
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

A decision to exclude a pupil **permanently** is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and considering all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil and will normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Head teacher's judgement, it is appropriate to permanently exclude a pupil for a first or 'one-off' offence.

Exclusions - The Right of Appeal and Legal Duties

Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel.

The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Home School Agreements

There is no statutory requirement to have, or to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

On balance, and in order to continue to foster parental relationships, we have decided to continue with the home-school agreement which should be signed and returned to the school when children first start our school.

4. Attendance and Punctuality

The school is required by law to keep a record of pupil attendance. In an emergency, such as a fire, it is essential that we have an accurate record of who is in school. Good attendance and punctuality are essential for good learning. They are also essential skills for later life. When pupils are late on a regular basis or attendance falls below 85%, parents will be contacted and invited to a meeting with the SLT to formulate an action plan and address the issues contributing to the lateness or lack of attendance.

If pupils are late or do not attend:

- parent should telephone the school in the morning on the first day of their child's absence
- any absence needs to be explained, on return to school, by a letter or phone call from the parent
- parent should contact the school again if an absence is more than three days. If they do not do so, the school will make attempts to contact them. In some circumstances, this may also involve a home visit.

On return to school, it is the pupil's responsibility to seek advice on completing any work missed. If a pupil is late to class he/she must catch up on work missed. This must be completed at break or lunch times.

We strongly discourage parents from taking their children out of school for holidays or family outings during the school term. The Head teacher is no longer able to grant any leave of absence during term time unless there are 'exceptional' circumstances. Absences taken without the authorisation of the Head teacher will be recorded as 'unauthorised'.

5. Homework

(See School's Homework Policy)

Parents are encouraged to contact the school if it appears that homework is not being set. Pupils are encouraged to prioritise their homework so that it is completed and handed in on time. There are currently two lunch time Homework Clubs run voluntarily by teaching staff to assist the pupils with this.

6. Pupil Conduct and Misbehaviour Outside the School Premises

6.1 What the Law Allows

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

- any misbehaviour when the child is:
 - taking part in any school-organised or school-related activity; or
 - travelling to or from school; or
 - wearing the school uniform; or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school; or
 - poses a threat to another pupil or member of the public; or
 - could adversely affect the reputation of the school.

6.2 Out of School Behaviour

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

- good behaviour on the way to and from school.
- good order on all transport (including public transport) to and from school or educational visits.
- 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 school when not on the school site.

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

6.3 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 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 members of the school.
- 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 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.

6.4 Pupil Support

We aim to support all our pupils to ensure that every child succeeds during their time at the School. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils. The following are some of the strategies the school will use, but are by no means exhaustive:

- Increased communication between home and school e.g. meetings with parents, home to school books;
- ISP's for behaviour;
- Support from the SENCo, teaching assistants, school nurse etc;
- Small group work or 1:1 support in self-esteem, Seris support;
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the child's behaviour
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, LA Behaviour Specialists etc.

7. The Use of Reasonable Force

To be read in conjunction with Positive Handling, Support and Physical Intervention Procedures – available on request from the school office.

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.

The Governing Body have taken account of advice provided by the DfE - *Use of reasonable force: advice for head teachers, 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 Head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents 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 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.

7.1 Action as a result of Self-defence or in an Emergency

All staff including teaching assistants, lunchtime supervisors, admin staff and the site management 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 Behaviour Management Plan.

7.2 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.
- 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 leading a pupil by the arm out of a classroom.
- Pupils at risk of harming themselves or others through physical outbursts will be physically restrained.
- 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

7.3 Power to Use Reasonable Force when Searching Without Consent

In addition to the general power to use reasonable force, the Head teacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for 'prohibited items'. See Section 3.2 above.

7.4 Unreasonable Force

The type of force which will never be acceptable in our school includes:

- holding round the neck or any other hold that might restrict breathing;
- kicking, slapping or punching;
- forcing limbs against joints (e.g. arm locks);
- tripping or holding by the hair or ear;
- holding face down on the ground.

7.5 Staff training

Two members of staff have received training in positive handling strategies (Team Teach). Staff will receive additional training on the appropriate techniques which may be used to physically restrain pupils if and when the need arises. The training will be to an approved nationally acceptable level.

7.6 Behaviour Management Plans

A pupil with a known challenging behaviour, a medical condition which affects behaviour patterns, has special educational needs or where there is evidence or suspicion of self-inflicted harm (i.e. is a risk to themselves) may be the subject of a Behaviour Management Plan. This Plan sets out specific ways in which the behaviour is controlled whilst on school premises and during any off-site visit. It may also include details on managing the pupil's behaviour whilst travelling to school on organised home-school transport.

In such circumstances, parents will always be made aware of their child's Behaviour Management Plan and will be asked to contribute to the content and control measures implemented in an attempt to apply consistency of sanctions and rewards both in school and at home. Wherever possible and appropriate, the child concerned will also be involved in creating the Behaviour Management Plan.

7.7 Informing Parents when Reasonable Force has been Used

In accordance with current good practice, the school will speak to parents about serious incidents involving the use of force and will record such serious incidents.

In making a decision about informing parents, the following will be taken into account:

- the pupil's behaviour and level of risk presented at the time of the incident.
- the degree of force used.
- the effect on the pupil or member of staff concerned; and
- the child's age.

All incidents when 'physical restraint' as opposed to 'physical control' is used will be recorded as soon as possible and details passed on to the Head teacher (or deputy in the absence of the Head teacher) who will follow up the incident where necessary. The following must be recorded:

- all incidents where unreasonable use of force is used;
- any incident where substantial force has been used e.g. physically pushing a pupil out of a room;
- use of restraint;
- an incident where a pupil is clearly distressed though clearly not overreacting.

The following criteria will be used when considering the need for recording:

- (a) Did the incident cause injury or distress to a member of staff or pupil?
- (b) Even though there was no apparent injury or distress, was the incident sufficiently serious in its own right? Any use of restrictive holds, for example, fall into this category;
- (c) Did the incident justify force? This is particularly relevant where the judgement is finely balanced;
- (d) Does recording it help to identify and analyse patterns of pupil behaviour?

If the answer to any of the questions is 'yes', a record should be made using the school's management information system and all other notes taken at the time are to be kept.

In all instances of the use of physical restraint, parents will be informed the same day, by phone and invited into the school to discuss the incident (if appropriate) unless to do so would result in significant harm to the pupil, in which case, the incident will be reported to the Cumbria Safeguarding Hub by the Head teacher.

All injuries will be reported and recorded in accordance with school procedures.

7.8 Post Incident Support

Serious incidents can create upset and stress for all concerned. After the incident ends it is important to ensure any staff and pupils involved are given first aid treatment for any injuries. Emotional support may also be necessary. Where required, immediate action will be taken to access medical help for any injuries that go beyond basic first aid. The school will then decide how and when to contact the parents of the pupil to engage them in discussing the incident and setting out subsequent actions. After the incident the Head teacher and/or other staff will:

- (a) ensure the incident has been recorded;
- (b) decide whether multi-agency partners need to be engaged and, if so, which partners;
- (c) hold the pupil to account so that he or she recognises the harm caused or which might have been caused. This may involve the child having the chance to redress the relationship with staff and pupils affected by the incident. It may also mean the child is excluded. See Section 6.2 above.
- (d) help the pupil develop strategies to avoid such crisis points in the future and inform relevant staff about these strategies and their roles;
- (e) ensure that staff and pupils affected by the incident have continuing support as long as necessary in respect of:
 - physical consequences
 - emotional stress or loss of confidence
 - analysis and reflection of the incident

7.9 Follow up

In many cases there will be a follow-up meeting of key personnel to discuss the restraint incident and review the Behaviour Management Plan or other plans for pupils. It might also be appropriate to review the Whole School Behaviour Policy and/or supporting procedures.

7.10 Other Physical Contact with Pupils

This school does not operate a 'No touch Policy'. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To administer first aid;
- To apply sunscreen to the arms, face or lower legs of very young pupils or those with special educational needs who might struggle to apply it appropriately themselves.

8. Allegations of Abuse against Staff and Other Adults Working in the School

8.1 General

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously. (For more information, refer to the School Allegations procedures which form part of the Child Protection Policy and procedures).

The Governors of the School 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, and in accordance with local inter-agency procedures.

School 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.

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

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.

If a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the School reference can also be made to the school's Whistleblowing procedures.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in the statutory guidance 'Keeping Children Safe in Education' published by the DfE and the Cumbria SCB Core procedures.

8.2 Action in the Event of a Malicious Allegation

If an allegation is determined to be unfounded or malicious, the LA appointed Designated Officer (DO) will be informed via Cumbria Safeguarding Hub and will refer the matter to local authority children's social care services to determine whether the child concerned needs additional services, or may have been abused by someone else. If an allegation is shown to have been deliberately invented or malicious, the Head teacher 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.

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

9. Bullying

To be read in conjunction with Anti-Bullying procedures - Appendix A.

9.1 What is Bullying?

According to the DfE document 'Preventing and Tackling Bullying – Advice for Head teachers, staff and Governing Bodies, bullying may be defined as:

"Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally".

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.

It can take place between pupils, between pupils and staff, parents and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.

Acts of bullying can include:

- name-calling;
- taunting;
- mocking;
- making offensive comments;
- kicking;
- hitting;
- 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.

Many experts believe that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

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 and procedures (Whole School Behaviour Policy and procedures).

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. Parents are also encouraged to report such bullying to the school. If the alleged perpetrator is a member of this school community, the school will act in line with this Behaviour Policy and procedures. The school wherever possible will support parents in this, and may impose a sanction upon the bully where this individual is recognisable.

9.2 The Law

The School endeavours to comply with the legal requirements placed on schools 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 school 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 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 the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

10. Drugs and Drug-Related Incidents

10.1 General

A drug is a substance which, when taken into the body, changes the way we feel, the way we see things and the way the body works. This section covers a range of drugs including medicines, tobacco, alcohol, solvents, novel psychoactive substances (so called 'legal highs'), volatile substances and illegal drugs and describes the school's approach to dealing with incidents of drug misuse. Apart from medicines prescribed to an individual, all other items listed above are classed as 'prohibited items' with respect to screening, searching and confiscation – Section 3.2 refers.

Drugs Education forms part of the PSHE programme delivered in discrete sessions for all pupils.

- Current research indicates that drug use, both legal and illegal, is rising amongst young people.
- We do not support the misuse of tobacco, alcohol, solvents, illegal drugs and medicines by members of the school.
- Under no circumstances will the supply or sale of illegal drugs on the school site will be tolerated.
- The school believes it has a duty to inform and educate young people on the consequences of drug use and misuse.
- Fundamental to our school's values and practice is the principle of sharing the responsibility for education of young people with parents and carers by keeping them informed and involved at all times.
- Whilst we acknowledge that some young people will use and misuse substances, it is seen as important to recognise that the remainder of young people are choosing not to use or misuse substances. We will help individual learners according to their differing needs.

10.2 Responsibilities

The Head teacher has responsibility for supporting other members of staff in the implementation of these procedures.

Drug prevention is a whole school issue. All staff, both teaching and support staff, will be made aware of these procedures and how they relate to them should they be called upon to deal with a drug-related incident.

The site-manager regularly checks the school premises – any substances or drug paraphernalia found will be reported to the Head teacher and Senior Leadership Team and dealt with in accordance with these procedures.

10.3 Dealing with Drug-Related Incidents

The following provides our framework for dealing with incidents surrounding the use, suspicion of use and finding of drugs and substances. We recognise that drug use can be a symptom of other problems and, where appropriate, we will involve or refer pupils to other services. Within our school the following guidelines apply to the possession or use of drugs, alcohol and tobacco on school premises:

Medicines

Where pupils are prescribed medicines, cases will be dealt with on an individual basis and appropriate procedures will be followed (e.g. safe storage and administration of medicines in line with national guidance). Information for parents/carers on this issue is available on request from the school.

Tobacco

In line with legislation, the school has a policy of No Smoking in the building and on the school site. This also applies to the use of e-cigarettes.

Alcohol

No alcohol is consumed during the normal school day. Those hiring the school premises are not allowed to consume alcohol on site unless it has been authorised by the Governing Body and forms part of the Lettings Contract.

Solvents

The school will ensure that potentially harmful substances are stored safely, and pupils will be supervised carefully where such substances are used in the course of their work. The use of aerosol deodorants will be discouraged because of the potential risks to people with asthma or other bronchial problems.

Illegal substances

Illegal or illicit substances must not be brought to school or used on school premises.

10.4 Finding a drug or suspected illegal substance

- (1) Take possession of the drug/substance and inform the Head teacher/Senior Leadership Team member who will inform the Head teacher at the first available opportunity.
- (2) In the presence of a witness the article should be packed securely and labelled with the date, time and place of discovery.
- (3) The package should be signed by the person who discovered it and stored in a secure place.
- (4) The Head teacher will always involve the school's link community liaison police officer in the case of suspected drugs or illegal substances in school
- (5) In the event of discovering a hypodermic needle, the incident should be recorded and the following procedure should be observed in order to protect all persons:
 - Do **NOT** attempt to pick up the needle.
 - If possible, cordon off the area to make it safe.
 - Inform the Head teacher/Senior Leadership Team member.
 - The needle should be placed in a sharps box or other secure metal box and disposed of in the appropriate manner.

10.5 Finding or suspecting a pupil is in possession of a drug/drug paraphernalia

- (1) Request that the pupil hand over the article(s).
- (2) Having taken possession of the substance/paraphernalia, the procedure should be followed as above.
- (3) **EXTREME CARE SHOULD BE TAKEN IF HYPODERMIC NEEDLES ARE INVOLVED.**

If a pupil refuses to hand over articles a search may be required - it should be noted that in accordance with current DfE advice:

- The Head teacher and other authorised staff can search lockers etc. without the permission of the pupil when looking for prohibited items.
- Teachers can search a pupil's outer clothing so long as a witness is present without the consent of the pupil. The personal search must be undertaken by a teacher of the same sex with the witness being the same sex wherever possible. Reasonable force may be used in order to complete the search.
- Pupils should be given the opportunity to empty their pockets, bag, etc. in the presence of a witness.

10.6 Dealing with a pupil suspected to be under the influence of a drug or substance

Stay calm, place the pupil in a quiet area, do not leave on their own and seek medical advice from one of the school's first aiders who will assess the situation and act appropriately, the Head teacher/Senior Leadership Team member must also be informed.

Any suspected substances found should travel with the pupil if removed from the school for treatment. Vomit should be safely collected where possible by the school's First Aider and also taken with the pupil (for analysis).

All drug related incidents will be recorded.

10.7 When to contact the Police/disciplinary action

The Police will always be contacted in situations where controlled drugs are found. Any decisions made on the appropriate disciplinary action to be taken will take the Police advice into consideration.

- Where controlled drugs are found, these will be delivered to the Police as soon as possible.
- Alcohol will be disposed of. Under no circumstances will alcohol be returned to the pupil.
- Tobacco or cigarette papers will also be disposed of in the same way as alcohol.
- If other substances are found which are not believed to be controlled drugs, these will be confiscated and disposed of in accordance with the school's procedures. This would include, for example, so called 'legal highs'. Where staff suspect that a substance may be a controlled drug, they will treat them as controlled drugs and follow the procedure above.

In the event of a drug-related incident in the school, the school would co-operate with the Police should they wish to search the premises.

As a result of a drug-related incident, the pupil(s) concerned will be subject to disciplinary action. This action may result in a fixed term exclusion and in the most serious of cases would result in permanent exclusion.

10.8 Procedures for dealing with drug-related incidents involving adults

The following examples are situations where concerns about drug misuse or related behaviour involve a parent or other adult rather than pupils:

- Adults may attend school premises under the influence of alcohol or drugs.
- A parent or adult may attempt to remove a child from school premises during or at the end of the school day whilst under the influence of alcohol or drugs.
- An adult may behave aggressively, intimidate or threaten staff or assault school staff or pupils whilst appearing to be under the influence of alcohol or drugs.
- School staff may be concerned that a parent or family member's drug misuse may put the child at risk.
- An adult may be involving pupils in drug misuse or the supply of drugs to pupils.

These examples are not exhaustive and in each case, the Head teacher will consider the safety of the whole school community including staff when determining the appropriate course of action.

Where, in the opinion of school staff, it is thought that an adult is unable to provide appropriate care and supervision of a child because they are under the influence of drugs or alcohol, they will first attempt to contact an alternative adult carer for the child before contacting the LA Social Care Services and, if necessary, the Police.

Where there are concerns over the safety of the child, school staff will attempt to persuade the adult not to leave the premises with the child until appropriate assistance arrives. If the adult insists on leaving the school, staff will immediately contact the Police. This will also be the case if an adult becomes threatening or aggressive.

If school staff have concerns about an adult or adults supplying drugs on or near school premises, or to any of the pupils out of school premises, the Head teacher or other member of staff will consult with the Police.

11. Behaviour of Parents and Other Visitors to the School

The School encourages close links with parents and the community. We believe that pupils benefit when the relationship between home and school is a positive one. The vast majority of parents, and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the school community.

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. When formulating our procedures, reference was made to the DfES document 'A

Legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community' and DfE non-statutory guidance 'Advice on School Security: Access and barring of individuals from school premises' (December 2012). A poster indicating that such negative behaviour is not acceptable is displayed in the school reception area.

Our school expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of the school community (including other parents and visitors) have the right to visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence.

We expect parents and other visitors to behave in a reasonable way towards other members of the school community. The following outlines the steps that will be taken where parent or visitor behaviour is unacceptable.

11.1 Types of behaviour that are considered serious and unacceptable

The following list outlines the types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting, either in person or over the telephone
- Speaking in an aggressive/threatening tone
- Physical intimidation e.g. standing very close to her/him
- The use of aggressive hand gestures/exaggerated movements
- Physical threats
- Shaking or holding a fist towards another person
- Swearing
- Pushing
- Hitting, e.g. slapping, punching or kicking
- Spitting
- Racist or sexist comments
- Sending inappropriate or abusive e-mails to school staff or to the general school e-mail address
- Publishing or posting derogatory or inappropriate comments which relate to the school, its pupils or staff/volunteers on a social networking site
- Breaking the school's security procedures

Unacceptable behaviour may result in the Police being informed of the incident.

11.2 Procedures for Dealing with Unacceptable Behaviour

When a parent or member of the public behaves in an unacceptable way during a telephone conversation, staff at the school have the right to terminate the call. The incident will be reported by staff to the Senior Management Team. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to verbal abuse. The school may warn the aggressor, ban them from the school, and/or contact the Police.

When any parent or visitor behaves in an unacceptable way in person towards a member of the school staff a member of the Senior Management Team will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedure should be followed. Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an extreme act of violence, the discussion will be terminated and the visitor will be asked to leave the school immediately. It is also an offence under section 547 of the *Education Act 1997* for any person (including a parent) to cause a nuisance or disturbance on school premises. The Police will be called if necessary. The perpetrator may also be banned from the school premises for a period, which will be determined by the school.

Prior to a ban being imposed, the following steps will be taken:

- Depending on the severity of the incident, the individual may first be issued with a written warning stating that if a similar incident occurs, the individual concerned will be banned (temporarily or permanently) from the school premises.
- In more serious cases, the individual will be informed, in writing, that she/he is banned from the premises temporarily, subject to review, and what will happen if the ban is breached.
- Extreme incidents will result in a permanent ban being enforced immediately. The individual will be informed in writing of the permanent ban but will be given the right to appeal in writing against the decision.
- In all cases, parents will be given the opportunity to discuss any issues relating to their child with school staff.
- Incidents of verbal or physical abuse towards staff may result in the Police being informed, and may result in prosecution.

If an individual is intimidating, threatening or aggressive towards a member of the school community any interaction will be terminated immediately and the person will be instructed to leave the premises. Further action may be taken by the school.

The School will take action where behaviour is unacceptable or serious and breaches this Whole School Behaviour Policy.

11.3 Unacceptable Use of Technology

The School takes the issue of unacceptable use of technology by any member of the school community very seriously.

We expect parents and other adults within the school community to act responsibly when using on-line technologies. The expectation of parents is set out on page 4. Failure to comply with these expectations could similarly result in parents and/or other adults being banned either temporarily or permanently from the school site, and the incident may be reported to the Police.

Acceptable use agreements exist for pupils, staff and governors of the school and form part of our Online Safety Policy and procedures.

Newbarns Primary and Nursery School – Anti-bullying Procedures

No matter how effective the school's Code of Conduct is in preventing bullying, there remains a risk that it might occur.

Newbarns School has devised procedures to deal with bullying and offer guidance in the event of it happening.

OUR INTENTIONS BEHIND THESE PROCEDURES

- ❖ To provide a learning environment free from any threat or fear, which is conducive to the achievement of individual aspirations.
- ❖ To reduce and eradicate wherever possible instances in which pupils are subject to any form of bullying, harassment or victimisation.
- ❖ To promote safety for all groups of pupils regardless of sexuality or gender identity, including the use of language.
- ❖ To prevent all forms of prejudice based bullying including homophobic and transphobia.
- ❖ To eliminate discrimination and foster good relations between persons who share protected characteristic and those who do not. Protected characteristics are – disability, race, gender, gender reassignment, marriage and civil partnerships, age, pregnancy and maternity, religion and belief, sexual orientation (including transgender).
- ❖ To establish a means of dealing with bullying and of providing support to pupils who have been bullied.
- ❖ To ensure that all pupils, parents and staff are aware of the policy and that they work together to fulfil their obligations to it.
- ❖ To meet any legal obligations which rest with the school.

WHAT IS BULLYING?

Bullying involves dominance, victimisation, discrimination and harassment of one pupil or a group of pupils. It is usually premeditated and usually forms a pattern of behaviour.

Bullying can adversely affect pupils' feelings of worth and how well they learn school work. The school community will actively promote an anti-bullying environment.

Pupils and staff have the right to work without harassment, intimidation or fear.

ALL BULLYING, OF ANY SORT, IS UNACCEPTABLE AND WILL NOT BE TOLERATED.

ACTION TAKEN TO COMBAT BULLYING

Two members of staff trained to deliver "Kidsafe" series of workshops with pupils.

All issues raised by pupils or parents are taken seriously and are investigated.

Pupils who are victims of bullying are supported and no one should feel frightened to report incidents. An open, caring climate has been established where pupils know that their concern will be treated sensitively and confidentially. Positive behaviour will be promoted through circle time.

Newbarns School Council allows issues and concerns about behaviour (including bullying) to be discussed on a regular basis.

Termly meetings with the Head teacher and/or Deputy Head and Mid-day Supervisors take place to discuss relevant issues.

Currently Mid-day Supervisors are attached to each year group, with one additional member of the team and two Key Stage playtime staff supervisors provide appropriate supervision in the playground.

Key Stage, class and whole school Assemblies provide an opportunity for issues to be addressed without children being named.

Structured Class / Year group discussions provide opportunities to disclose confidentially pupils who are kind and caring, but also any who are thought not to be.

Curriculum work will be provided to encourage pupils to express their feelings e.g. creative writing, role-play about feelings and stories.

Parents will be informed of relevant incidents involving their children.

Sanctions will be imposed where bullying is known e.g. privileges will be withdrawn.

Pupils will be encouraged to talk with each other e.g. "Onopono" - face to face, eye contact between the aggressor and the victim.

Where bullying is of a racist nature, we will report this to the LA using the Racial Incident Report form. All incidents will be recorded in the Racist Incident Monitoring book kept in the Head teacher's room.

Regular follow up sessions between victim and aggressor will be held with victims and, if relevant, their parents.

These procedures will be evaluated by the number of incidents that are reported over a given period.

PUPILS ARE EXPECTED TO:

- ❖ Report all incidents of bullying.
- ❖ Report suspected incidents that victims may be afraid to report.
- ❖ Support each other and to seek help to ensure that everyone feels safe and nobody feels excluded or afraid in school.

HOW CAN PARENTS SUPPORT THE SCHOOL?

This can be done in a number of ways. For example:

- ❖ Supporting the school's anti-bullying policy and procedures.
- ❖ Discussing with their child/teacher any concerns that their child may be a victim of bullying or involved in some way.
- ❖ Helping to establish an anti-bullying culture outside of school.
- ❖ Monitor their child's use of the internet and mobile phone use.

WHAT WILL THE GOVERNORS' ROLE BE?

- ❖ The Governing Body supports the Head teacher in all attempts to eliminate bullying from our school. These procedures make it very clear that the Governing Body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- ❖ The Governing Body monitors the incidents of bullying that occur and reviews the effectiveness of the school procedures regularly. The Governors require the Head teacher to keep accurate records of all incidents of bullying and to report to the Governors on request about the effectiveness of school anti-bullying strategies.
- ❖ The Governing Body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Governing Body notifies the Head teacher and asks her to conduct an investigation into the case and to report back to a representative of the Governing Body.
- ❖ The Governors contribute to drawing up the procedures.
- ❖ The Code of Conduct for our children is brought to the attention of the Governors both informally and as a regular agenda item. Mention is made in the Annual Report.
- ❖ These procedures were drawn up by a working group of staff, governors, parents and pupils.

THE ROLE OF THE HEAD TEACHER

- ❖ It is the responsibility of the Head teacher to meet the public sector duty of the Equality Act 2010.
To advance equality of opportunity by:

- Analysis of data by a particular characteristic, achievement gaps identified e.g. gender, ethnicity and interventions planned to narrow any gaps (do not publish data which enables individuals to be identified)
- Evidence of actions or planned actions to encourage all pupils to fully participate in activities
- Analysis of take up of subjects by gender and actions to address imbalance
- Good equal opportunities practice in the recruitment and retention of staff

Foster good relations by:

- Including aspects in the curriculum which promote tolerance and understanding e.g. of other cultures and religions
- Creating links with other countries
- Work in the wider community
- Promoting events/activities /assemblies which address specific issues

Eliminate Discrimination, Harassment and Victimisation by:

- Having anti-bullying procedures and Behaviour Policy in place where explicit reference made to e.g. homophobic bullying
 - Having procedures for dealing with prejudice related incidents
 - Having a system for reporting to LA racist incidents and recording of actions taken
 - Recruitment and pay policy, where importance of avoiding discrimination is expressly noted
- ❖ It is the responsibility of the Head teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school procedures and know how to deal with incidents of bullying. The Head teacher reports to the Governing Body about the effectiveness of the anti-bullying procedures on request.
 - ❖ The Head teacher ensures that all children know that bullying is wrong and that it is unacceptable behaviour in this school. The Head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head teacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong and why a pupil is being punished.
 - ❖ The Head teacher actively promotes the three aims of the Equality Act through reference to the value of the month in assemblies, displays and ensures all staff are trained in the use of P4C to promote good citizenship.
 - ❖ The Head teacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
 - ❖ The Head teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.
 - ❖ The Head teacher is responsible for introducing and implementing these procedures. However, all staff, pupils and their parents have an active part to play in the development and maintenance of the procedures and their success.

THE ROLE OF THE TEACHER

- ❖ Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. To respond to misconceptions such as children getting picked on for not behaving like a “typical girl” or “typical boy” or the misuse of words such as “gay” and explain why it is wrong. They keep their own records of all incidents that happen in their class and that they are aware of in the school.
- ❖ If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time then, after consultation with the Head teacher, the teacher informs the child’s parents.

- ❖ We keep an anti-bullying logbook in the Head teacher's room (Disappointment Book) where we record all incidents of bullying that occur outside lesson time, either near the school or on the children's way home or to school. If any adult witnesses an act of bullying they inform the Headteacher or any member of the SLT.
- ❖ If teachers become aware of any bullying taking place between members of a class, they deal with the issue immediately. This may involve counselling and support for the victim of the bullying and punishment for the child who has carried out the bullying. They spend time talking to the child who has been bullied, explain why the action of the child was wrong and endeavour to help the child change their behaviour in future. Any instance of bullying is reported to the SLT. Parents of any children involved are invited into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the school may contact external support agencies.
- ❖ Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.
- ❖ Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, incidents of bullying are aimed to be prevented.
- ❖ To meet the 3 aims of the Equality Act by teaching through the curriculum and using the value of the month and P4C strategies.

MONITORING AND REVIEW

These procedures are monitored on a day-to-day basis by the SLT, who report to Governors about the effectiveness of the procedures on request.

The responsibility for the effectiveness of these procedures rests with the Head teacher who reports to the Governors annually. The Governors will examine the school's anti-bullying logbook, racist monitoring book, and discuss any issues with SLT. Governors analyse information with regard to all prejudice based bullying including that related to gender, including issues of transgender, disability, age, race, ethnicity and pupils' background, sexual identity (including homophobia and transphobia), religion and belief of all children involved in bullying incidents.

All racial incidents are entered into the yellow book kept in the Head teacher's office and reported to the LA.

The procedures apply to all staff and to all pupils whether temporarily or permanently on the school roll.

The procedures will be reviewed by the Head teacher at the same time as the Whole School Behaviour Policy and procedures of which the anti-bullying procedures are provided at Appendix A.

Bullying

Don't Suffer in Silence

Information for parents and families

Every school is likely to have some problem with bullying at one time or another. Your child's school must by law have an anti-bullying policy, and use it to reduce and prevent bullying, as many schools have already successfully done.

Bullying behaviour includes:

- name calling and nasty teasing
- threats and extortion
- physical violence
- damage to belongings
- leaving pupils out of social activities deliberately and frequently
- spreading malicious rumours

Parents and families have an important part to play in helping schools deal with bullying.

First, discourage your child from using bullying behaviour at home or elsewhere. Show how to resolve difficult situations without using violence or aggression.

Second, ask to see the school's anti-bullying policy. Each school must have an anti-bullying policy which sets out how it deals with incidents of bullying. You have a right to know about this policy which is as much for parents as for staff and pupils.

Third, watch out for signs that your child is being bullied, or is bullying others. Parents and families are often the first to detect symptoms of bullying, though sometimes school nurses or doctors may first suspect that a child has been bullied. Common symptoms include headaches, stomach aches, anxiety and irritability. It can be helpful to ask questions about progress and friends at school; how break times and lunchtimes are spent; and whether your child is facing problems or difficulties at school. Don't dismiss negative signs. Contact the school immediately if you are worried.

If your child has been bullied;

- *calmly talk* to your child about it
- *make a note* of what your child says - particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened
- *reassure your child* that telling you about the bullying was the right thing to do
- explain that *any further incidents* should be reported to a teacher immediately
- *make an appointment* to see your child's class teacher or form tutor
- *explain to the teacher* the problems your child is experiencing

Talking to teachers about bullying

- *try and stay calm* - bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident
- *be as specific as possible* about what your child says has happened - give dates, places and names of other children involved
- *make a note* of what action the school intends to take
- *ask if there is anything you can do* to help your child or the school
- *stay in touch with the school* - let them know if things improve as well as if problems continue

If you think your concerns are not being addressed:

- *check the school anti-bullying procedures* to see if agreed procedures are being followed
- *discuss your concerns* with the parent governor or other parents
- *make an appointment* to meet the head teacher, keeping a record of the meeting
- if this does not help, *write to the Chair of Governors* explaining your concerns and what you would like to see happen
- contact local or national parent support groups for advice
- *contact the Director of Education for your authority*, who will be able to ensure that the Governors respond to your concerns
- *contact the Parentline Plus helpline* for support and information at any of these stages
- in the last resort, *write to the Secretary of State for Education and Employment*

Note: It is never appropriate to vent any anger or frustration with the school via Social media. If you are dissatisfied with the action take or response to your concerns, follow the school complaints procedure which is available from the school website.

If your child is bullying other children:

Many children may be involved in bullying other pupils at some time or other. Often parents are not aware. Children sometimes bully others because:

- they don't know it is wrong
- they are copying older brothers or sisters or other people in the family they admire
- they haven't learnt other, better ways of mixing with their school friends
- their friends encourage them to bully
- they are going through a difficult time and are acting out aggressive feelings

To stop your child bullying others:

- talk to your child, explaining that bullying is unacceptable and makes others unhappy
- discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- show your child how to join in with other children without bullying
- make an appointment to see your child's class teacher or form tutor; explain to the teacher the problems your child is experiencing; discuss with the teacher how you and the school can stop them bullying others
- regularly check with your child how things are going at school
- give your child lots of praise and encouragement when they are co-operative or kind to other people

Organisations which can help:

Advisory Centre for Education, IC Aberdeen Studios, 22 Highbury Grove, London N5 2DQ

Tel: 0207 704 9822 Telephone helpline: 0207 354 8321 (Mon-Fri 2-5 pm).

Advice line for parents on all matters concerning schools

Anti Bullying Campaign, 185 Tower Bridge Road, London SE1 2UF.

Tel: 0207 378 1446 (9.30 am - 5.00 pm).

Advice line for parents and children.

Children's Legal Centre, Tel: 01206 873 820

(Mon-Fri 10 am -12.30 pm and 2 pm - 4.30 pm). Publications and free advice line on legal issues.

Kidscape, 2 Grosvenor Gardens, London SW1W 0DH.

Tel: 0207 730 3300 Fax: 0207 730 7081

Has a wide range of publications for young people, parents and teachers. Bullying counsellor available Monday to Friday, 10-4.

Parentline Plus, 520 Highgate Studios, 53-79 Highgate Road, Kentish Town, London NW5 1TL.

Tel: 0808 800 2222.

National helpline for parents (Mon-Fri 9-9; Sat 9.30-5; Sun 10-3).

Resources for parents and families about bullying:

ALEXANDER, J. **Your child bullying: Practical and easy to follow advice.**

Element Books, 1998.

ELLIOTT, M. **101 Ways to deal with bullying - A guide for parents.**
Hodder and Stoughton, 1997.

KIDSCAPE. **Keeping safe: A practical guide to talking with children.**
Kidscape, 2 Grosvenor Gardens, London SW1W ODH, 1990.

LAWSON, S. **Helping children cope with bullying.**
Sheldon Press, 1994.

LINDENFIELD, G. **Confident children: A parents' guide to helping children feel good.**
Thorsens, 1994.

MELLOR A. **Bullying and how to fight it: A guide for families.**
Scottish Council for Research in Education, 1 5 St John Street, Edinburgh EH5 5JR, 1993.

PEARCE J. **Fighting, teasing and bullying: Simple and effective ways to help your child.**
Wellingborough: Thorsons, 1989.

TRAIN, A. **The bullying problem: How to deal with difficult children.**
Condor Book, Souvenir Press, 1995.

Bullying

Don't Suffer in Silence

Information for Pupils

If you are being bullied

- *try to stay calm* and look as confident as you can
- *be firm and clear* - look them in the eye and tell them to stop
- *get away* from the situation as quickly as possible
- *tell an adult* what has happened straight away

After you have been bullied

- *tell a teacher or another adult* in your school
- *tell your family*
- *if you are scared* to tell an adult by yourself, ask a friend to come with you
- *keep speaking up* until someone listens and does something to stop the bullying
- if your school has a *peer support service*, use it
- *don't blame yourself* for what has happened

When you are talking to an adult about bullying, be clear about

- *what* has happened to you
- *how often* it has happened
- *who* was involved
- *who saw* what was happening
- *where* it happened
- *what* you have done about it already

If you find it difficult to talk to anyone at school or at home, ring

ChildLine, Freephone 0800 1111,

or write, Freepost 1111, London N1 0BR.

The phone call or letter is *free*. It is a *confidential* helpline.

CYBER BULLYING

Children are taught to “stay safe in cyber space” and understand that cyber bullying is the use of ICT, particularly mobile phones and the internet deliberately to upset or be hurtful to someone.

Some instances are known to be unintentional. Cyber bullying can also be the result of not thinking (something sent as a joke may be deeply upsetting or offensive to the recipient) or a lack of awareness of the consequences – for example saying something negative.

People who cyber bully may attempt to remain anonymous. This can be extremely distressing for those being bullied. The person cyber bullying may never be in the same physical space as their target. It can happen 24/7 and is an invasion of home and personal space.

What should we as individuals do about it?

Always respect others - be careful what you say online and what images you send.

Think before you send - whatever you send can be made public very quickly and could stay online forever.

Treat your password like your toothbrush - keep it to yourself. Only give your mobile number or personal website address to trusted friends.

Block the bully - learn how to block or report someone who is behaving badly.

Don't retaliate or reply!

Save the evidence - learn how to keep records of offending messages, pictures or online conversations.

Make sure you tell: an adult you trust, or call a helpline like Child Line on 0800 1111 in confidence; the provider of the service; check the service.

Finally, **don't just stand there** - if you see cyber bullying going on, **support the victim and report the bullying.**

How would you like it if no-one stood up for you?

What can we, as a school, do to help?

At Newbarns Primary School we will do 4 things:

- Educate the children about safe use of the internet through Kidsafe trained staff and strategies to ensure no one suffers in silence.
- Support the person being cyber bullied
- Investigate incidents
- Work with the cyber bully and implement sanctions

Cyber bullying and the law

Education law:

The school community has a duty to protect all its members and provide a safe, healthy environment. The Education and Inspections Act 2006 (EIA 2006) outlines legal powers which relate directly to cyber bullying. The EIA also provides a defence for school staff in confiscating items such as mobile phones from pupils.

Civil and criminal law:

There are laws that apply to harassing or threatening behaviour, or menacing and threatening communications. Some cyber bullying activities could be criminal offences under different laws:

The Protection from Harassment Act 1997

The Malicious Communications Act 1988

Section 127 of the Communications Act 2003

The Public Order Act 1986