

THE WEMBLEY SCHOOLS FEDERATION

LYON PARK PRIMARY SCHOOL

Behaviour and Anti-Bullying Policy



Approved by:

Date:

Chair of
Governors

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RATIONALE

At Lyon Park Primary school, we are committed to enabling all children to access education successfully. This is an inclusive process; part of this commitment is concerned with establishing a high standard of behaviour throughout the school. We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour, we can build individual and collective esteem and encourage good personal relationships. It is also important to acknowledge that school is a corporate community where every child has the right to be safe and happy and, at the same time, has the responsibility to see that others in the school community are safe and happy too. The purpose of this policy is to set out clearly the expectations for behaviour in our school community, how we can work together to achieve those expectations and what action we need to take when behaviour falls short of those expectations.

We aim:

- To create an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others and one in which they will show respect and consideration for other people and property.
- To praise and reward positive behaviour and positive attitudes to work and to maintain fairness and consistency, whilst encouraging self-discipline and self-regulation.
- To create a safe, caring and happy school
- To promote good citizenship, good self-esteem, self-discipline and emotional intelligence
- To encourage good attendance and punctuality across the school.
- To prevent bullying.

This policy is designed to be used by all staff for reference and guidance and for parents of pupils at the Lyon Park Primary School. It is important that all stakeholders understand the shared vision we have in supporting children's positive behaviours and our methodologies and systems we employ to secure an excellent climate for learning. This policy covers all key stages and is designed to be used in conjunction with the safeguarding and child protection policy.

PRINCIPLES

- Everyone has a right to be listened to, to be valued, to feel and be safe.
- Everyone must be protected from disruption and abuse.
- Every child has the right to learn but no child has the right to disrupt the learning of others.
- The fundamental approach is a positive one, drawing attention to, rewarding good behaviour and mutual respect.
- Whole school approach to discipline with a clearly defined code of conduct.
- It is expected that all adults (staff and volunteers) will set excellent examples to the children in all their work.
- We will seek to give every child a sense of personal responsibility for his/her own actions.
- Effective communication systems.
- Where there are significant concerns over a pupil's behaviour, we will share the strategies we use with parents; working on an active partnership to promote good behaviour.
- Early support for developing problems.
- Strategies may be recorded in an Individual Education Plan or where there is a high level of concern, a Pastoral Support Plan.
- Bad language and damage to property is considered to be unacceptable behavior.
- We will seek advice and support from appropriate outside agencies.
- Staff will keep abreast of current issues and initiatives.
- As the staff of the school, we will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes. This may be through research, attendance on courses and advisory visits.
- Collaborative approach but with due regard for individual circumstances
- Opportunities for responsibility and recognition for non- academic achievement.

LYON PARK PRIMARY SCHOOL BEHAVIOUR CODE

Discipline is recognised to be a collective responsibility between parents, staff, governing body, children and other agencies involved with school. It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils and that it is consistently applied. The desired outcome is that children will be motivated and enthusiastic, taking a pride in themselves and our school and build effective relationships.

When this partnership is working effectively then we would expect:

Parents/Carers

- To be aware of Going for Gold and the Home/School Agreement
- To co-operate with school
- To ensure children's regular attendance and punctuality
- To encourage their children to display the schools core values of Friendship, Achievement, Resilience and Respect and support the school's authority to discipline children.
- To adhere to the Parent/carer Code of Conduct

Staff

- To follow and apply the behaviour policy
- To be fair and consistent
- To develop an effective working atmosphere
- To embody core values of Friendship, Achievement, Resilience and Respect
- To adhere to Staff Code of Conduct at all times

Children

- To move in an orderly manner around school
- To show respect for people and property
- To demonstrate appropriate levels of concentration and self-discipline
- To take responsibility for their own actions
- To embody the school's core values
- To be polite, considerate and caring

Governing Body

- To deal with allegations against teachers and school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person subject to the allegation
- To support the school when implementing this policy as well as all policies related to the well-being of the whole school community

This will be achieved by:

A full understanding by all stakeholders that our aim is to educate the whole child. This is through the school's core values of: **Friendship, Achievement Resilience and Respect (FARR)**, having positive relationships, ensuring that all stake holders are aware of their rights as well as their responsibilities and rewards and sanctions.

Values

We have a simple set of four core values; **Friendship, Achievement, Resilience and Respect**. These core values underpin the other values that we celebrate every month across the year. Our values are celebrated and taught alongside the British values and are the bedrock of the culture at our school. Our values underpin the vision and ethos at Lyon Park. Staff are expected to demonstrate and model these values in action and to explicitly teach children how when they are lived out, the difference they make to the world.

CORE VALUES
Friendship
Achievement
Resilience
Respect

In addition to the core values, pupils explore 8 other values. Each value is discussed in assemblies, referred to by staff and children discuss how it links to the British Fundamental values. These values were agreed upon by the whole school community. (see appendix 1 to read further information regarding Lyon Park Primary Values).

Month	Value
September	Friendship
October	Diversity
November	Peace
December	Sharing
January	Responsibility
February	Love
March	Courage
April	Honesty
May	Resilience
June	Respect
July	Achievement
August	Happiness

Relationships

Positive relationships and high expectations have a significant role to play in influencing pupils’ behaviour and self-esteem. All staff must be kind, respectful and positive in all of their dealings with children. Staff must always take a child-centred approach, and are expected to be mindful at all times of the way they speak to and respond to children, and should model good manners at all times. We are mindful of our body language and facial expressions. Teachers’ professional learning helps them to understand how a nurturing approach and appreciation of attachment theory can further enable them to foster and develop positive relationships with and between all learners.

- We praise effort not ability
- When exploring a problem, we separate the child from their behaviour – this emphasises their developing control over and responsibility for their own choices
- We look at conversations about behaviour as formative and one way of developing a child’s resilience and emotional intelligence
- We do not over-react; a calm approach helps children to engage positively in a process of ‘putting things right’, and we seek to diffuse problematic situations swiftly and with no fuss
- We maintain clarity around the difference between taking action and punishment
- We strive to be consistent and fair
- We are mindful of children’s experience of success
- All behaviour is communication; a child who behaves in a disruptive or unkind way etc. could be considered vulnerable.
- When behaviour is not acceptable or appropriate we challenge it in an affirmative and positive way as we support children in ‘putting things right’.
- ‘Positives’ are public, ‘problems’ are more private
- We are non-judgemental – we act in the best interests of the children and are ‘in their corner’ even when their behaviour choices are poor or challenging
- We always acknowledge any improvement in behaviour – and we acknowledge when a child engages with the process of putting things right and moving on

Relationships with parents/carers

Staff welcome early contact if parents/carers have a concern about their child’s behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all. Parents/carers have a clear role in making sure their child is well behaved at school. Parents/carers can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing our core values of FARR (friendship, Achievement, Resilience and Respect) for other people at all times
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment
- By ensuring regular attendance at school and avoiding unnecessary pupil absence
- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and school staff (See Appendix 3, Home-School Agreement)

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

We aim to:

- Welcome parents/carers into school and work in partnership with them to support their child/ren
- Clearly define the role of parents/carers in school, matching interests and skills to activities
- Develop good communication between parents/carers and school

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at school or by making other suitable arrangements.

ROLES & RESPONSIBILITIES

The Role of Governors

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

Section 88(2) of the EIA requires the governing body to:

- make, and from time to time review, a written statement of general principles to guide the Head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
- notify the Head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

Before making their statement of principles, the governing body must consult (in whatever manner they think appropriate) the Headteacher, school staff, parents and pupils.

The governing body must provide clear advice and guidance to the Headteacher on which he or she can base the school's behaviour policy.

The governing body will notify the Headteacher that the following should be covered in the school behaviour policy:

- Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
- The power to use reasonable force or make other physical contact;
- The power to discipline beyond the school gate;
- Pastoral care for school staff accused of misconduct;
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.
- In providing guidance to the Headteacher, the governing body must not seek to hinder teachers' powers by including 'no searching' or 'no contact' policies, nor to restrict their power to discipline pupils for misbehaviour outside of school.
- Governing bodies will also wish to consider their duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

- The governing body will in consultation with the Headteacher consider what the school's response will be to any bad behaviour when the child is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing 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.

The role of the Headteacher

It is the role of the Headteacher, under the School Standards and Framework Act 1998, to implement the school's Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school.

- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy
- The Headteacher has access to records of all reported incidents of misbehaviour in the behaviour records
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour.
- For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child and the School Governors are notified of any such action that has taken place
- The Headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year

The role of staff

It is the responsibility of all staff to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner at all times. The staff at Lyon Park Primary School have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. All Support Staff treat each child fairly and enforces Going for Gold and the School's Core Values (FARR) as well as the Consequences Flow Chart consistently and treat all children in their group with respect and understanding. Support staff should report any significant incidents back to the class teacher.

- Staff must have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability
- Staff must treat each child fairly and enforces 'Going for Gold' and the School's core values (FARR) as well as the Consequences Flow Chart consistently. Staff must treat all children with respect and understanding
- It is the responsibility of staff log medium and high incidents of behaviour on CPOMS and alert the relevant Senior Leader.
- Teachers have **statutory authority** to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (*Section 91 of the Education and Inspections Act 2006*). This power also applies to **all paid staff** (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants and SMSAs.
- Staff can discipline pupils at any time the pupil is **in school or elsewhere** under the charge of a teacher, including on **educational visits**
- Staff can also discipline pupils for **misbehaviour outside school**
- Teachers can **confiscate** pupils' property
- Staff can liaise with external agencies, as necessary, to support and guide the progress of each child
- Staff report to parents/carers about the progress of each child in their class, in line with the whole-school policy

PROMOTING SELF ESTEEM

Staff aim to promote positive self-esteem by:

- Providing opportunities for children to work at their own level in order to achieve success
- Helping children gain confidence in their own ability
- Motivating children to improve their performance
- Encouraging children to take pride in their achievements, sharing their ideas and skills with others

STRATEGIES

In order to assist with the implementation of our discipline policy, **staff** should:

- Remind the children of the school rules
- Be good role models
- Supervise children whilst moving around the school
- Remind children, as they leave classes, of expected behaviour when moving around school i.e. walking in single file - no running, staying on the left when using the staircases
- Encourage toilet visits at breaks and lunchtimes
- Encourage group games in the playground, placing emphasis on taking turns
- Give reasoned explanations for Going for Gold
- Use key words for reinforcement e.g. positive attitude, respect and consideration, sharing, friendship
- Emphasise the value of the month and refer to the core values when dealing with behaviour
- Use Going for Gold and Class Dojo reward system throughout school for academic and non-academic achievement and effort
- Praise individuals, groups, classes or year groups as and where appropriate.
- Ensure that resources are clearly labelled, easily accessible and that children have some responsibility for their care.
- Actively support parental involvement in school and remind parents that they have a valuable role to play
- Utilise present communication systems in school
- Use identified procedures for non-attendance and persistent lateness
- Involve outside agencies where necessary through consultation with the SENDCo
- Arrange for support for well-being through consultation with the SENDCo/AHT

Classroom Management

To promote good discipline within the classroom, staff should aim to:

- Establish defined classroom areas
- Label resources clearly and make them easily accessible
- Design classroom layout to facilitate ease of movement
- Organise and adhere to consistent classroom routines e.g. lining up in register order, sitting correctly
- Place emphasis on independent learning
- Avoid queues
- Be well prepared and organised
- Allow adequate time for tidying up
- Make expectations clear to children and parents, when applicable
- Share responsibilities between all children
- Avoid shouting, use eye contact, gesture, etc
- Maintain a quiet and calm atmosphere

- Encourage children to raise their hands rather than interrupt
- Send children to collect resources in small groups
- Involve children in the organisation of systems wherever possible
- Be positive in communication e.g. use of 'please walk', rather than 'don't run'.

Class charters will be created at the beginning of the school year, in conjunction with the children. **This is based on the principle that everyone has a right to learn and a responsibility to allow others that right.** The children agree to abide by these rules and understand that if they do not adhere to them there is a procedure that is followed fairly and consistently for everyone. All children sign this charter.

INCLUSION

Emotional and behavioural difficulties

There are a number of behaviours which may signal the need for special provision. Most obviously these include bullying, disruptive behaviour and poor anger management. Less obviously these include poor motivation, poor organisational skills and poor concentration.

Limited Self-Esteem

Children often have life experiences which make them feel that they are not loved, cared for, valued or seen as special by others. This can inform their behaviour patterns, which may have a negative influence on the way people react to them, which ultimately reinforces their low self-esteem. A vicious circle is established, which many pupils lack the insight or the power to break.

Pupils with low self-esteem may display their insecurities by

- Becoming either boastful or over self-critical
- Becoming aggressive or withdrawn
- Looking for ways to avoid new academic or social challenges
- Finding it hard to relate appropriately to others and appearing uncomfortable in unfamiliar company or situations
- Experience difficulties in making friends.

Dealing with emotional and behavioural difficulties in school

Behavioural difficulties in school may, sometimes, need to be dealt with by the use of sanctions. In the short term, sanctions can stop inappropriate behaviour. However, they must be used sensitively, and the emphasis should be on supporting and rewarding positive behavior instead.

Pupils with low self-esteem can be very demanding and many of their behaviour's can alienate those who are trying hardest to support them. However, the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour.

Concentrating on pupils' failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviour or celebrating achievements by giving pupils your time, approval and attention is likely to have a positive influence on their global development within and beyond their school years. Children identified as having special educational needs under the category of social, emotional and mental health needs or communication and interaction are supported in a variety of ways by the class teacher, support staff. This may be through an Individual Support Plan (ISP), a personalised reward chart or through external support. The SENDCo coordinates any external support for the children and working with parents/carers is vital. Vulnerable pupils are supported by the DSL in conjunction with external agencies.

Intervention Techniques

The following intervention techniques can be used in the development of individual programs for specific children with behaviour difficulties after consultation with the Senior Leadership Team and the SENDCo.

- **Praising positive behaviour** i.e. where practical ignore inappropriate behaviour, praise appropriate behaviour (role models).
- **Positive Questioning** e.g. What are you doing? What should you be doing? Good, you know what to do so can you do it!
- **Positive Choices** e.g. If you do this, then this will happen (positive outcome), if you choose to do this, then this will happen (negative outcome). Now you choose what you are going to do.
- **Behaviour Record** Teachers and support staff are responsible for logging inappropriate behaviour that is witnessed and brought to their attention on CPOMS and alerting the relevant AHT.
- **Rules** i.e. positively phrased - incompatible with undesirable behaviour.
- **Modelling** i.e. indicate role models displaying appropriate behaviour. Adults and children to be good role models.
- **Distraction** i.e. if a difficult situation is likely to develop distracting the child's attention, e.g. give a specific task, send a message, etc.
- **Time Out** i.e. pupils given 'time out' – an opportunity to work under supervision but away from the classroom situation or a period of reflection, children must not be made to stand outside a classroom but be sent to a parallel class in conjunction with the consequences flowchart.

RIGHTS

A vital element of our positive ethos is the Rights Respecting Agenda. We want our children to know their rights and the importance of their voice. At Lyon Park, children learn to respect each other's rights in line with the UNHCR Rights of the Child. All staff must respect the rights of each child at all times. Pupils also play an active role through our School Council where Article 12 is lived out. The children exercise their democratic rights by voting for a suitable candidate from their class to represent them. The candidate has to write a letter of application to senior leaders before being nominated.

REWARDS

At Lyon Park Primary we believe in actively recognising effort and success. We have high expectations that are positive and developmentally related, using praise and encouragement to ensure we emphasise positive choices rather than negative in all we do. We feel it is important to monitor the distribution of rewards to ensure that it fairly reflects the efforts made by individuals. For the majority of children this approach will work, sanctions should be needed only for a minority of children. It is essential that the main focus for rewards and sanctions should be within the classroom, extending to Senior Leaders where necessary. They should be applied in a fair and consistent manner with appropriate parental involvement. These can be given to individual children, small groups, classes or year groups as appropriate by:

- Class teachers
- Teaching Assistants, all support staff and volunteers
- SMSAs
- Supply teachers
- Assistant Headteachers
- Deputy Headteacher
- Headteacher

All members of staff positively reinforce good behaviour choices in a number of ways. Rewards can include the following:

- Written praise e.g. a positive comment on work
- Verbal praise e.g. to the child, parent/carer, another adult in school
- Peer group praise e.g. a clap, name read out in class assembly
- Certificates for academic and non-academic achievement
- Senior Leader recognition
- Special responsibilities e.g. being a playground buddy
- Child, group or class, singled out as a role model
- Dojo points
- Celebration certificates presented in assembly

GOING FOR GOLD

Going for Gold is a whole school behavior management system that visually displays the stages of behaviour to help children to be independent and reflective about the choices that they make. It is also to help children to change their behavior when they notice that they have made the wrong choices. Going for Gold is also a preventative system so that children's behaviour does not escalate.

How going for gold works

Children start on the green face every day. This is to emphasise to the children that they can change their behaviour and make the right choices throughout the day and the next day even if they may have made choices that are not good during the day or the day before.

1. When a child makes excellent choices, their name can be moved from green to gold.
2. When an undesirable behaviour is displayed a verbal warning is given.
3. If this behaviour is repeated then the child's name moves from green to orange.
4. If they continue or make another wrong choice, their name is moved down to red.
5. After this the Consequences Flow Chart begins.

Children also know that they can move back through the above stages by displaying the correct behaviour.



CLASS DOJO

In conjunction with Going for Gold, to further reward children who display good behavior, these pupils will be awarded Dojo points. The way in which Dojo's are awarded are outlined below.

- Children who get to gold are awarded 5 dojo points
- Dojo points should be awarded in conjunction with the class charter and values of the month
- Dojo points should not be taken away from children
- The child with the highest dojo points receives a certificate during celebration assembly
- Dojo points should be reset every week

SANCTIONS

Consequences flowchart

The school's sanction procedures can be summarised into the following stages as outlined by the Consequences Flow Chart: Low, Medium and High. All members of staff are required to follow the consequences flow chart (Appendix 3) in order to effectively deal with behaviour.

Low and medium misbehaviour can be defined as:

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

High level misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited item, such as:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Reflection room

Medium and high-level misbehaviour warrants time in the reflection room. Staff must notify the office of children who will be attending the reflection room by 11:45am Tuesday-Friday and walk their children to the room at lunchtime. These incidents should be recorded on CPOMS and the relevant AHT should be alerted. For any incident that occurs on a Monday, the child will attend the reflection room on a Tuesday.

For children in EYFS, the following steps will be followed to address misbehaviour.

1. A first verbal warning will be given to the child
2. A second verbal warning will be given to the child ('orange face')
3. The child will be given thinking time in class ('red face'), this may lead to time out of the class
4. Staff will speak informally to parents
5. Staff will speak formally to parents. The SENDCo or a member of SLT may attend the meeting if appropriate.
6. The situation may be referred to other agencies if necessary. Parent/carers are a part of the process.

CHILD ON CHILD ABUSE

At Lyon Park there is there a zero-tolerance approach to abuse, and it should never be passed off, for as “banter”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Children can abuse other children and this can take many forms. This can include (but is not limited to) bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between peers, sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. School staff must discriminate between what constitutes exploratory play that is appropriate to the child's developmental stage and what may constitute peer abuse. As a school, we recognise that even if there are no reported cases of peer-on-peer abuse, such abuse may still be taking place and is simply not being reported. We will implement the school's Behaviour & Anti Bullying Policy consistently and allow opportunities for children to talk to adults and raise concerns.

Where there is a concern that a pupil in school may have behaved inappropriately towards another pupil, this should be passed immediately to the DSL/Deputy DSLs whether the concern is for a child attending school or being educated remotely. They will alert the DSL or deputy DSLs and they will carry out an investigation in person or via telephone or Microsoft Teams as well as make a referral to services if needs be.

The DSL/Deputy DSL will discuss the matter with parents/carers or social care as appropriate and with the child's interests at the core of all decisions made.

When investigating the matter, the Designated Safeguarding Leads will consider:

- the possible impact on the child/victim.
- any disparity in age between the abusing and abused child.
- whether there is any element of coercion or violence.
- exploratory play should be dealt within school, involving parents/carers as appropriate.

The DSL/Deputy DSLs will:

- keep the involved children separate to avoid collusion or intimidation
- not talk to the children about the incident to avoid distorting the evidence, other than initially establishing what is alleged to have taken place;
- keep a detailed log of actions, discussions and decisions.
- contact parents/carers of the children involved in light of the information gathered
- may contact Family Front Door (social services) for guidance and support throughout the process.

If the assessment concludes that the allegations made can be substantiated, the school will make a referral to social care who have the responsibility for progressing enquiries and carrying out investigations. The school will work to support the families but will place safeguarding the abused child and abuser at the heart of all decisions. When dealing with allegations that involve peer to peer sexual abuse, the school will be mindful that there is significant research evidence, to suggest that children who behave in a sexually inappropriate and/or aggressive way towards other children, are often victims of abuse themselves.

Minimising the risk of child on child abuse

At Lyon Park Primary School, we have a clear set of values and standards, and these will be upheld and demonstrated throughout all aspects of school life. This will be underpinned by the school's behaviour policy, pastoral support system and by a planned programme of evidence-based content delivered through the RSE curriculum and the wider curriculum when appropriate.

Such a programme will be developed to be age and stage of development appropriate, and will tackle such issues as:

- healthy and respectful relationships
- what respectful behaviour looks like
- gender roles, stereotyping and equality
- body confidence and self-esteem
- prejudiced behaviour
- the importance of consent
- the understanding that sexual violence and sexual harassment is always wrong
- addressing cultures of sexual harassment

The children will also be taught to embody the school values as well as British Values. Through the Relationship, Sex Education curriculum and the PSHE curriculum, the children will be taught about healthy relationships and unhealthy relationships including the importance of consent and what to do if they are concerned. Other opportunities such as science lessons, outside agencies such as NSPCC assemblies, Police Liaison Officer / workshops will be implemented to equip the children to keep themselves safe and raise awareness. In order to minimise the risk of child on child abuse, all children will be encouraged to report all concerns or incidents of child on child abuse to their teacher or a trusted adult and the adult will reassure them that the incident will be treated seriously. All staff are to pass this information on to the DSL/Deputy DSLs who will deal with it accordingly. Where a child may have been a victim of child on child abuse, a risk assessment will be carried out by the DSL and appropriate agencies contacted as needed. This will be reviewed regularly, especially following any significant changes. Specific work would be undertaken with the child by senior leaders and may involve a referral to specialist outside agencies as well. Additional support for pupils with additional barriers such as SEND, pupils using English as an additional language will be implemented. For example, ensuring that a child is spoken to in their home language through a staff member translating, ensuring that a child with SEND is able to use various medium to communicate their worries such as pictures, PECs, Makaton and also involving staff that work regularly with the child in conversations to support the child. The curriculum will be presented in a way that allows children an open forum to talk things through; such discussions can lead to increased safeguarding disclosures and staff will fulfil their safeguarding duties and pass these on. Children will be made aware of the processes by which to raise their concerns or make a report. This should include processes when they have a concern about a friend or peer. All staff are aware of how to manage a disclosure enabling the relevant member of staff to support individuals involved and staff should speak to the DSL if further support is needed. The school will work closely with outside agencies for further specialist support, e.g. police, health or social services where it is necessary to do so.

Recording Incidents of child on child abuse

All incidents of child on child abuse will be recorded on CPOMS by the staff and the DSL/Deputy DSL should be informed. The information will be shared with relevant agencies, governors and parents/carers if safe to do so.

ZERO-TOLERANCE APPROACH TO SEXUAL HARASSMENT AND SEXUAL VIOLENCE

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence will be implemented in line with the school's Consequences Flow Chart and on a case by case basis. The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

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

VULNERABLE GROUPS (in relation to sexual harassment and sexual violence)

Children with Special Educational Needs

Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable to sexual harassment and sexual violence. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
- communication barriers and difficulties overcoming these barriers.

LGBTQ+

Children who identify as Lesbian, Gay, Bi, or Trans (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. At Lyon Park Primary School, we will ensure that all staff are vigilant and act to support all pupils. Concerns about any children with SEND should be raised to the DSL who will work closely with the SENDCO to ensure appropriate support for the child as the matter is investigated.

OFF-SITE BEHAVIOUR

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 Headteachers 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 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.

All reported misbehavior that happens outside of the school will be investigated and the school sanctions applied if the incidents are found to be true. Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

ALLEGATIONS

Allegations of any nature will be taken seriously, and Lyon Park Primary School will deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported. Please refer to the Safeguarding and Child Protection policy for more detail.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our Safeguarding and Child Protection policy for more information on responding to allegations of abuse against staff or other pupils.

MOBILE PHONES

1. The school does not allow pupils to have mobile phones on school grounds unless the parents/carers and school have agreed it is necessary for them to be brought to school, under these circumstances the phone must then be left in the school office until home time. If a pupil is found to have a mobile phone which has not been agreed with the school, this will be confiscated immediately. The parent/carer will be responsible for collecting the device after school.
2. If a pupil is found to have a mobile phone on school grounds and there is reasonable suspicion that it has been used in cyber bullying, the school has the right to search the phone and collect the evidence. If the child is in breach of the school's behaviour policy, the child may be sanctioned accordingly. Additionally, if necessary, the police or local authority may be contacted depending on the nature of the messages sent and received.
3. If the pupil is found to have a mobile phone and there is suspicion of the pupil possessing inappropriate images, such as child abuse images or violent images, or is found to be forwarding inappropriate images, the mobile phone will be confiscated and searched. The incident will be reported to the DSL who will ensure that the incident is recorded. The DSL will investigate the matter and report to the Head teacher. If necessary, the police will be contacted and the pupil will be sanctioned accordingly.
4. Any type of bullying, including bullying by email, on any school system, via text message, via phone, or using any other form of technology on school grounds is against the school's behaviour policy. Therefore, if a pupil is in breach of the behaviour policy, the appropriate sanctions will be issued.

See Acceptable User Policy for further information.

ONLINE SAFETY

Due to online learning, pupils may at times spend more time learning through online portals. The expectation for behaviour is the same during such situations and breach of behaviour expectations will be dealt with according to school policy. Children will be taught how to keep themselves safe on line and to report any concerns to staff and parents/carers about any inappropriate behaviour from other children or adults. Please see our Safeguarding Policy and E-Safety policy for more details.

CONFISCATION OF INAPPROPRIATE ITEMS

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal substances
- stolen items
- tobacco and cigarette papers
- fireworks
- inappropriate images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

REASONABLE FORCE

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

- School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

- Senior school leaders should support their staff when they use this power.

Please Note: Parental consent is not required to restrain a pupil.

What is reasonable force?

- The term '**reasonable force**' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. **Control** means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- **Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil or oneself.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to only to members of staff at the school

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the learning of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Communicating the School's Approach to The Use Of Force

- Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and pupils. **This policy should include guidance on the use of reasonable force although this is not a legal requirement.**
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with SEND.
- Schools do not require parental consent to use force on a pupil.

- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

Staff Training

The Headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

Telling parents when force has been used on their child

If the use of force has been applied to a child then a record will be made and the parents/carers will be informed. In deciding what a serious incident is, teachers should use their professional judgment and also consider the following:

- 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;
- the child's age.

What Happens if a Pupil Complains When Force Is Used on Them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defense to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the '*Dealing with Allegations of Abuse against Teachers and Other Staff*' [DFE-00061-2011] guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a member of staff, the school should ensure that they have access to a named contact who can provide support.
- Governing bodies should always consider whether a member of staff has acted within the law when reaching a decision on whether or not to take disciplinary action against them.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

PROCESS AND RECORD KEEPING

- Where behaviour is persistently below the standard required the pupil may be entered on the Special Needs register at 'cause for concern' and strategies set up by the class teacher. Records will be made on CPOMS by class teachers and Senior Leaders and may will be discussed at consultations with the parents or at other informal meetings.
- If the problem is more serious the child will move to 'School Support' when strategies will be reviewed and careful monitoring of events takes place to establish causes, patterns etc. Strategies will be discussed with all those who work with the child, the parents and the child themselves, where age appropriate. This will include setting up an IEP (Individual Education Plan) for that pupil.
- Monitoring systems may be used to assess causes, frequency and outcomes of poor behaviour.
- If the behaviour does not improve the child's name moves to 'School Support with outside agencies'. This step will be discussed at one of the regular School Based Review meetings. The Individual Education Plan is continued.

A TA and midday supervisor support may be allocated to implement strategies to improve behaviour. External agencies may be involved.

- Where pupils reach School support and above, a personalised approach may be adopted whereby a framework of rewards and sanctions is agreed with everyone working with that child.
- At all times parents are kept informed and encouraged to be active partners in the strategies to meet the child's needs
- In extreme cases where behaviour is not improving in response to the above strategies, the Assistant Head Teachers/Deputy Head teachers and SENCO may be set up a Pastoral Support Plan with a view to preventing the child from being excluded.
- *In very extreme circumstances where there is high risk of health and safety or the welfare of other children or staff, the Headteacher may exclude a child from school either for a fixed period or permanently.*

Behaviour incidents will be reviewed to ensure that no group of pupils are disadvantaged as outlined in the Equality Act 2010. Senior Leaders will look for patterns and implement change when needed.

PLAYTIMES

During playtimes and lunchtimes, the children will be expected to display the same behaviour expected during class. The lunchtime supervisors follow the consequences flow chart (**appendix 4**). The lunchtime member of staff will pass any concerns to teachers in the first instance who will discuss the concerns with the children and then parents/carers when appropriate.

Wet Play Provision

At playtime and lunchtime, the Lead SMSA will make the decision whether it is wet play or not and communicate this with the AHTs. Before playtimes and lunchtimes, the AHTs will communicate information of wet play to all staff. Both of these decisions will be made as close to the start of each playtime, however should heavy rain begin as children come outside a decision will need to be made between staff on the playground. During wet playtimes other staff may be called upon to ensure the safety of the children. Children will be supervised while they enjoy various free choice activities including reading, drawing, using construction toys, visual literacy, art and board games or other suitable activities. Children are expected to behave appropriately for any adult supervising them. During wet lunchtime there is a rota, which shows SMSAs and staff supervising at lunchtime where they should be located.

PUPIL TRANSITION

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings or provide staff with transition notes. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. For pupils with additional needs, information is shared by the SENDCo and staff involved with that child to ensure a smooth transition. When pupils go to other schools or begin secondary school, information relating to their behaviour is also passed on to aid a smooth transition.

TRAINING

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process and as part of professional dialogue meetings with the Assistant Headteacher responsible for their phase. Behaviour management will also form part of continuing professional development.

STAKE HOLDERS CONDUCT

When discussing behaviour expectations of pupils, we also must ensure all stakeholders follow our core values. Our governors expect the whole school community to treat everyone with respect and consideration at all times. Even when they feel dissatisfied or unhappy, all stakeholders are expected to treat each other with respect in:

- the choice of language they use
- in body language
- in tone
- volume and pitch of voice

Where any of the school community does not adhere to the above, the school will follow the Parent/Carer Code of Conduct and will record such incidents and further action such as a ban from the school premises may be enforced for parents / carers. All staff are also expected to adhere to the Staff Code of Conduct.

Anti-Bullying

Definition of Bullying

Bullying can present as verbal, physical, emotional or psychological behaviour by an individual or group which hurts another individual or group - it generally, but not always, is repeated and is an abuse of power.

At Lyon Park Primary we believe that there is no place for bullying in any form. We aim to ensure that the whole school community understands the devastating effect all types of bullying can have on the emotional wellbeing of pupils, parents and staff. We believe that all individuals should feel safe and free from any intimidation or the threatening actions or words of others. We will collectively strive for the eradication of bullying, this is both online and bullying that may occur in school or off the school site. The school will implement the Consequences Flow Chart when dealing with bullying and through our curriculum and shared values ensure that all children are taught how to keep safe and also implement the British Values in their daily lives. All incidents of any type of bullying will be dealt with swiftly and with serious. They will be recorded on CPOMS for review and analysis. External support may be sought for both victims and perpetrators of bullying. The school will work in very close partnership with parents/carers when dealing with any bullying incidents.

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We therefore intend that:

- We will have a 'living' anti-bullying policy and practice that makes bullying unacceptable in our school.
- We will ensure that pupils, parents/carers, staff and governors are fully aware of our policy and practice to tackle bullying, and support our practice.
- We will ensure that our pupils feel confident and that any concerns about bullying will be taken seriously.

We will follow the school's consequences flow chart when dealing with any forms of bullying.

REVIEW AND MONITORING

This policy overlaps with other policies and should be reviewed in conjunction with those policies, in accordance with the school's review cycle.

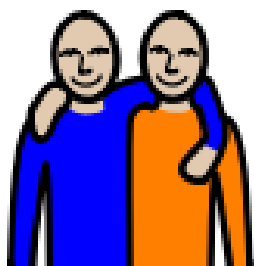
Appendices

1. Lyon Park Core values
2. UNICEF Rights Respecting Agenda
3. Lyon Park Home School Agreement
4. Consequences flow chart
5. Internal exclusion letter
6. Pre-exclusion letter
7. Exclusion letter

Our Lyon Park Core Values

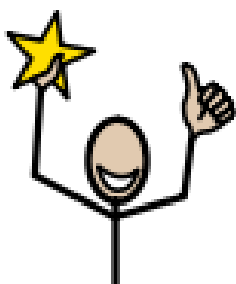
Core Values	Linked values
Friendship	Peace, Sharing, Love
Achievement	Responsibility, Happiness
Resilience	Courage
Respect	Diversity, Honesty

A core value is a central belief clearly understood and shared by every member of the school community. At Lyon Park Primary we believe that the core values of Friendship, Achievement, Resilience and Respect are core to developing a happy, safe and achieving school where every member of the community is important.



Friendship

- We value positive relationships
- We take care of one another
- We are self-aware and understand the impact of our decisions
- We share with each other and create a place where everyone is welcome and valued



Achievement

- We believe in ourselves
- We constantly work hard to fulfil our potential
- We take enjoyment in things that we do
- We celebrate the success of others as well as ourselves
- We are self-motivated to work independently
- We produce work of the highest quality and take pride in all that we do.
- We know we are responsible for ourselves, our school and our community



Resilience

- We know that challenges will come and we tackle them with courage and perseverance
- We know how to work well as part of a team
- We know how to solve problems
- We do not give up even when things are tough
- We know when to ask for help and when to try things on our own
- We keep a positive attitude



Respect

- We all show tolerance of others' beliefs
- We value and celebrate each other's differences
- We are honest in all situations
- We show respect to everyone

Rights Respecting Agenda (UNICEF)

Article 1 Everyone under 18 has these rights.

Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3 All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4 The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

Article 5 Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 6 You have the right to be alive.

Article 7 You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

Article 8 You have the right to an identity – an official record of who you are. No one should take this away from you.

Article 9 You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

Article 10 If you live in a different country than your parents do, you have the right to be together in the same place.

Article 11 You have the right to be protected from kidnapping.

Article 12 You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15 You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 16 You have the right to privacy.

Article 17 You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 18 You have the right to be raised by your parent(s) if possible.

Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.

Article 20 You have the right to special care and help if you cannot live with your parents.

Article 21 You have the right to care and protection if you are adopted or in foster care.

Article 22 You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

Article 23 You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 24 You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 25 If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26 You have the right to help from the government if you are poor or in need.

Article 27 You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30 You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

Article 31 You have the right to play and rest.

Article 32 You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Article 33 You have the right to protection from harmful drugs and from the drug trade.

Article 34 You have the right to be free from sexual abuse.

Article 35 No one is allowed to kidnap or sell you.

Article 36 You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37 No one is allowed to punish you in a cruel or harmful way.

Article 38 You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39 You have the right to help if you've been hurt, neglected or badly treated.

Article 40 You have the right to legal help and fair treatment in the justice system that respects your rights.

Article 41 If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

Article 42 You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

Articles 43 to 54 These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.

Lyon Park Primary School – Home/School Agreement

HOME SCHOOL AGREEMENT <i>Lyon Park Primary School offers equal opportunities for all pupils whatever their age, gender, ethnicity, attainment and background to develop to the full their personal, intellectual and practical capabilities. This involves a partnership between parents, staff, pupils and governors. The school provides a happy, caring and purposeful atmosphere where children are encouraged to be independent and develop their natural talents and abilities. We have high standards of behaviour based on respect for others.</i>		
Parents/Carers will: <ul style="list-style-type: none"> • I will be respectful to other adults and children • I will encourage my child to behave well and be supportive of school policies; particularly in relation to behaviour • I will make sure that my child attends school regularly, arriving and leaving on time and encourage them to do their homework • I will take an interest in my child's learning by attending Open Evenings and other school events • I will let the school know, in a calm, supportive manner, of any problems which may affect my child's health, work or behaviour • I will contact the school as soon as possible if my child is absent • I will not take leave during term time. • I will inform the school if my contact details change. • I will work with the school if my child is identified as having additional needs. 	Pupils will: <ul style="list-style-type: none"> • I will always try to be thoughtful, helpful and polite towards others • I will respect other children's culture, race, feelings, beliefs and values • I will cooperate with others in school • I will be responsible for completing my homework to the best of my ability. • I will look after the school environment. • I will have respect for and be careful with property in the school • I will have my PE kit and book bag in school every day • I will listen to adults in school and follow their instructions • I will take responsibility for things that I do • I will work hard to achieve my targets • I will tell a member of staff if I am worried or unhappy about anything • I will follow my Class Charter. 	The school will: <ul style="list-style-type: none"> • Encourage children to do their best at all times • Work in partnership with parents and pupils and value their contributions • Provide a safe, happy, caring and secure environment • Have an open-door policy to actively welcome parents/carers into school and ensure teaching staff are always available at a mutually agreed time to discuss any concerns about your child's progress or general welfare • Keep parents informed of their child's progress through informal discussion, parent's evenings and annual written reports • Keep parents informed of school activities • Offer a broad and balanced curriculum to meet the needs of all of the children • Inform parents about the curriculum work for the year through the Yearly Overviews on our website. • Ensure homework reflects every child's learning needs.
<p>Please ensure that you have completed all sections. You must tell the school at once if any of the information changes.</p> <p>Please <u>PRINT YOUR NAME BELOW CLEARLY</u></p>		
Parent's/Carer's Name:		
Parent's/Carer's Signature:		Date:
(Office only) Interviewed by:		Date:

CONSEQUENCES FLOW CHART

For pupils with SEND needs or other vulnerabilities, please ensure that you differentiate your approach to their misbehaviour as usually there are other underlying issues. For Support with this see SENDCo for SEND and DSLs for vulnerabilities.

<p style="text-align: center;"><u>LOW LEVEL</u></p> <p style="text-align: center;">Examples: Talking when instructed not to, distracting others, not listening, rudeness, attitude</p> <p style="text-align: center;">Strategies: Praise other children for positive behaviour / choices.</p> <p style="text-align: center;">Reminder of the school rules / values.</p> <p style="text-align: center;">1st verbal warning 2nd verbal warning: move from green to orange.</p> <p style="text-align: center;">Repeat: move from orange to red.</p> <p style="text-align: center;">Whenever a child gets onto red they must: EYFS: Time out (5 mins) Lower and Upper School: Miss 15 mins of the start of lunch (Reflection Room)</p> <p style="text-align: center;">Teacher to complete Reflection Room Log and give this in when they walk the child to the Reflection Room.</p> <p style="text-align: center;">If low level behaviour persists, an informal chat with parent/carer at end of school day should be had. This should be logged on CPOMS under Behaviour-Reflection Room.</p>	<p style="text-align: center;"><u>MEDIUM LEVEL</u></p> <p style="text-align: center;">Examples: Repeated swearing, low level physical or verbal aggression</p> <p style="text-align: center;">Strategies: Reminder of the school rules / values.</p> <p style="text-align: center;">1:1 discussion with child regarding choices.</p> <p style="text-align: center;">Child misses 1 lunchtime</p> <p style="text-align: center;">Teacher to complete Reflection Room Log and give this in when they walk the child to the Reflection Room.</p> <p style="text-align: center;">Inform parents/carers regarding behaviour choices in person / via telephone call. Log incident on CPOMS under Behaviour-Reflection Room.</p>	<p style="text-align: center;"><u>HIGH LEVEL</u></p> <p style="text-align: center;">Examples: Physical aggression, proven bullying, endangering self/others</p> <p style="text-align: center;">Strategies: Reminder of the school rules / values.</p> <p style="text-align: center;">Staff member to talk to the child 1:1, contact a member of SLT.</p> <p style="text-align: center;">SLT member of staff to discuss with child and follow up with an appropriate consequence, e.g. pre-exclusion, internal exclusion, exclusion</p> <p style="text-align: center;">SLT and Class Teacher to meet with parent / carer; teacher to log on CPOMS under Behaviour-Reflection Room.</p>
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CONSEQUENCES FLOW CHART
LUNCH TIME BEHAVIOUR

For pupils with SEND needs or other vulnerabilities, please ensure that you differentiate your approach to their misbehaviour as usually there are other underlying issues. For Support with this see SENDCo for SEND and DSLs for vulnerabilities.

LOW LEVEL

Examples:
Talking when instructed not to, distracting others, not listening, rudeness, attitude

Strategies:
Praise other children for positive behaviour / choices

Reminder of the school rules / values

1st verbal warning

2nd verbal warning: 5 minutes time out

If behaviour persists give an additional 5 minutes time out

Only speak to the class teacher if low level behaviour persists

MEDIUM LEVEL

Examples:
Repeated swearing, low level physical or verbal aggression

Strategies:
Reminder of the school rules / values

1:1 discussion with child regarding choices

5 minutes time out

Inform class teacher that the child misses 1 lunchtime

Teacher to inform parents/carers regarding behaviour choices in person / via telephone call. Log incident on CPOMS under Behaviour-Reflection Room

SMSA to complete Reflection Room Log and give this to the class teacher

HIGH LEVEL

Examples:
Physical aggression, proven bullying, endangering self/others

Strategies:
Reminder of the school rules / values

SMSA to talk to the child 1:1, contact a member of SLT

SLT member of staff to discuss with child and follow up with an appropriate consequence, e.g. pre-exclusion, internal exclusion, exclusion

SLT and Class Teacher to meet with parent / carer; teacher to log on CPOMS under Behaviour-Reflection Room.



The Wembley Schools Federation
Lyon Park Primary School
Vincent Road, Wembley, Middlesex, HA0 4HH

Executive Headteacher: Mr R Fenton
Headteacher: Ms T Bhambra
Chair of Governors: Mrs I Yarde

Address

Date

Dear.....,

Re: Internal Exclusion due to – Name of child

I am sorry to have to inform you that _____ has spent time out of class this afternoon due to _____.
(Detail incident)

There are no circumstances when such behaviour can be seen as an acceptable way to behave in our school. As I am sure you are aware the school will not tolerate such disregard for the rules and behaviour expectations of Lyon Park.

In line with the school’s Behaviour Management procedures and to reflect the school’s expectations, I think it is important that you are informed of your child’s unacceptable behaviour.

_____ has therefore been internally excluded for _____ days where he/she was not involved in whole class activities. A child is removed from class only when their behaviour is a cause for concern. This is not a decision that is taken lightly as it is an extremely serious matter and cannot be tolerated.

We expect all the children at Lyon Park to demonstrate our values Friendship, Achievement, Resilience and Respect.

Please talk to _____ about his/her behaviour, as it is of great importance that he/she understands that the expectations of the school and his/her family are the same. Please keep the copy of this letter for your records and return the other letter to school on _____. Your support in this matter is greatly appreciated.

Yours sincerely,

Ms Bhambra
Headteacher

I acknowledge the contents of the letter and understand that Lyon Park Primary School has zero tolerance with regards to children displaying behaviour that results in them being removed from class.

Name of Child: Class:
Date of Letter:
Signature of Parent/Carer: _____



The Wembley Schools Federation
Lyon Park Primary School
Vincent Road, Wembley, Middlesex, HA0 4HH

Executive Headteacher: Mr R Fenton
Headteacher: Ms T Bhambra
Chair of Governors: Mrs I Yarde

Address

Date

Dear _____,

Re: Pre-exclusion warning letter – Name of child

Further to our conversation today I am writing to confirm that we are issuing _____ with a 'Pre-Exclusion Warning Letter.'

The reason why your child has been issued with a pre-exclusion warning is because _____ (detail reason why).

Whilst we regret having to issue a Pre-Exclusion Warning Letter, it is school policy that this type of behaviour is completely unacceptable and will be dealt with robustly. I must inform you that should there be any further incidents of unacceptable behaviour, we may have to issue a fixed term or a permanent exclusion. Please could you also be mindful that any form of exclusion is kept on our school records and the Local Authority will be notified.

Should you wish to discuss the matter further, you may contact the school office and make an appointment to see a member of the Senior Leadership Team.

Yours sincerely,

Ms Bhambra
Headteacher



The Wembley Schools Federation
Lyon Park Primary School
Vincent Road, Wembley, Middlesex, HA0 4HH

Executive Headteacher: Mr R Fenton
Headteacher: Ms T Bhambra
Chair of Governors: Mrs I Yarde

Address

Date

Dear _____,

Re: Exclusion letter – Name of child

I am writing to inform you of my decision to exclude _____ for a fixed period of ____ day. The exclusion will begin on _____ **(date)**. _____ should return to school on _____ **(date)** at the usual time for a reintegration meeting with _____. Please go to the school office.

I realise that this exclusion may be difficult for you and your family, but the decision to exclude _____ has not been taken lightly. (Detail the incident) _____ and there are no circumstances when such behaviour can be seen as an acceptable way to behave in our school.

Please talk to _____ about his/her behaviour, as it is of great importance that he understands that the expectations of the school and his family are the same.

You have the right to appeal against a fixed term exclusion to the Chair of the Governing Body at the school address. You are reminded that it is now illegal for a child who is excluded from school for a fixed term to be present in any public place during the school hours of the exclusion period. You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the SEN and Disability Tribunal (SENDIST). The address to which appeals should be sent is SENDIST, 7th Floor, Windsor House, 50 Victoria Street, London, SW1H 0NW. Please also note that Tina Murray, Brent Pre-exclusion officer is available on 075000766407 if you wish to discuss this case further or ask for additional support. Please also note that Ato-Kwamena Carboo, Brent Pre-exclusion officer is also available on [074078749227](tel:074078749227) and ato.carboo@brent.gov.uk if you wish to discuss this case further or ask for additional support. The school will also contact Ms Murray in relation to this fixed term exclusion.

Yours sincerely

Ms Bhambra
Headteacher

