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# Relationship Policy

**Water Primary, a small school with a big heart.**

**In our Water family, we encourage passionate curiosity and a deeper understanding of the world around us in an environment where everyone is valued, empowered and achieves their full potential.**

At Water School, our aim is to encourage our children to be resilient, respectful and independent learners, who are equipped for lifelong learning. We value the importance of the management of relationships in our school for these reasons:

- It underpins everything in school and life.
- It is not something children automatically know.
- It leads to more progressive learning.
- It builds deeper friendships.
- It promotes a higher self-confidence.

USING POSITIVE RECOGNITION, OR BEING BOTHERED, MEANS THAT YOU KNOW HOW TO MAKE EACH CHILD FEEL APPRECIATED.

#ADULTSCHANGE

At Water Primary School, our Relationships Policy forms the foundation of our school culture. It reflects our commitment to respect, equality of opportunity, and a relentless drive to remove barriers to success for both children and adults. Every member of our school community - staff and pupils alike - contributes to this shared culture, which defines who we are and how we work together. We are clear and consistent in our approach. Regardless of expectations that may exist at home or in the wider community, our school maintains a unified and respectful ethos that supports every child's development.

Our approach is not built on a disciplinary system of rewards and consequences. Instead, it is rooted in the strength of relationships between adults and children. We invest continuously in nurturing these relationships, focusing on building self-esteem, self-worth, and setting high expectations. This begins with the adults who model and uphold the values we expect to see in our children.

**We recognise that strong, positive relationships are the foundation of effective behaviour.**

It is this collective commitment that makes Water Primary School a safe, inclusive, and aspirational place for everyone.

## **Introduction**

Our relationship policy revolves around kindness, consistency, positive reinforcement, and collaboration with parents to create a harmonious and supportive learning environment for all children.

When children feel valued, respected, and understood by the adults around them, they are more likely to engage positively with their learning and the wider school community. At Water Primary School, we prioritise building meaningful connections between staff and pupils, knowing that behaviour improves when relationships are nurtured with consistency, empathy, and high expectations.

We expect our children to behave well, within the context of a learning structure which includes well-planned lessons and suitably organised classrooms. We believe that behaviour management is not simply about rewards and sanctions, but also about providing engaging, tailored learning experiences, and an environment which is conducive to fostering good relationships therefore good behaviour.

Our expectations for good behaviour are based around our school motto:

- **Happiness** – we all have the right to be happy.
- **Health** – we all have the right to be safe.
- **Opportunity** – we all have the right to learn.

### **We all have the responsibility to make this happen.**

Any behaviour that compromises happiness, safety, or learning is deemed unacceptable. For instance, name-calling impacts happiness, running in school compromises safety, and disruptions hinder the learning process. Children are encouraged to reflect on the reasons for their behaviour and understand which of these fundamental rights are being violated when engaging in unacceptable actions.

## **Context**

This policy is part of a range of safeguarding policies which are inter-related. These include:

- Care and Control
- Child Protection
- Positive Parenting
- Anti-Bullying
- Attendance & Registration
- Health & Safety
- Single Equalities Duty & Action Plan
- Marking Policy
- Handling Complaints

## **Contents**

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It is our firm belief that at the heart of our relationship policy lies a commitment to kindness and understanding. Every action we take, whether in rewarding or addressing negative behaviour, is rooted in the principle of treating each child with respect and empathy. Our aim is to create a positive atmosphere where children feel valued and supported in their development, rather than anxious or fearful of making mistakes.

As a school, we are guided by the following principles in managing relationships:

- **Personal Engagement:** Every child is greeted with a personal good morning to create a welcoming environment.
- **Clear Expectations:** We set and communicate clear behavioural expectations to ensure consistency and understanding.
- **Boundaries:** Establishing boundaries within the classroom helps to create a safe and structured learning environment.
- **Consistency:** We strive to be consistent in our approach to behaviour management.
- **Individualised Support:** While treating every child equally, we acknowledge and cater to the unique needs of each individual.
- **Positive Reinforcement:** We celebrate and acknowledge positive behaviour to foster a culture of positivity.

### **Leading by Example**

A cornerstone of our relationship policy is the modelling and teaching of appropriate manners by all staff members. We expect our staff to exemplify the behaviour we wish to instil in our children. This emphasis on positive behaviour is reinforced across various aspects of the curriculum, including assemblies and through our robust PSHE curriculum.

### **Parental Involvement**

We recognise the importance of parental relationships in reinforcing positive behaviour. In cases of more serious misbehaviour, teachers or the headteacher may involve parents at an early stage to ensure consistent support for the child. We encourage open communication with parents through various channels such as verbal discussions, written communication, or text messaging services. Parents are always welcome to visit the school to address any concerns or issues.

### **Appreciation**

In addition to kindness, showing appreciation for children's efforts and achievements is paramount. Staff members are encouraged to verbally appreciate and acknowledge children's contributions throughout the day.

### **Routine**

We understand the significance of routine in creating a conducive learning environment, particularly for children. Clear and consistent routines help set expectations and promote smoother classroom management.

#### **Routines which need to be followed daily**

##### Lunchtimes

- Lunch staff should be quick and efficient when handing out lunches to children to avoid disruption.
- Adults who are on duty outside should be ready to take the children out on time.
- Adults collecting children from outside should be ready to collect them when the bell sounds for the end of lunch.

##### Break times

- The adult on duty must be waiting in the appropriate corridor or outside for when the children leave the classrooms.
- Teachers or members of staff collecting the children must be ready to collect when the bell sounds.

##### Assembly

- Teachers should be ready to collect the children from the hall and walk sensibly back to class.

##### End of the day

- The leading adult in the classroom must walk children out of school in a sensible and orderly fashion and see them to the adult collecting them in the playground. Children who attend the after-school club should be taken by an adult and supervised before the club begins. Children should not be left unsupervised.

In order to create the right classroom atmosphere encouraging to learning and positive social interactions, it is essential to have a clear and robust relationship policy in place. The 2014 National Curriculum in England places a strong emphasis on promoting good behaviour and creating a supportive environment for children to thrive academically and personally.

Expressions of good behaviour may vary across different lessons, with some requiring a more interactive and energetic approach, while others necessitate a quieter and focused atmosphere. It is imperative for all staff members to be aware of these variances and adapt their classroom management strategies accordingly, while maintaining authority to effectively manage student conduct. Implementing activities such as movement, meditation, and brain breaks can significantly contribute to achieving positive performance outcomes and should be integrated into daily classroom routines.

## **Core Values**

The school's relationship policy is built on four core values: Respect, Active and Healthy, Resilience, and Self-belief. These values are designed to instil essential principles and behaviours in children that promote a harmonious and productive learning environment.

### **Respect**

Respect forms the foundation of our school community. Children and adults alike are expected to communicate using kind words, showing empathy and understanding towards others. Demonstrating kindness, supporting peers, and treating everyone with respect are fundamental components of upholding this value. Moreover, fostering a culture of encouragement and empowerment where strengths are celebrated, and assistance is offered when needed is crucial. Active listening is emphasised as a key skill to demonstrate respect for others' opinions and perspectives. Children are encouraged to take responsibility for their actions and contribute to the maintenance of school property and community well-being.

### **Active and Healthy**

Promoting an active and healthy lifestyle is vital for children's physical and mental well-being. Encouraging healthy eating habits, engaging in regular physical activity, and actively participating in all school activities are essential aspects of this rule. Children are expected to take part in PE sessions and physical activities, both during school hours and extracurricular events. The school actively promotes the participation in after-school sports clubs and competitions to further foster a culture of physical well-being and sportsmanship.

### **Resilience**

Developing resilience is a key characteristic that supports children in overcoming challenges and achieving success in their academic pursuits and personal growth. Encouraging children to view mistakes as learning opportunities and to persevere in the face of difficulties is integral to nurturing resilience. Whether in academic work, discussions, or sports activities, children are encouraged to develop a growth mindset and learn from setbacks to enhance their learning journey. Resilience is also cultivated in behavioural aspects, where children understand the importance of learning from their mistakes and continuously improving their conduct.

### **Self-Belief**

Instilling self-belief in every student is a core value of our educational ethos. Children are inspired to have confidence in their abilities, set high expectations for themselves, and believe in their capacity to achieve their aspirations. Encouraging children to explore new ideas, form independent opinions, and pursue their goals with determination is a fundamental aspect of fostering self-belief. Aligning with the principle of resilience, children are taught to view setbacks as opportunities for growth and refinement, rather than as indicators of failure.

It is imperative that these values are clearly outlined to children and consistently reinforced in every classroom setting to establish a positive and cohesive school culture. By adhering to these principles, we aim to create a nurturing environment that fosters academic excellence, personal development, and positive relationships within the school community.



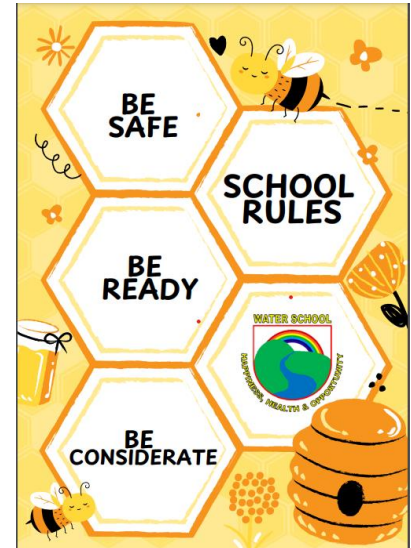
## School Rules

We have simplified our rules to three clear and consistent principles that apply throughout the entire school. These rules are:

**Be Safe** - Children must prioritise their physical and mental safety, as well as the safety of others and the property around them. This includes being cautious during physical activities, keeping the environment clean and tidy, and promoting a positive atmosphere for emotional well-being.

**Be Ready** - This rule emphasises that children should be prepared to learn, in a manner that suits their individual learning style. All staff recognise that children engage with learning in diverse ways, and it is essential for each child to recognise when they are in the right mindset to absorb new knowledge. Whether it's having the necessary materials, a positive attitude, or being focused. Being ready to learn is key to academic success.

**Be Considerate** - Children are encouraged to show consideration for others and their surroundings, treating them with respect. This involves practicing good manners, being empathetic towards classmates, teachers, and staff, and showing appreciation for the school environment by keeping it clean and welcoming.



These three rules form the foundation of our school ethos, fostering a safe, inclusive, and conducive learning environment for all our children. By upholding these principles, we aim to instill a sense of responsibility, respect, and readiness for lifelong learning in our school community.

## Classroom Rewards

### Recognition Board

At the heart of our classroom relationship policy is the 'Recognition Board', where every child is given the opportunity to be acknowledged for making positive choices throughout the school day. Teachers identify children who consistently adhere to school rules and demonstrate our core values. This aligns with our overarching behaviour motto, 'Praise in Public, Reprimand in Private', which emphasises the importance of publicly recognising and celebrating good choices.

### Whole School Rewards

#### Headteacher Award

The Headteacher Award is given to children who exhibit outstanding performance in 'My Personal Best'. Class Teachers nominate individuals from their classes, highlighting exceptional effort and attainment. This award serves as a symbol of recognition for children who consistently strive for excellence in all aspects of their learning and conduct.

#### Additional Celebrations

Apart from the aforementioned rewards, we also utilise stickers to acknowledge children who have exceeded behavioural expectations and displayed exemplary conduct within the school environment.

#### Good News Assembly

Our school holds a bi-weekly Good News Assembly on Friday afternoons to celebrate children's achievements and behaviour. During this assembly, various awards are given to children, including:

- 2 Class Superstars: One for outstanding academic performance or demonstrating 'My Personal Best', and another for subject-specific excellence (e.g. in reading, writing, or mathematics).
- Headteacher Award: Recognising exceptional dedication to personal best and overall conduct.

Families are encouraged to participate in these celebratory events and are informed of their child's award in advance via text message the day before. This collaborative approach involving families, peers, and staff members fosters a sense of community and shared responsibility in promoting positive behaviour and recognising children's accomplishments.

Through the strategic implementation of classroom and whole school positive behaviour recognitions, our relationship policy reinforces the importance of upholding our core values, fostering a culture of respect and achievement, and

nurturing a supportive learning environment where every student can shine and be acknowledged for their contributions.

## Restoration

At Water Primary, we understand that behaviour is a significant form of communication. We emphasise the importance of identifying the underlying reasons for behaviours to implement effective strategies for support. Recognising that children's mental health and emotions greatly influence their choices of behaviour, we believe that primary schools have a crucial role in providing the necessary skills to manage emotions and seek assistance when needed. To assist our children, we offer the use of an online tool known as Moodtracker. Each morning and afternoon, children can record their feelings, enabling their class teacher to provide immediate support and intervention. This proactive approach not only aids in supporting individual emotions but also contributes to the reduction of behaviour incidents by allowing teachers to understand and address the emotional well-being of each child promptly.

The sanctions incorporated in our Relationship Policy include a progressive system consisting of reminders and warnings. These are implemented as follows:

- **Reminder:** "I am reminding you, you should be..."
- **1st Warning:** Clear indication of the unmet expectation, stating, "You have done this, I expect this, this is your first warning."
- **2nd Warning:** Emphasising the repeated behaviour with consequences, "You have done this, I expect this, this is your second warning. If you do not complete your learning, you may have to do it in your own time.'
- **3rd Warning:** Following prior warnings, loss of break time and classroom relocation are enforced, "You have had 2 warnings, I now want you to go to a different classroom."
- **4th Warning:** For persistent misbehaviour, involving senior leadership and parental engagement, "You will go and see a member of the senior leadership team, and we will be speaking to your parents."

In situations where behaviour escalates, or the standard system is ineffective, a 30-second intervention script is employed during 1:1 interactions with the child. This intervention focuses on setting clear expectations and outlining consequences, empowering the student to make positive choices while providing a pathway for improvement. In circumstances where a student may display unwarranted behaviours which may result in themselves or others being hurt. We guide the rest of the children out of the classroom/area to reduce any risks of harm.

For severe behavioural incidents involving lack of respect, aggressive swearing, violence, or repeated rule-breaking, immediate involvement of the Headteacher is warranted. Such cases bypass the warning system to address the gravity of the behaviour promptly and with appropriate actions.

Our school implements a range of initial intervention strategies aimed at helping children manage their behaviour and reducing the likelihood of suspension or permanent exclusion. Proactive support is provided to pupils who require additional assistance, either through individual sessions or small group activities conducted outside the classroom environment.

In instances where standard sanctions prove ineffective, a series of escalated interventions are enacted, including informal and formal discussions with parents, the establishment of behaviour plans, involvement of outside agencies, and potential fixed-term exclusion. Decisions regarding exclusion, whether temporary or permanent, are carefully evaluated by the Headteacher, considering the well-being of the pupil and the school community.

Under the duty to provide suitable education for excluded pupils, provisions for full-time education are organised following exclusion periods. Parents retain the right to appeal exclusion decisions, ensuring transparency and fair treatment in the disciplinary process.

Beyond the school premises, teachers possess the authority to address misbehaviour witnessed outside of school grounds, upholding disciplinary standards and ensuring the safety and reputation of the school. Misconduct during school-related activities or actions threatening school orderliness are subject to disciplinary measures, reinforcing our commitment to maintaining a positive learning environment both within and outside school boundaries.

As an educational institution dedicated to fostering positive behaviour and academic excellence, our Relationship policy reflects our unwavering commitment to supporting student development and creating a safe, respectful learning environment for all.

Where any criminal act is identified, the matter must and will be referred to the police.

## Restorative Practice

At Water Primary School, we use restorative practice to help repair and rebuild relationships when they have been affected; whether due to disagreements between children or poor behaviour choices. We understand that the effectiveness of restorative practice is greatest when it happens promptly. That's why we aim to hold restorative conversations on the same day, ensuring that issues are addressed while they are still fresh and meaningful for those involved.

Restorative practice is an approach to behaviour and relationships that focuses on building a strong, respectful school community and resolving conflict through dialogue and understanding. Rather than relying solely on punishment, restorative practice encourages children to reflect on their actions, understand the impact on others, and take responsibility in a supportive environment.

In a primary school, this often involves:

- **Restorative conversations** between pupils and staff after incidents.
- **Circle time or restorative circles** to build trust and empathy.
- **Opportunities for reflection** and making amends.
- **Consistent language and routines** that promote respect and accountability.

### Benefits of Restorative Practice

1. **Improved Relationships**  
Stronger connections between pupils and staff lead to a more positive and inclusive school culture.
2. **Better Behaviour**  
Children learn to regulate their emotions, resolve conflicts peacefully, and understand the consequences of their actions.
3. **Increased Empathy and Respect**  
Pupils develop a deeper understanding of others' feelings and perspectives, fostering kindness and cooperation.
4. **Enhanced Communication Skills**  
Children learn to express themselves clearly and listen actively, which supports both learning and social development.
5. **Reduced Incidents and Exclusions**  
By addressing the root causes of behaviour and promoting accountability, restorative practice can lead to fewer behavioural issues and exclusions.
6. **Empowered Pupils**  
Children feel heard and valued, which boosts self-esteem and encourages them to take ownership of their actions.
7. **Stronger School Community**  
A shared commitment to respect, fairness, and responsibility helps create a safe and supportive environment for everyone.

## Bullying

### What is bullying?

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

**In Water Primary School, our definition of bullying is: "The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online"**

**Bullying at Water is considered to be, "unacceptable behaviour which occurs 'lots of times, on purpose'."**

**Bullying can be short term or continuous over long periods of time.**

As a staff we always try to be aware of what goes on in our school, but classroom and playground politics are such that we cannot know everything all the time. Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

## Types of bullying

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, biting, hitting, punching or any use of violence
Racial	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focussing on the issue of sexuality
Direct or indirect Verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber bullying	All areas of internet, such as email and internet chat Twitter, Facebook misuse Mobile threats by text messaging and calls Misuse of associated technology, i.e. camera and video facilities, iPad, games consoles.
Child on Child abuse	Can include all of the above <b>Child-on-Child abuse is defined as abuse between children.</b> Water Primary School has a zero-tolerance approach to abuse, including child-on-child abuse.

## Perpetrators and Victims

Bullying takes place where there is an imbalance of power of one person or persons over another. This can be achieved by:

- The size of the individual,
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable; those coming from families who require further support, with a disability or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others or may make them more likely to fall victim to the behaviour of others.

## Signs and Symptoms for Parents and Staff

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable

- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

### **Outcomes**

All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff. Parents of the committer may also be questioned about the incident or about any concerns that they may be having. The child displaying unacceptable behaviour, may be asked to genuinely apologise (as appropriate to the child's age and level of understanding). Other consequences may take place. E.g. a parent being informed about their child's behaviour and a request that the parents support the school with any sanctions that is required. Wherever possible, the children will be reconciled using a restorative approach.

In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others. E.g. police, counsellor, etc.

In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from behaviour outreach, counselling, reduced timetables, or even fixed or permanent exclusion will be considered.

During and after the incident(s) have been investigated and dealt with, each case will be recorded and monitored to ensure repeated bullying does not take place.

### **Recording of Bullying Incidents**

When an incident of bullying has taken place, staff must be prepared to record and report each incident using online CPOMS programme. General incidences of bullying should be also recorded on CPOMS as soon as possible and shared with relevant staff, this would include incidents where staff have had to become involved and speak with children, and/or where parents have raised concerns regarding bullying. Confirmed cases of bullying must be recorded immediately and passed onto the SLT via CPOMS. All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that further incidents by the same child(ren) may be prevented from happening in the future. Incidents of bullying will be discussed with the Governing Body and The Safeguarding Governor will be informed of any incidents recorded along with sanctions and reconciliation.

If a child feels that they are being bullied, then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a friend
- Tell a school leader
- Tell a teacher or adult whom you feel you can trust
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHE time
- Ring Childline and follow the advice given
- Visit the school website for ideas of what to do next

### **Cyberbullying**

As a school, we maintain a robust Relationship Policy that actively addresses issues such as cyberbullying, working in close collaboration with the police to educate children on its consequences. We firmly instil in pupils the understanding that engaging in cyberbullying is not only inappropriate but could also have legal ramifications. In the event of identifying unacceptable online conduct, our school liaises with law enforcement to arrange for a police officer to deliver sessions highlighting the legal implications of such actions.

Our approach enforces school-based sanctions, including restorative measures such as drafting letters of apology or participating in community service activities within the school premises. Additionally, parents are promptly informed of incidents and the subsequent disciplinary measures.

## **Prevention**

At Water Primary School we use a variety of methods to support children in preventing and understanding the consequences of bullying through Assemblies, PSHE and Citizenship lessons, SMSC Curriculum, the school values, vision themes, along with focused national weeks like anti-bullying and e-safety.

## **Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Children who are bullying need to learn different ways of behaving.

## **Complaints**

If you are unhappy or concerned with the way an incident has been handled please let your child's class teacher know. If you are still unsatisfied then please make an appointment at the office to arrange a time to speak to the headteacher.

## **Advice to Parents**

As the parent of a child whom you suspect is being bullied.

1. Report bullying incidents to the class teacher.
2. In cases of serious bullying, the incidents will be recorded by staff and the Headteacher notified.
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted.
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
6. An attempt will be made to help the child using unacceptable behaviour towards others, to change their behaviour using a restorative approach.
7. The child may be referred to the school's learning mentor to receive pastoral intervention support.

### **Do Not:**

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
2. Encourage your child to be 'a bully' back.

**Both of these will only make the problem much harder to solve.**

## **HELP ORGANISATIONS:**

Advisory Centre for Education (ACE) 020 7354 8321

Children's Legal Centre 0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Parentline Plus 0808 800 2222

Youth Access 020 8772 9900

Bullying Online [www.bullying.co.uk](http://www.bullying.co.uk)

Visit the Kidscape website [www.kidscape.org.uk](http://www.kidscape.org.uk) for further support, links and advice.

**The Equality Act 2010** requires public bodies to have due regard to the need to:

- 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.
- Water Primary School welcomes its duties under the Equality Act (2010).

## **The Equality Act establishes 9 protected characteristics:**

- Disability
- Race
- Sex
- Gender reassignment

- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Age

### **Public Sector Equality Duty (2011)**

Water Primary School has paid regard to the need:

- to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- to foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

### **Safeguarding children and young people**

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, we will report our concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, we may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

### **Child on Child Abuse**

All staff should be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff should be clear as to the school's policy and procedures with regards to child on child abuse. Please see Safeguarding Policy.

### **Criminal Law**

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

**If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.**

### **Confiscation of inappropriate items (includes statutory guidance)**

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

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.
2. Power to search without consent for 'prohibited items' including:

- a. Knives and weapons
- b. Alcohol
- c. Illegal drugs
- d. Stolen items
- e. Tobacco and cigarette papers
- f. Pornographic images
- g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for

At Water School, confiscated items will be stored in the teacher's desk unless they are considered dangerous, contentious, offensive or of high value in which case they will be stored in the office. Parents will be alerted in such cases.

**Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.**

### **Power to use reasonable force**

**Source: Use of reasonable force  
Advice for headteachers, staff and governing bodies  
July 2013**

School staff have a legal power to use reasonable force and lawful use of the power will provide a defence to any resulting action. Force is usually used either to control or restrain. It must never be used as a punishment; this is always unlawful.

### **What is reasonable force?**

- 1) 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.
- 2) 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 pupil needs to be restrained to prevent violence or injury.
- 3) 'Reasonable in the circumstances' means using no more force than is needed.
- 4) 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.
- 5) 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.

### **Who can use reasonable force?**

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

### **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 judgement 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 pupils 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 behaviour 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.

## **Pupil with SEND or additional needs**

The relationship policy serves as our universal offering to all pupils, aimed at facilitating the management of their emotions and behaviours. Acknowledging that these strategies may not cater to everyone, we understand that some learners may necessitate additional support or alternative frameworks. In instances where a pupil's Special Educational Needs and Disabilities (SEND) may have influenced their behaviour, we will carefully evaluate the appropriateness and legality of any consequent actions. Such considerations will align with the guidelines outlined in the Equality Act 2010 and relevant school policies.

Anticipation of potential triggers for misbehaviour forms a crucial aspect of our proactive approach. In this regard, we implement various preventive measures tailored to individual requirements, including but not limited to implementing structured movement breaks for pupils facing challenges with prolonged stillness, arranging classroom seating to accommodate visual or hearing impairments, adapting uniform regulations to suit sensory issues, and delivering staff training on conditions like autism.

All interventions undertaken within the school setting will be customised to meet the unique circumstances and needs of the respective pupil. We treat all children equally, but not the same.

## **Roles and Responsibilities**

The governing body is responsible for setting general principles that inform the relationship policy. The governing body must consult the Headteacher, school staff, parents and pupils when developing these principles. The governing body should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

Headteachers are responsible for developing the relationship policy in the context of this framework. They must decide the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The relationship policy must include measures to prevent all forms of bullying among pupils.

Headteachers must publicise the school relationship policy, in writing, to staff, parents and pupils at least once a year.

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour, following our steps of sanctions outlined in this policy.

Schools are required to have, and to ask parents to adhere to, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

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

For school-registered pupils or those attending Pupil Referral Units (PRUs), parents must ensure that their child attends punctually and regularly. If they do not, the school or local authority may ask them to sign a parenting contract or may issue a penalty sanction of £50 (rising to £100). The local authority will also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the pupil himself/herself.

Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good

reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction of £60 (rising to £120). [These have been increased as of 1st Sept 2012] Parents must also ensure that their child attends the suitable full-time education provided by the school governing body or the local authority from the sixth day of any exclusion.

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the local authority will apply for a Parenting Order.

### **School support systems**

We have systems in place for supporting pupils and their families who show consistently disruptive behaviour and do not respond to the usual range of rewards and sanctions in place. These include links with SEN/Inclusion and/ or alternative provision. We work in partnership with a range of external agencies including the local authority and health and social care services.

**If the behaviour under review gives cause to suspect a child is suffering, or is likely to suffer, considerable harm, the safeguarding policy will be consulted. If the behaviour might be the result of unmet needs, a multi-agency assessment will be considered.**

Governing bodies of maintained schools (with regard to relevant statutory guidance) have the power to direct a pupil off-site for education to improve his/her behaviour so Head teachers may also choose to include reference to when and how this power might be used.

The SENCO will liaise with relevant members of staff, parents and external agencies if it is identified that the behaviour of the child needs further support. This may be through a parent or teacher triggering a concern. Strategies such as IEPs, interventions and meetings can take place to assess, plan and monitor behaviour.

Support staff will be appropriately supported in dealing with children who show consistently disruptive behaviour through the use of CPD opportunities, as well as peer or SLT support.

### **Support for Parents.**

We offer support for parents which begins with informal discussions about how to improve outcomes for children. We are able to offer guidance on how to make behaviour management more consistent at home and school. Parents may feel they would like to work with our Family Support Worker in supporting them with strategies with their children.

In the event that initial discussions and advice fail, we can draw on the expertise of other professionals.

### **Pastoral Care for Staff Accused of Misconduct**

The Headteacher will, in accordance with paragraph 16 of Department for Education: Behaviour and Discipline in Schools Guidance for Governing Bodies (July 2013), draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance, when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

### **Complaints Procedure**

We have a Handling of Complaints Policy, which is available from the school office and is published on the school website.

With regard to complaints or allegations made against staff members, the following official guidance will be borne in mind:

- 1) All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- 2) 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 defence to any criminal prosecution or other civil or public law action.
- 3) 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.
- 4) Suspension should 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" guidance where an allegation of using excessive force is made against

a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.

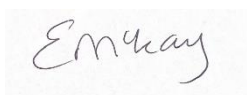
- 5) Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- 6) If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- 7) Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- 8) As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.

### **Consultation, monitoring and evaluation**

This policy has been written in consultation with children, parents, staff and governors. It will be reviewed on an annual basis, or in light of new guidance.

Date of last review: January 2026

Signed:



Headteacher

Signed:

*M. Vipham*

Chair of Governors

Supportive Documents:

Appendix 1	Crisis Management Flow Chart
Appendix 2	Crisis Action Plan



