Thomas Telford Multi Academy Trust

Behaviour and Anti-bullying Policy

Redhill Primary Academy

and

Thomas Telford Primary Free School

Signed

Mrs Raj Samra
Chair of Governors
September 2026

Policy for Behaviour, Relationships and Anti-Bullying

At Redhill Primary Academy and Thomas Telford Primary Free School we believe that every member of each school's community deserves to feel valued, respected, and safe. We want every child to have a sense of belonging in our school community – irrespective of their individual needs, background or culture. Through this approach, we hope that all children will be given the best opportunity to achieve positive outcomes throughout their time at our schools (as referenced in Telford and Wrekin Belonging Strategy, April 2019).

We are committed to fostering a positive learning environment where social, moral, spiritual and cultural values are learnt and developed. We believe that all pupils are entitled to being educated in a school which is free from all forms of bullying behaviour and where kindness, inclusion, and mutual respect are at the heart of everything we do.

This policy outlines our expectations for behaviour, our approach to promoting positive relationships, and the steps we take to prevent and address bullying. By promoting collaboration between students, staff, and families, we strive to create a culture of respect and understanding, ensuring that everyone can learn and grow in a supportive atmosphere.

Through our Policy for Behaviour, Relationships and Anti-bullying we aim to achieve the following:

- To ensure a positive learning environment is created in which everyone feels safe and secure.
- To support children as they develop into independent young people.
- To develop children's personal qualities, skills, attitudes and values which enables individuals to think and act for themselves with due consideration of others.
- To ensure all children feel valued and supported and that they are treated as individuals within the school environment.
- To build an ethos of mutual respect of other people's ideas, beliefs, feelings and way of life (provided that way of life is based on consideration for others).
- To instil a high degree of responsibility, self-discipline, self-esteem and self-reliance.
- To foster children's ability to develop and manage positive relationships with others.
- To inspire children to take an enterprising and persistent approach to tasks and challenges.
- To aid children's understanding of moral issues.
- To cultivate a sense of fairness with respect to others.
- To develop children's concern for the conservation of the natural world and for the physical, including built environment.
- To be committed to promoting good mental health and well-being of the school community.
- To grow children's readiness to act on behalf of the legitimate interests of others who cannot effectively so act themselves.
- To ensure all children feel valued and supported and that they are treated as an individual in the school environment.
- To promote equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make a person unique.
- To promote an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.

- To strive to promote and secure British values throughout our ethos, assemblies and curriculum: Democracy, Individual Liberty, Rule of Law, Mutual Respect, Tolerance of others' faiths and beliefs.
- To raise awareness of what is considered bullying behaviour and ensure that pupils are equipped with the skills to deal confidently and positively with incidents of bullying if they occur.
- To engage with all members of the community to ensure that learning environments are created within the schools in which bullying will not be tolerated.

What do we do to encourage a positive climate for learning and develop well rounded individuals?

In our schools, we are committed to building resilient, happy and healthy children where mental health and wellbeing is at the forefront of all that we do. As inclusive schools, we have reasonable expectations of all members of our school community based on individual needs (for further details please refer to our SEND policy). We also believe in creating a learning environment where all children feel valued for who they are, thus creating a positive climate for learning. We do this in a number of ways:

- **Our 'A Valued Me' programme –** As schools, we recognise that strong values underpin good behaviour. This has led to the development of our core value system which aims to instil in the children the values which we feel they need in order to become healthy, happy, capable and upstanding citizens in society. These values will also play a vital role within our schools in ensuring that children's wellbeing and mental health is at the forefront of all that we do. Our key values within our 'A Valued Me' programme are Respect, Friendship, Responsibility, Empathy, Honesty and Independence.
- **Build and maintain positive relationships with the children –** We prioritise the need to develop strong positive relationships with the children, both in our class and throughout our schools. We recognise that developing these relationships are key to ensure staff are able to adapt their approach to children's individual needs and that children feel confident, valued, safe and secure within the school environment. Through building these strong, positive relationships, we endeavour to know the children well enough to identify when changes in the attitudes and behaviours of the children take place and to be able to talk to children, handle the situation and defuse it before it escalates (as discussed in recommendation 1 of 'Improving Behaviour in Schools', EEF, June 2019).
- **Whole school and class assemblies –** These will include assemblies which are directly linked to our 'A Valued Me' programme, British Values, No Outsiders as well as specific issues relevant to our school, community and curriculum.
- **Whole School Enrichment Days/Weeks** - These weeks, which have a specific focus, are used to give certain aspects of everyday school life a higher profile. These weeks include Friendship Week, British Values Week and Healthy Lifestyles Week (which includes promoting positive mental health) amongst others.
- **Whole School approach to PSHCE** – Throughout KS1 and KS2, children follow the JIGSAW and No Outsiders programmes. Both schemes aim to develop well-rounded, understanding and thoughtful children. They ensure equality of opportunity, ensuring that protected characterises of all individuals are respected by all and ensuring that we have an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.

- **Support the wellbeing and social, emotional and mental health of all children –** In our schools, we know the importance of supporting children's mental health and self-esteem, which promotes happy and healthy children who work well and relate well to others, and we consciously and regularly plan for the development of this. Within school, we have a dedicated team of staff who meet regularly to ensure emotional and mental wellbeing (EMWB) is a priority within school. All of our Teaching Assistants are ELSA trained, and we have designated staff who support children with specific EMWB needs on a weekly basis.
- **Pupil Voice Groups and Positions of Responsibility –** Children are encouraged to contribute to the school community and appreciate that they are given a range of responsibilities through our pupil voice groups and Year 6 roles. It is important to us that children feel that their views are listened to and that they have an opportunity to be a part of a pupil group and make an impact in an area they are passionate about. Within all of these groups, children are expected to provide a positive role model to other children in school. Currently, we have many opportunities available to the children: Head Boy/Girl, House Captains, Executive School Council, School Council, S.A.F.E group (pupil safeguarding board), Junior Road Safety Officers, Travel Council, Music Council, Senior Librarians, No Outsiders, Playground friends, Eco-Warriors and Fairtrade.

What do we expect from our children?

Our behaviour curriculum

We expect our pupils to

- Be punctual.
- Be ready to learn with a positive attitude.
- Allow all other members of the class to learn and the adults to support learning.
- Bring the right reading book/record every day.
- Wear PE kit to school on the days required.
- Complete homework on a weekly basis as set by their class teacher.
- Demonstrate respect for all stakeholders of the academy: children, staff, governors and parents.
- Follow the core values that form the 'A Valued Me' system.
- Follow the school rules.

Our 'A Valued Me'

This core value system is aimed at ensuring that by the time children leave our schools, they have learnt the necessary skills in order to become happy, healthy, capable and upstanding citizens within society. Each half term, we will have a different focus for our programme where children will be given the opportunity to demonstrate their understanding of each of the values:

Autumn 1 – Respect, Autumn 2 – Friendship

Spring 1 – Responsibility, Spring 2 – Empathy

Summer 1 – Honesty, Summer 2 – Independence

Our Rules (directly linked to our A Valued Me programme)

- Respect – Listen to people
- Friendship – Be kind and helpful
- Responsibility – Look after property
- Empathy – Be gentle
- Honesty – Be honest
- Independence – Work hard

The implementation of these values and rules will also play a vital role within our schools in ensuring that children's well-being and mental health is at the forefront of all that we do. During the half term, there will be assemblies which directly link to each of our chosen values. The staff will also exploit links within their teaching, where possible, to embed the value throughout the half term and children will be rewarded through our positive behaviour systems if they demonstrate the value during their time at school. Staff model these values and behaviours throughout the school day: within classrooms, in corridors, in the dinner hall, and on the playground. If children are not following the school values or rules, they will be reminded of these and encouraged to do so (see Appendix 2: Scripted Intervention Framework). If their behaviour does not improve, there will be sanctions put in place which are outlined in Appendix 3: Escalation Ladder).

As a school we do not accept and will challenge…

1. Any form of child-on-child abuse, within school or outside of the school premises, including but not limited to:

- bullying, including cyberbullying, of any kind – including name-calling, hurting others, any threatening behaviour or intimidation.
- Any form of discrimination including racism, homophobia, biphobia, transphobia and sexism.
- Any harmful sexual behaviours.
- Child sexual exploitation.
- Child criminal exploitation.
- Verbal or physical aggression including spitting or coughing intentionally in another's face.
- Abusive or foul language including language that may cause offence to others, whether used intentionally or not.

2. Any behaviours that suggest radicalisation or extremist views.

3. Dishonesty.

4. Damage to school property, including graffiti.

Anti-bullying strategy

Defining Bullying

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful, the perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- Repeated, often over a period of time: incidents are not one-offs; they are frequent and happen over an extended period of time.
- Targeting**:** Bullying is generally targeted at a specific individual or group.
- Difficult to defend against

Bullying can include, but not limited to:

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 Racial; Faith-based; Gendered (sexist); Homophobic/biphobic; Transphobic; Disability-based/ Ableist	Taunts, gestures, graffiti or verbal or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality). *Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.* Can include - mocking a disability or an individual's needs - using derogatory words or slurs in relation to an individual's disability - deliberately excluding an individual because of their disability
Sexual/Sexist	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance or inappropriate touching. Can include: - sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. - behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Socioeconomic	based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.

Anti-bullying: Roles and responsibilities

The governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Ensuring the DSL has the appropriate status and authority within the school to carry out the duties of the role.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.
- Ensuring that pupils are taught how to keep themselves and others safe, including online.
- Receiving periodic reports relating to staff wellbeing, bullying, harassment and workforce safety.
- Seeking assurance that appropriate measures are in place to protect staff from abuse, intimidation and harassment from any source.
- Monitoring trends and ensuring appropriate action is taken where concerns are identified.

The Executive Headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a record of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups
- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.

- Reporting any instances of bullying once they have been approached by a pupil for support.
- Ensuring follow-up support is given to both the victim and the perpetrator in the months following an incident to ensure all bullying has stopped.

Parents are responsible for:

- Informing the school if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying.

Bullying, Harassment and Intimidation of School Staff

The school is committed to ensuring that all staff are able to work in a safe, respectful and supportive environment. Bullying, harassment, intimidation or abuse of staff by pupils, parents/carers, visitors, contractors, governors, trustees or colleagues will not be tolerated and will be addressed promptly and appropriately.

Bullying and harassment may occur face-to-face, in writing, by telephone, by email, through social media platforms, messaging services or any other online communication channel.

The school will:

- Promote a culture of dignity, professionalism and mutual respect.
- Take all incidents involving staff seriously.
- Encourage early reporting of concerns.
- Investigate allegations promptly, fairly and confidentially.
- Record incidents and monitor patterns or trends.
- Support staff throughout any investigation process.
- Take appropriate action where allegations are substantiated.
- Ensure staff are aware of reporting routes and available sources of support.
- Review incidents regularly to identify lessons learned and preventative actions.

Reporting Concerns Involving Staff

Staff who experience bullying, harassment, intimidation or abuse from any source should report the matter to their line manager, Head of School, Executive Headteacher or Chair of Governors where appropriate.

The school will:

- Listen to concerns sensitively and confidentially.
- Maintain accurate records of incidents.

- Undertake a proportionate investigation.
- Consider informal resolution where appropriate.
- Use formal procedures where behaviour is serious, repeated or poses a risk to staff wellbeing or safety.
- Provide support through occupational health, trade unions, employee assistance services, staff wellbeing support and other professional agencies as appropriate.

Retaliation against any person who raises a concern in good faith will not be tolerated.

Anti-bullying: Procedure

Minor incidents will be reported to the victim's class teacher, who will investigate the incident, set appropriate sanctions for the perpetrator, and inform the Team Leader/Deputy Head/Head of School/Executive Headteacher of the incident and outcome. This will be logged on CPOMs.

When investigating a bullying incident, the following procedures will be adopted:

- If a pupil is injured, a member of staff seeks first aid for the pupil
- The victim, alleged perpetrator and witnesses are all interviewed separately; this may need prompting with questions from the member of staff to obtain the full picture and their accounts are written down/recorded.
- Premature assumptions are not made, staff investigating are non-judgemental
- All pupils involved are informed that they must not discuss the situation with other pupils
- If a cyber bullying incident, the senior leader dealing with it will gather evidence; this may involve text messages, emails, photos, etc. provided by the victim
- Parents of the perpetrator and victim will be informed of the bullying and relevant, appropriate support will be put in place for both pupils

Due to the potential for some specific forms of bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

Responding to bullying behaviour

All aspects of bullying incidents should be dealt with in a way that fosters mutual respect, individual responsibility, resolution and support. Staff must be confident that a resolution has been reached, and bullying behaviour has stopped.

In order to achieve a satisfactory resolution, schools and learning communities may use a range of strategies such as:

- Small group work/team building activities.
- Peer mediation building on shared concern.
- Reflection diary.
- Supervision.
- Restorative approaches and/or other group intervention with learning mentors.

• Solution focussed approaches.

• Seek outside help/advice/involve other partners or agencies as required.

• Police involvement or engagement.

• Appropriate consequences should be considered as part of the resolution process. The schools will share information as appropriate and work jointly with other agencies to ensure a coordinated and cohesive approach for the benefit of all pupils.

What strategies and incentives do we use in our schools?

Throughout our schools, we use a variety of strategies and incentives to promote a positive climate for learning, reinforce good behaviour and encourage good working patterns.

- **Reception and Key Stage One**
  Stickers - When a child has ten stickers, they receive a special in-school privilege agreed between the child and the teacher.
- **Year One/Two**
  House points – When children have received 10 stickers, they are also awarded a house point alongside their choice of treat. This acts as a transition to the house point system in KS2. They will also receive a house token to go into their class cylinders which eventually contribute to the whole schoolhouse point total.
- **Key Stage Two**
  House points – Children in KS2 are rewarded with house points which they collect on individual house point cards. When children complete two house point cards (60 house points), they may choose a prize from Mrs Whiting's office and enter a token into the whole school house point cylinders.
- **Friday Assemblies**
  We celebrate achievements across many aspects of the curriculum with a special assembly held for each Key Stage fortnightly. Four children are chosen from every class each week to receive a certificate and the teacher records this, as we aim for all children to be acknowledged for their hard work and exemplary behaviour throughout the year. Whilst three of the certificates can be chosen for any reason, one of the certificates will always focus on noticing a child who is epitomising our current focus value for the half term – therefore ensuring our key values are always being embedded.
- **Book of Kindness**
  This celebrates acts of kindness and names are put on the weekly newsletter.
- **Headteacher Commendations**
  A letter and certificate are sent home to any children who are noticed by class teachers and the Head as exemplifying our termly value. This has received positive feedback from parents and children alike and is another positive way of celebrating achievement.

How do we respond to children who are struggling to meet our behaviour expectations?

There will always be children who, despite all the strategies our schools have in place to encourage positive behaviour, will struggle to meet the school's behaviour expectations. Whilst it is important that all such occurrences are dealt with consistently across the schools, it is important to note that the

schools take a personalised approach towards behaviour management, and it is not assumed that a universal system will suit all pupils. Where children have particular needs or issues, reasonable adjustments to the way behaviour is handled will be made.

In our schools, we recognise that while pupils with behaviour issues might need a tailored approach, they do not necessarily have a special educational need. Similarly, children with special educational needs and disabilities will not necessarily need additional support with their behaviour. Each individual will have their particular needs considered, when deciding on the best practise for supporting that child. There are various members of staff who are trained to support pupils who may need additional support with their behaviour through individual and small group sessions where appropriate. We are also very fortunate to have the Pembrokeshire Sunshine Room, our pastoral support room, which children can access when needed.

In our schools, we will use a range of reactive and proactive strategies which will be laid out in our escalation ladder (see Appendix three).

Additional courses of action for individual scenarios

In our schools, we recognise that all children are unique individuals and therefore, the actions taken need to reflect this. As a result, following discussions with members of the Senior Leadership Team, there may be scenarios where different courses of action will need to be followed:

- Teachers may monitor behaviour as a basis for discussion and progress. A Behaviour Monitoring book is kept in the Head's office in which all staff record incidents and look for patterns etc.
- Consultation between staff, including the Headteacher and SENCo to look at interventions, including CAF/TAC process, behaviour support, adult support, referral to Fair Access Panel, modified timetable, managed move, referral to Pupil Referral Unit, consideration of putting forward for a statutory assessment.
- A school-based plan may be structured to support the child. The child's parents may be asked to contribute active support to the plan. This will be a Behaviour Support Plan and will form part of provision management. A report card or home/school book may be used.
- Advice from or referral to the Behavioural Support Team or other external agencies (e.g. L.S.A.T. or E.P.)
- Formal meetings, to include parents and others when appropriate, may be arranged by the Headteacher to consider the best ways forward.
- Where the behaviour is classed as child-on-child abuse, then we will also follow our procedures in our chid-on-child abuse policy and our child protection policy. It may be that the DSL deems that a behaviour sanction may not be necessary in all cases of child-on-child abuse.
- Where behaviour suggests radicalisation and extremist views, we will also classify this as a safeguarding matter, and the DSL in conjunction with the Prevent lead, will contact the local authority and/or police following the Prevent pathway, which may lead to making a referral to the Channel programme. Please see our Child Protection Policy for further detail.

The Use of Reasonable Force

The use of physical interventions is rare and wherever possible are avoided. However, there may be occasions where the use of reasonable force or physical restraint is appropriate; for example, if a child is hurting him/herself and/or others or we feel the child needs to be evacuated for the safety of other children or making a threat to injure using a weapon (as noted in Schools' Response to Knife Crime in Schools, September 2025). Any intervention used will always be minimal and in proportion to the circumstances of the incident. All physical intervention is recorded. The Senior Leadership Team members have had Non-violent Crisis Intervention training (see Use of Reasonable Force Policy and appendix four).

Specific key staff are trained in Respectful Restrictive Engagement Training (Formerly MAPA). These are Mrs C Whiting, Mrs L Cartwright, Miss A Turner, Miss S Farmer, Miss E Harrow, Mrs S Bullen, Mrs E Davies, Mrs S Thorpe, Mrs K Bradburn, Mrs L Broxton, Mrs A Phillips, Mrs D Davies and Mrs M Briscoe. Restraint is only used as a last resort. Any intervention used will always be minimal and in proportion to the circumstances of the incident. All physical intervention will be recorded (appendix five).

School Action may also be taken in the following circumstances

Revocation of Parents' Licence to Enter the School

If a parent verbally or physically assaults a member of staff, the matter is immediately reported to the Academy and a letter sent from the Chair of Governors detailing the withdrawal of the parents' right to enter school. If appropriate, the police may be involved.

Leaving the Classroom or School Grounds without Permission

The law and legal framework concerning missing or runaway children states,
"Anyone who has care of a child without parental responsibility may do what is reasonable in all circumstances to safeguard and promote the child's welfare (Children Act 1989 s3 (5)). It is likely to be "reasonable" to inform police, or children's services departments, and if appropriate, their parents, of the child/ young person's safety and whereabouts."

If a pupil runs out of a class, we will establish where he or she has gone. Teachers will not run after them but will send a message to the office for adult support. A watchful eye will be kept on any child who has taken him or herself out of the school building and possibly out of school grounds, unless this provokes the child to run further. If a child is no longer on school premises, parents will be contacted. If they are not at home the police will be informed that a pupil has left school and is at risk. (See appendix nine)

The Power to Discipline beyond the School Gate

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the Executive Headteacher are lawful. (Appendix six)

Searching and Confiscation

The Executive Headteacher, Head of School, Deputy Headteacher and two senior members of staff have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items in line with DfE guidelines 'Searching, Screening and Confiscation Advice for Schools' July 2022. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline. (Appendix seven and eight)

Damage to property

We value and look after our resources at school, therefore Parents/ Carers will be required to pay for any damage caused deliberately by a child including books, equipment and to the building itself.

Safeguarding

All staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This may present itself in a number of ways:

- bullying (including cyberbullying)
- racism
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals
- sexual exploitation
- criminal exploitation

For further details on our policy and procedures on child-on-child abuse, please see our child-on-child abuse policy.

All staff should be clear as to the school's policy and procedures with regards to child-on-child abuse:

'All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.'

(KCSIE updated 2025)

Safeguarding Separation

In exceptional circumstances, a pupil may be required to remain away from school or be separated from another pupil for safeguarding reasons. This is not a suspension or permanent exclusion because it is not imposed for disciplinary reasons. Any safeguarding separation will:

- be subject to an appropriate risk assessment;
- be reviewed regularly;

- involve parents/carers;
- consider suitable educational arrangements;
- only be used where necessary to safeguard pupils or staff

What measures do we have in place to prevent these safeguarding issues?

Safeguarding is carefully woven into our curriculum offer, ensuring that children have a broad understanding of how our schools help to keep them safe whilst in the classroom and beyond. Through our carefully planned curriculum, the children are taught to be tolerant of all individuals, appreciating their qualities and differences. Outlined below are the different areas in which this is covered:

- Assemblies, visitors, speakers, workshops and trips (for example – NSPCC, the Police, the Samaritans, One Day Creative, 2Engage etc).

- PSHCE: Jigsaw SOW through being me in my world, celebrating differences, relationships and healthy me topics.

- British Values: Respect for others and tolerance of different faiths and cultures. Rule of law, Respect and Individual liberty, rights of a child, universal declaration of human rights.

- A Valued Me: Respect, Friendship, Responsibility, Empathy, Honesty and Independence.

- No Outsiders SOW: Promoting an ethos of tolerance and inclusion and preparing children for life in modern Britain.

- RSE: Respect Yourself SOW through personal space, good and bad touch.

- Computing: Project Evolve and Just a Joke through online safety units of work each term.

- Literacy texts through guided reading, writing sessions and/or story time – a range of books are provided which deal with the theme of friendship and diversity.

- Science: Living things studying the human life cycle.

- RE: Learning about other religions and comparing them to each other, celebrating diversity and caring for others.

- History/ RE/ PSHE: Learning about significant individuals who have suffered discrimination through assemblies.

- Themed House Days to encourage collaboration and sense of belonging.

- Pupil voice: Children complete regular pupil voice activities to ensure their voices are heard.

Please see our *Safeguarding across the Curriculum* document for more information: https://redhill.ttsonline.net/page/safeguarding-in-the-Curriculum.aspx

What do we expect from our parents and carers?

The role of parents and carers

Parents and carers have a vital role in promoting and supporting good behaviour and so effective home liaison is very important. It is important that teachers work alongside parents and carers to manage appropriate behaviour and attitudes to learning to demonstrate their support, as promoted in our Home /School agreement (appendix one).
We expect parents and carers to support the actions of the school when consequences are imposed to give a consistent message to children. We encourage parental feedback and contributions regarding behaviour on our parent questionnaires.

Respectful Conduct Towards Staff

The school expects all parents, carers and visitors to treat staff with courtesy and respect at all times. The following behaviours are unacceptable:

- Verbal abuse.
- Threatening language.
- Intimidation.
- Harassment.
- Aggressive behaviour.
- Defamatory or malicious allegations.
- Abuse through social media or other online platforms.
- Organised campaigns targeting individual members of staff.

Where such behaviour occurs, the school may:

- Issue written warnings.
- Restrict methods of communication.
- Require meetings to be attended with another member of staff present.
- Withdraw permission to enter school premises.
- Refer matters to the police where appropriate.
- Seek legal advice or further action where staff safety is at risk.

Suspension and Exclusions
Please see our suspension policy for information on suspensions and exclusions.
Any removal of a pupil from their classroom must be lawful, proportionate and time limited.
Informal exclusions must be avoided.
Before any suspension or permanent exclusion decision is made, the Headteacher will consider:

- any SEND needs;
- disability-related factors;
- reasonable adjustments already implemented or required;
- safeguarding concerns;
- whether unmet needs have contributed to the behaviour;
- equality duties under the Equality Act 2010.

Managed Moves
Managed moves are voluntary and require the agreement of the parent/carer, receiving school and current school. They will not be used as a trial period and refusal to participate will not result in suspension or permanent exclusion.

Appendices

1. Updated Home School Agreement
2. Scripted Intervention Framework
3. Escalation Ladder
4. The Use of Reasonable Force (MAPA)
5. Use of Reasonable Force Record
6. The Power to Discipline beyond the School Gate
7. Searching and Confiscation
8. Search and Confiscate Child Record
9. Child going Missing from School during the School Day

Adults in addition to school staff responsible for Behaviour: **Chair of Governors**, who is responsible for monitoring suspension and exclusion data, outcomes for vulnerable pupils, SEND disproportionality and equality implications.
Deputy Head and Head of School in respective schools
SENCOs and Pastoral Leader
Nominated Attendance Person: Zara Bate

Appendix 1

Redhill Primary Academy and Thomas Telford Primary Free School

Updated Home School Agreement

This agreement has been drawn up in consultation with Governors, school staff, parents and children of Redhill Primary Academy. *Upon the opening of Thomas Telford Primary Free School in September 2025, this agreement will be consulted on with the school staff, parents and children and then reviewed accordingly.*

Working in partnership for success: we all agree to live by our school values of respect, friendship, responsibility, empathy, honesty and independence.

It was agreed that:

The schools will:

- Provide a happy, secure and safe environment where everyone feels valued and respected.
- be open and welcoming and offer opportunities for parents to become involved in the daily life of the school/their child's education.
- Provide a broad and balanced curriculum and meet the individual needs of every child.
- Have high expectations and seek excellence in all aspects of our work.
- Keep parents informed about general school matters and be willing to discuss any concerns.
- Let parents know about any concerns or problems that affect their child's work or behaviour.
- Respond to emails, phone calls or requests for meetings usually within three working days.
- If there is an urgent matter, the school receptionist will ask an appropriate member of staff to deal with the issue as soon as possible.
- Display polite, professional conduct at all times.
- Arrange parent consultation meetings to discuss their child's progress and provide an annual written report.
- Notify parents if their child does not arrive at school.
- Set homework on a weekly basis.
- Teach children internet safety, about keeping healthy, both physically and mentally, and about fundamental British Values.
- Provide a safe computer network with systems in place to safeguard your child as far as possible.

Parents and Carers will:

- Adhere to the school's aims and policies.
- See that your child goes to school regularly, on time, and notify the school before 9.am if your child is going to be absent.
- Avoid taking family holidays in term time as it will impact your child's learning.
- Adhere to the school uniform policy.
- Support the school by making sure homework is completed and handed in on time.
- Be aware of and support the behaviour policies.
- Encourage children to keep to the school rules and to respect one another and the staff.
- Attend consultation meetings to discuss your child's progress.
- Drive slowly on the school approach road and park safely.
- Endeavour to support the Friends in fundraising and other fundraising activities.
- Be aware of your child's internet use and ensure that content is appropriate for your child's age.
- Ensure that any communication with the school, whether by email or telephone, is polite and respectful.
- Make use of information channels in place, for keeping up to date with routine information.

- Let the school know about any concerns or problems that may affect your child and refrain from sharing these concerns on social media.
- Understand that a teacher or member of staff may be unable to respond on the same day on which a query is made and that we will not respond outside of school hours, i.e., evenings or weekends.
- If a response has been given to a query, unless matters change, further responses will not be sent.
- Respect the confidentiality of all children by not posting any photographs on social media that are taken whilst attending a school event.
- Show mutual respect. If there is an in-person meeting, everyone must show mutual respect. The meeting will focus on resolving the issues that are relevant to that family or pupil.
- Do not use offensive language, insults or carry out personal attacks on school staff. These will not be tolerated. If any such incidents occur, the meeting or call can be terminated with immediate effect.
- A parent, carer or pupil may only record a meeting or conversation with the express permission of all parties to that call or meeting.
- The constraints on school resources make it essential that parents and carers use authorised school procedures in order to avoid diverting time and attention that must be invested directly in pupils' learning and wellbeing.

Please note that unreasonable, abusive or offensive communication is unacceptable, and Redhill Primary Academy and Thomas Telford Primary Free School reserve the right to address any such problems as they feel are appropriate. This can include restricting correspondence to a specified email address, using a single person as a point of contact or using hard copy post and/or by placing restrictions on phone calls. Parents and carers have an implied licence to enter a school site, in cases where behaviour is inappropriate, threatening or argumentative, this licence can be revoked. Our aim is to ensure that all communications and discussions about pupils and their families are positive and move matters forward in a mutually respectful manner.

Children will:

- Always behave well, including on social media.
- Keep the school rules and embody the school values.
- Accept responsibility for the choices they make.
- Listen carefully and be attentive in lessons.
- Try their hardest.
- Complete homework on time.
- Look after each other and respect other children's culture, race, feelings, beliefs, and values.
- Be polite and kind to all members of the school community.
- Tell a member of staff if they are worried or unhappy.
- Ensure they take home their reading book, reading diary and any letters.
- Be aware of internet safety.

Print child's name: _____

Signed _____ (Headteacher)

Signed _____ (Parents/Carers)

Signed _____ (Child)

Date: _____

Appendix 2

Redhill Primary Academy and Thomas Telford Primary Free School

Scripted Intervention Framework

Scripted Intervention Framework	
Interrupt	(Name) I've noticed that…. Identify the behaviour that needs to change.
Redirect	This is the _____ time I have spoken to you
Reinforce	You know our rule/value about… Remind the learner of the agreed rule/expectation/standard
Fogging	I hear what you're saying…./I can see that you're upset….
Positive examples of previous good behaviour	Do you remember when...
Thank you for listening	
I can see that you're struggling to change your behaviour. By not following our school rules/value of (...) you have chosen to miss your playtime.	

Appendix 3

Redhill Primary Academy and Thomas Telford Primary Free School

Escalation Ladder

Step 1– A verbal warning is issued by a member of staff. This may be for an individual incident or ongoing behaviour. Reminders of our school values and / or the playground rules should be given alongside the warning.

Step 2 – A member of staff will follow the scripted intervention framework to try and deescalate the situation.

Step 3 – The child will be asked to sit in a quiet area of the classroom, away from the rest of the children to reflect on the conversation. If the behaviour happens on the playground, the child will be asked to stand with the adult dealing with the incident.

Step 4– If behaviour continues, the child will miss a set amount of their playtime based on the behaviour or if behaviour occurs on the playground, the child will be asked to walk around with an adult for a set amount of time.

Step 5– If the behaviour continues, the child will be sent to a member of SLT. If appropriate, the child will be sent with work to complete to ensure they are not missing out on curriculum time.

Step 6– After speaking to the child about their behaviour, the member of SLT will decide on an appropriate course of action which may involve sending the child to DHT, HoS or EHT.

Step 7– DHT, HoS or EHT will decide on the necessary course of action. In the case of a serious incident, temporary removal from the classroom or internal isolation may be used where necessary, proportionate and time-limited, and will be reviewed regularly.

If serious behaviour incidents continue, the HT will refer to our Suspension Policy.

NB: Staff find that many behaviours are deescalated after Step 2 and it is only on rare occasions that the escalation ladder is needed beyond this stage. Children may be removed from a classroom setting at both Step 1 and Step 2, offering the child an opportunity to reflect on their behaviour and/or for a staff member to conduct a restorative conversation with them in private. This is to alleviate any unnecessary embarrassment to the child. However, this will depend on the individual child and their needs.

Appendix 4

Redhill Primary Academy and Thomas Telford Primary Free School

The Use of Reasonable Force (MAPA)

The Use of Reasonable Force

1 What is reasonable force?

(i) 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.

(ii) 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.

(iii) 'Reasonable in the circumstances' means using no more force than is needed.

(iv) 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.

(v) 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.

(vi) 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.

2 Who can use reasonable force?

(i) All members of school staff have a legal power to use reasonable force

(ii) This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

3 When can reasonable force be used?

(i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

(ii) In a school, force is used for two main purposes – to control pupils or to restrain them.

(iii) 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.

(iv) 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 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.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

Appendix 5

Redhill Primary Academy and Thomas Telford Primary Free School

Use of Reasonable Force Record

Name of child:	Male/Female

Reason for the use of reasonable force

Names of staff using reasonable force

1

2

Other agencies involved – please list with name and title

Parents contacted

Date

Time

Sanctions and next steps

Meeting with parent and child following the incident

Any further intervention or agency involvement required

Signed: Date: Designation:

Appendix 6

Redhill Primary Academy and Thomas Telford Primary Free School

The Power to Discipline beyond the School Gate

The Power to Discipline beyond the School Gate

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying, including online conduct, which occurs anywhere off the school premises, and which is witnessed by a member of staff or reported to the school. The local governing board must be satisfied that the measures proposed by the head teacher are lawful.

Any bad behaviour when the child is:

- taking part in any school-organised or school-related activity.
- travelling to or from school.
- 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.
- poses a threat to another pupil or member of the public; or
- could adversely affect the reputation of the school.

As a result of any of these behaviours, the Executive Headteacher will collect witness statements from both adults and children who have witnessed the event. The parents/carers of the child involved will be contacted and invited into school to discuss the matter. Sanctions for the bad behaviour will follow those issued by the school for bad behaviour during the school day. Parental support will be sought for sanctions which they are able to administer outside the school day.

Following any incident, the Executive Headteacher will consider whether it is appropriate to notify the police and/or Community Support Officers of Priorslee/ St. Georges of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, safeguarding procedures would be followed.

Online Harassment and Abuse of Staff

The school recognises that online abuse directed towards staff is equally unacceptable as face-to-face abuse.

Where incidents occur online, the school will:

- Encourage staff to preserve evidence.
- Investigate reports promptly.

- Support staff in seeking removal of harmful content where possible.
- Report unlawful content to the relevant platform providers and, where appropriate, the police.
- Take appropriate action where pupils misuse technology to target staff.

Anonymous, defamatory or coordinated online harassment campaigns will be taken seriously and responded to appropriately.

Appendix 7

Redhill Primary Academy and Thomas Telford Primary Free School

Searching and Confiscation

The Executive Headteacher, Head of School, Deputy Headteacher and two senior members of staff have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs, tobacco, vapes, nicotine pouches and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

Searching with consent

Schools' common law powers to search:

School staff can search pupils with their consent for any item which is banned by the school rules.

1. The school does not need to have formal written consent from the pupil for this sort of search; it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree.

2. Items which are banned in school include, mobile phones, electronic games or devices, wearable recording devices such as smart watches and glasses, any item which could be used as a weapon, matches, any form of drugs (including medicines, which have not been prescribed and a medical from completed), cigarettes, vapes, nicotine pouches, knives, firearms, sprays, alcohol or stolen items.

3. If a member of staff suspects a pupil has a banned item in his/ her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.

4. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff; in such circumstances, schools can apply an appropriate disciplinary penalty.

Searching without consent

What the law says:

What can be searched for?

1. Knives or weapons, alcohol, illegal drugs, and stolen items (referred to in the legislation as 'prohibited items'). Schools also have legal authority to search pupils for any other item that the school rules identify as an item which may be search for. We identify tobacco, vapes and nicotine pouches as items which may be searched for.

Can I search?

2. Yes, if you are the Executive Headteacher, Head of School, Deputy Headteacher or a senior member of staff. But:

a. you must be the same sex as the pupil being searched; and

b. there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched.

When can I search?

3. If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Authorising members of staff

The Executive Headteacher, Head of School, Deputy Headteacher and two senior members of staff are authorised to use these powers following DfE Guidance for Searching, Screening and Confiscation 2022. As a result of having no senior male members of staff, Mr Payne (TTPFS) and Mr Baldwin (RPA) would also have the power with a senior member of staff present.

1. Teachers can only request a senior member of staff to undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

2. The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

Location of a search

1. Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil.

2. The powers only apply in England.

During the search

Extent of the search – clothes, possessions and trays.

What the law says:

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

'Possessions' means any goods over which the pupil has or appears to have control – this includes trays and bags. A pupil's possessions can only be searched in the presence of the pupil and another member of staff. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets.

Trays

Under common law powers, schools are able to search trays for any item provided the pupil agrees. Pupils will have a tray on condition that they consent to have it searched for any item whether or not the pupil is present.

If a pupil does not consent to a search, then it is possible to conduct a search without consent but only for the "prohibited items" listed above.

Use of force

Reasonable force may be used by the person conducting the search (see appendix four).

After the search

The power to seize and confiscate items – general.

What the law allows:

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

1. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.

2. Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Items found as a result of a 'without consent' search

What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they must retain it for return to the parent.
- Where they find controlled drugs, these must be delivered to the police as soon as possible.
- Where they find other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline.
- Where they find stolen items, these must be delivered to the police or returned to the owner, providing it is safe to do so.
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

- It is school policy to always deliver stolen items or controlled drugs to the police. If the owners of the items are known and do not pose a threat to the pupil, these will be returned to the owner.

Telling parents and dealing with complaints

Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

1. There is no legal requirement to make or keep a record of a search, however as good practice the sheet below will be completed whenever a search and/or confiscation has taken place.

2. The school will always inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found along with any other banned items which might be found.

3. Complaints about screening or searching will be dealt with through the normal school complaints procedure.

Appendix 8

Redhill Primary Academy and Thomas Telford Primary Free School

Search and Confiscate Child Record

Name of child:	Male/Female

Reason for the search

Names of staff carrying out the search and those staff acting as witness include title	
1	2

Items found

Other agencies involved – please list with name and title

Parents contacted
Date:
Time:

Sanctions and next steps

Meeting with parent and child following the incident

Any further intervention or agency involvement required

Signed:

Date:

Designation:

Appendix 9

Redhill Primary Academy and Thomas Telford Primary Free School

Child going Missing from School during the School Day

Guidance and checklist

- When a child goes missing from school during the school day there should be clear procedures in place to follow up on their whereabouts.
- All staff should be aware of these procedures.
- Ensure that registers are always up to date and that each child's attendance is accurately recorded.
- Police do not normally record or investigate reports of absences that are clearly truanting. Each case will need to be assessed on the known risks and whether the absence is out of character for the child.
- If a child's absence is reported to the police, they will be treated as a missing person; it is therefore important that all reasonable efforts to trace a child should be made first.
- Once the absence is discovered the child's parents/ carers should be contacted immediately. The nature of the absence should be discussed. If the parents/carers believe that there are risks involved, they should be told to inform the Police on 0300 333 3000 to make a missing person report.
- All missing children should be reported to the police by the end of the school day if not located AND you have been unable to inform their parents/ carers.
- If you are not sure if a child should be reported to the police as missing, telephone them for advice.
- For children not arriving at school at the beginning of the school day, follow your non-school attendance procedures; ensure that you have specific processes in place for children who fall into the high risk/vulnerable category.