



**Belsay
School**

Anti Bullying & Behaviour Policy

September 2026

At Belsay Primary School we value and respect everyone in our community and work as a team
'Fun, Respect & Friendship – Every Child Matters to Us'

Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at Belsay Primary is equal and treats each other with respect and kindness.

Approved by: Craig Shaw (Executive Headteacher); Paul Woodford (Chair)

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Contextual Statement



Belsay Primary School welcomes its duties under the Equality Act (2010), which provides the legal framework to tackle disadvantage and discrimination. The Equality Act establishes 9 protected characteristics which apply to school pupils and staff:

1. Disability
2. Race
3. Sex
4. Gender reassignment
5. Pregnancy and maternity
6. Religion or belief
7. Sexual orientation
8. Marriage and civil partnership
9. Age

Public Sector Equality Duty (2011)

Belsay Primary School has paid due regard to the need:

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

Belsay Primary values every learner as an individual who has an important part to play in our community. We encourage all learners to develop the skills, qualities and aspirations to become independent learners, confident individuals and responsible citizens. However, where unacceptable behaviour occurs, there are clear, fair and consistent strategies to follow.

Bullying of any kind is unacceptable and will not be tolerated at our school. At our school, the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study.

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.



Objectives of this Policy

- ☐ All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- ☐ All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- ☐ All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- ☐ All of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be; whether the school community is directly or indirectly affected by bullying or not.

1. Definition of bullying

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group. The STOP acronym can be applied to define bullying – **Several Times On Purpose**.

The nature of bullying can be:

- ☐ **Physical** – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone.
- ☐ **Attacking property** – such as damaging, stealing or hiding someone's possessions.
- ☐ **Verbal** – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone.
- ☐ **Psychological** – such as deliberately excluding or ignoring someone.
- ☐ **Cyber** – such as using text, email or other social media to write or say something hurtful about someone.

Bullying can be based on any of the following things:

- ☐ **Race (Racist bullying)** – Where someone thinks you're inferior, and treats you differently or unfairly, because of your colour, ethnicity, nationality or race
- ☐ **Religion or belief** – Being treated differently because of your religion, lack of religion or your beliefs. It is also wrong for someone to treat you unfairly because of your friend or family members' religion.
- ☐ **Culture or class** – Being treated differently because of the ideas, customs and social behaviour of a particular people or society.
- ☐ **Gender (sexist bullying)** – A type of bullying and harassment that occurs in connection with a person's sex, body, sexual orientation or with sexual activity.
- ☐ **Sexual orientation (homophobic or biphobic bullying)** – bullying directed at someone who is perceived to be lesbian, gay or bisexual.



- ☐ **Gender identity (transphobic bullying)** – behaviour or language that makes a person feel unwelcome or marginalised because of their perceived or actual gender identity
- ☐ **Special Educational Needs (SEN) or disability** – targeting others due to their ability to learn, behaviour, ability to socialise, ability to read or write, ability to understand things, concentration levels or physical ability.
- ☐ **Appearance or health condition** – targeting others due to an aspect of their appearance or health.
- ☐ **Related to home or other personal situations**
- ☐ **Related to another vulnerable group of people** – looked after pupils, young carers, Gypsy, Roma and Traveller children, English as an additional language, entitled to free school meals and poverty.

No form of bullying will be tolerated and all incidents will be taken seriously.

2. Reporting bullying

PUPILS WHO ARE BEING BULLIED: If a pupil is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:

- ☐ Report to a teacher – their class teacher, Miss Houghton (DSL) or any other teacher.
- ☐ Tell an anti-bullying buddy, who in turn can help them tell a teacher or member of staff.
- ☐ Tell any other adult staff in school – such as Teaching Assistants, Caretaker or the school office.
- ☐ Tell an adult at home
- ☐ Report discreetly through the school Worries Box.
- ☐ Call Childline to speak with someone in confidence on 0800 1111.

Reporting – roles and responsibilities

STAFF: All school staff, both teaching and non-teaching (for example, lunchtime supervisors, and caretaker) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform their class teacher.

Miss Houghton is the anti-bullying lead – Contact via: demi.houghton@belsay-school.uk

Staff must also be aware of those children who may be vulnerable pupils (See Section 1), becomes aggressive, disruptive or unreasonable

SENIOR STAFF: The Senior Leadership Team and the executive head teacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people. In addition to the designated anti-bullying lead, Miss Houghton is the Senior Leader responsible for anti-bullying.



PARENTS AND CARERS: Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should encourage their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school, either in person, or by phoning or emailing the school office or a member of staff. CONTACT: 01661 881641 or admin@belsay-school.uk

PUPILS: Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult.

3. Responding to bullying

When bullying has been reported, the following actions will be taken:

- ☐ Staff will record the bullying on an incident reporting form and also record the incident centrally on CPOMS (Safeguarding, Pastoral Welfare and Child Protection Software).
- ☐ Designated school staff will monitor incident reporting forms and information recorded on CPOMS, analysing and evaluating the results.
- ☐ Designated school staff will produce termly reports summarising the information, which the head teacher will report to the governing body.
- ☐ Staff will offer support to the target of the bullying in discussion with the pupil's class teacher. Individual meetings will then be held with any target to bullying to devise a plan of action that ensures they are made to feel safe and reassured that the bullying is not their fault. Action plans will make use of school initiatives such as anti-bullying buddies and playground monitoring.
- ☐ Staff will pro-actively respond to the bully who may require support. They will discuss with the bully's class teacher and devise a plan of action.
- ☐ Staff will decide whether to inform the parents or carers and where necessary involve them in any plans of action.
- ☐ Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly when actions take place outside of school.

4. Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

School updates parents with regard to the legislation about children's use of online platforms and the legal age for children to access these. Where bullying is linked to the use of one of these social media platforms



that the parent has allowed their child to access, the school expects the parent to remove their child's access to prevent further incidents.

5. Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on CPOMS. Any follow-up actions or sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as an incident reporting form or a classroom log.

6. Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitude, belief or view towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

7. School initiatives to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- ☐ A child-friendly anti-bullying policy (displayed in school classrooms and on the anti-bullying noticeboard) ensures all pupils understand and uphold the anti-bullying policy.
- ☐ The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying.
- ☐ School assemblies help raise pupils' awareness of bullying and derogatory language.
- ☐ Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-Bullying Week and online safety awareness.
- ☐ The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible.
- ☐ Stereotypes are challenged by staff and pupils across the school.
- ☐ Anti-bullying buddies and pupil-led programmes (School Council, Anti-bullying Week activities, awareness raising and peer support) offer support to all pupils, including those who may have been the target of bullying.
- ☐ A provision of support to targets of bullying and those who show bullying behaviour.
- ☐ Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups (School Council, Anti-Bullying Buddies) and through the anti-bullying survey.
- ☐ Working with parents and carers and in partnership with community organisations to tackle bullying, where appropriate.



8. Training

The Executive Headteacher is responsible for ensuring that all school staff, both teaching and non-teaching, receive regular training on all aspects of the anti-bullying policy.

9. Rewards

Throughout the school several rewards are in place for children, these include (but are not limited to as children review and input these each year through the school council to promote democracy skills).

Rewards:

- Verbal feedback and praise
- Dojo points
- Awards in Celebration Assembly (reading, presentation, outstanding achievements, Hot Chocolate Friday, recognition for achievements outside of school, additional Friday session on the playground for the overall class who has behaved well etc)
- Additional playtime

10. Proactive Strategies: Classroom Management & Routines

We reduce cognitive load and prevent disruption by intentionally cultivating positive working environments. Teachers ensure that before lessons begin, they have the full attention of all pupils and explain tasks explicitly.

10.1 Restorative Conversations

Where a child has behaved in a way which is counter to the school rules and values, a restorative conversation may be held between the member of staff dealing with the incident and the pupil. It is important to note that not all incidents need to be resolved in this way. The atmosphere in a restorative conversation is supportive and reflective rather than a judgmental attack on a child's behaviour. Restorative conversations follow a consistent Key Stage script (which can be worded differently to meet different children's understanding but always ensuring the crux remains the same). The scripts are based on a selection of the following questions (not all questions would be asked):

1. What has happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How were they affected?
7. What should we do to put things right?
8. How can we do things differently in the future?



Depending on the child's responses, there may be further supplementary questions. As part of the restorative conversation, the child is given the opportunity, and supported, to reflect on the impact of their behaviour and how they can make things right.

Members of staff will use their own judgement about whether it is appropriate to hold the conversation immediately or if it is better to delay it. For example, the child and/or adult may require a short period of 'cooling down' time to ensure that the restorative conversation is held when all parties are best placed to benefit from it. Equally, it may not be possible to hold the conversation immediately if this will impact on lessons and learning opportunities.

In some cases and for a variety of reasons, the member of staff who has discovered the incident may feel it is more appropriate to refer the child to a colleague, such as the Headteacher or other colleague. In this case, the restorative conversation, following the same consistent script, would be held by the person to whom the incident was referred.

10.2 Co-Regulated Codes of Conduct

Our school community is built upon clear, explicit, and consistently enforced boundaries. Staff explicitly teach and routinely reinforce our visual blueprints across all school settings.

Our Listening Code	Our Line up Code
When I am asked for my attention I:	When I am asked to line up I:
Stop what I am doing	Walk to the end of the line
Empty hands/show me five	Leave a person space
Look at the teacher	Keep my hands and my feet to myself
Keep quiet and still	Keep quiet and still
Listen to instructions	Listen to instructions

10.3 Jurisdiction and Breaktime Clarifications

Breaktime Violations: Pupils are expected to follow the instructions of all staff, including lunchtime supervisors and teaching assistants, during breaktimes. Failure to do so—including instances of disrespect toward adults, selfishness, unsafe play, or refusal to follow instructions—will result in an immediate consequence. Consequences may include the loss of part of the subsequent breaktime, a temporary ban from participating in the specific game or activity that instigated the conflict, or a structured lunchtime exclusion. The duration and nature of the sanction will be determined by the class teacher or Headteacher, and all decisions are final.



10.4 Off-Site Activities

School rules apply seamlessly and without exception during off-site events, including educational visits, swimming sessions and any other school-organised activities. Children are held to the exact same behavioural standards as they are on the school premises. If a child breaches these rules during an off-site event, they will miss the following session (or multiple sessions, depending on severity) and will lose 5 to 10 minutes of their own time to read and reflect on the specific rules linked to that event. Each case will be considered on an individual basis by the Senior Leaders, whose decision will be final.

Reactive Strategies: The Stepped Response

When expectations are not met, staff apply the graduated steps below calmly, firmly and respectfully.

Step 1: Normal Strategies —► Step 2: Final Warning —► Step 3: Time In A —► Step 4: Time In B —►
Step 5: Time In C

If unacceptable behaviour occurs: **Steps can be escalated at any time if deemed necessary by the Leadership Team** and the decision is final.

- **Steps can be escalated at any time for regular offenders**
- **Steps can be escalated when a child displays physical harm or verbal abuse to another child**
- **Steps can be escalated for assault or verbal abuse to staff**
- **Steps can be escalated at any time when deemed necessary to keep children and staff safe**

An intervention can be initiated at any time – each child is unique - every intervention is implemented in the best interest of the child.

If all strategies have been exhausted, the Senior Leadership Team will request that parents come into school to support the implementation of behaviour strategies.

Step	Action	Reasonable adjustments SEND
1	(Classroom teacher) Use normal strategies: e.g. Polite but firm requests, warnings (no more than two). Consider repositioning, separating etc. This can be decreased for regular offence	Adaptations to task matching or timetable pacing.



2	Step 2 (Classroom teacher) Give a final warning: Use the agreed phrase, 'This is your final warning. Do you understand?' Children should be fully aware of what this means and the possible consequences of continuing with their behaviour.	Ensure processing time is provided Bespoke plan and classroom strategies
3	Time in A • Child sent to designated chair/area of classroom. • 5-10 minutes sitting alone in order to reflect, calm down etc without causing disturbance. • Teacher records. • EYFS sit on a carpet spot with a timer. • Within the same session if a child repeats the same behaviours they should go to Time In B. • Restorative conversation • For unrelated behaviours go back through the sanction system. It can be escalated at any time for regular offenders • Loss of break/lunch *Notify Parents/Carers	Bespoke plan and classroom strategies Loss of break/lunch Restorative conversation Reflection mat- ordinary provision
4	Step 4 (Teacher colleague) Time In (B) Recorded on CPOMS • Child escorted to designated colleague. • Up to 1 hour working alone without causing disturbance. • Removal of treats / playtime/ sports events /extra-curricular activities. • Record. • Weekly Check in chart if required. Adults try to spot trigger times. • Restorative conversation / reflective mat *Notify Parents/Carers	Removal from class to regulate as ordinary provision until the end of lesson Repeat if disruption continues Adult monitors and reviews to identify hidden situational trigger times.



If behaviour improves return to class. If not or if child refuses or continues to disrupt, move to Step 5
Steps can be escalated

5	Step 5 (Head) Time In (C) • Child escorted to work in another year group/office/library • Up to half a day working alone without causing disturbance. • Parents informed of isolation by letter, following a phone call from HT • Class teacher to complete Time In C record • Weekly Record in place. Monitored by class teacher. Reviewed weekly with the Head of School • Discussion with SENCO: consider the need for outside agencies • Initiate closer monitoring i.e. frequency monitoring, time sampling etc. • Complete/review /targets • Adaptations to timetables • Inform parents that the child's behaviour is causing serious concern • Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside children, reduced school day etc. • Access to extracurricular / enrichment activities dependent on progress. • Referral to multi agencies *Notify Parents/Carers	Removal from class until the end of the lesson. Removal from class for half day and upwards with adult for their education Parents informed Adaptations to time table in lesson Adaptations to break times
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6	On Report ● Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc. ● Meeting with parents/child to agree the way forward. ● Clear/realistic targets for behaviour agreed (maximum of three). ● Clear rewards/consequences identified for success/failure (including possible exclusion). ● Daily feedback to child, weekly feedback to parents. ● Consider Statement of Special Needs. ● Reports to last a minimum of 2 weeks/a maximum of 8 weeks, and reviewed weekly ● Reports monitored daily by teacher and Head	Review of plans
7	Step 7 (Executive Headteacher) Internal Exclusion ● Parents informed. ● The child has no contact with own class or classmates. ● No access to playground, extra-curricular activity <i>If behaviour improves return to class On Report. If not, move to Step 6.</i>	Internal Exclusion
8	Discuss if a managed move particularly if pupil's difficulties are the result of inappropriate peer relationships, aggressive or violent behaviour or if the relationship of trust between parent and school has broken down.	
9	Fixed Short Term Suspension 2 days, 3 days, 4 days, 5 days (Built upon each time if deemed necessary) ● Parents, Governing Body, LA Officer informed by letter. ● Upon return to school, the child stays On Report for a minimum of four weeks. ● After 5 days suspension an integration meeting will be arranged	



10	Permanent exclusion • Parents, Chair and Clerk of Discipline Committee, LA Officer informed. • The Discipline Committee meets and considers all representations and reports (parents/child may attend). • Discipline Committee either reinstate or uphold exclusion. • Parents notified of the right to appeal. • If appeal is successful, or reinstated, the child stays On Report for the maximum 16 weeks. • If appeal is unsuccessful, remove the child from school roll. Serious incidents need to be treated on an individual basis and the circumstances investigated. In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence.
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Consequences may also include school-based community service (e.g., restoring tidiness to an area affected by the behaviour) or a loss of break/lunch privileges. All consequences must be clear, related to the behaviour, and never arbitrary.

Circumstances for the Removal of Pupils from Classrooms

The school reserves the right to temporarily remove any pupil from the classroom environment under specific, managed circumstances. Removal is a serious sanction or supportive intervention used to achieve the following objectives:

- **To Maintain Safety and Order:** To safeguard the physical and emotional well-being of all pupils, and to restore stability following a period of severe or unreasonably high disruption.
- **To Protect the Right to Education:** To ensure that teaching and learning for the rest of the class can continue swiftly and without ongoing interruption.
- **To Provide a Managed Learning Alternative:** To relocate the disruptive pupil to a structured, supervised environment where their education can continue productively under staff guidance.
- **To Support Pupil De-escalation:** To serve as a supportive measure (such as a "time-out" or regulatory break), allowing the pupil a safe space to regain calm, regulate their emotions, and prepare for a successful return to class.

11. Behaviour, SEND and vulnerable pupils

The School is committed to ensuring that behaviour expectations are clearly communicated to all staff, and that sanctions are applied fairly, proportionately, and consistently without discrimination. In accordance with our duties under the Equality Act 2010, full consideration is given to pupils with Special Educational Needs and Disabilities (SEND), as well as the unique challenges faced by vulnerable pupils.



The School will diligently fulfil its statutory duty to make **reasonable adjustments** for pupils with SEND where appropriate. While a pupil's behaviour will always be assessed in the context of their specific needs, it does not automatically follow that every incident of misbehaviour is a direct manifestation of their SEND.

Consequently, this policy remains applicable to all pupils. Where a disciplinary infraction is determined to be unrelated to a pupil's disability, or where reasonable adjustments have already been exhausted, appropriate and proportionate sanctions will be applied. A SEND diagnosis does not absolve a pupil from the requirement to respect school boundaries, nor does it provide a blanket exemption from the school's behaviour code.

Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

We apply this policy fairly and consistently, and we recognise that fairness sometimes means responding differently to different pupils. The school has legal duties under the Equality Act 2010 to make reasonable adjustments for SEND pupils, and duties under the Children and Families Act 2014 in respect of pupils with SEND.

- Staff are provided with the information they need, including SEND-friendly strategies and pupil information, to support pupils to meet our expectations.
- Where a pupil's behaviour is linked to an unmet need, we seek to understand and address that need, drawing on our pastoral and SEND teams and external agencies such as educational psychology, CAMHS, and the local behaviour support service.
- Before sanctioning, and certainly before considering exclusion, we consider whether reasonable adjustments are needed and whether assessment or additional support is required.
- We use specialist approaches and trained staff (for example, de-escalation, PACE and Zones of Regulation) to support pupils whose behaviour is more challenging.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance its legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010).
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014).
- If a pupil has an Education, Health and Care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies. As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.



Making reasonable adjustments does not mean lowering expectations. It means giving each pupil a fair clear route to meeting them.

12. Safeguarding

All behaviour is considered through a safeguarding lens. Staff are alert to the possibility that behaviour may be a sign of unmet need, harm, or risk, and respond in line with Keeping Children Safe in Education and the school's Safeguarding Policy. Concerns are reported to the designated safeguarding lead.

13. Child-on-child abuse

All staff understand that children can abuse other children, that this can happen in and out of school and online, and that it must never be downplayed as 'banter' or 'part of growing up'. Child-on-child abuse may include bullying; abuse within intimate relationships; physical abuse; sexual violence and sexual harassment; causing someone to engage in sexual activity without consent; the sharing of nude or semi-nude images; upskirting; and initiation or hazing. All such concerns are managed as safeguarding matters under Part 5 of Keeping Children Safe in Education, with a risk and needs assessment carried out by the designated safeguarding lead.

14. Serious Misbehaviour & Reasons for Exclusion

14.1 Grounds for Suspension and Permanent Exclusion

A decision to exclude a pupil—either for a fixed period (suspension) or permanently—is a last resort. It will only be taken by the Executive Headteacher in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The school will consider suspension or permanent exclusion for the following explicit reasons:

- **Physical assault** against a pupil (including fighting, intentional hitting, kicking, or biting).
- **Physical assault** against an adult or member of school staff.
- **Verbal abuse or threatening behaviour** directed toward a pupil or adult.
- **Use or threat of use of an offensive weapon** or prohibited item (including carrying knives, sharp objects, or replicas).
- **Bullying, harassment, or cyberbullying** (including targeted campaigns of emotional abuse).
- **Discriminatory abuse** targeting any protected characteristic under the Equality Act 2010 (including racist, homophobic, biphobic, transphobic, sexist, or ableist abuse/language).
- **Sexual misconduct or abuse** (including sexual harassment, unwanted physical contact, or the non-consensual sharing of explicit/nude images).
- **Drug and alcohol-related incidents** (including possession, use, or supplying of illegal substances, vapes, psychoactive substances, or alcohol on school property).
- **Malicious allegations against staff** (where a pupil is found to have deliberately fabricated a safeguarding or misconduct accusation against a member of school staff).



- **Serious damage to property** (including arson, vandalism, or major defacing of school or community buildings).
- **Theft** (of school property, staff property, or a peer's possessions).
- **Persistent, ongoing disruptive behaviour** where a pupil repeatedly flouts school rules, resists the Stepped Response framework, and systematically interferes with the right of teachers to teach and other pupils to learn.

The Senior Leaders may involve the police at their discretion if a pupil's behaviour is suspected to constitute a criminal offense

14.2 Part-Time, Lunchtime, and Informal Exclusions

- **Lunchtime Exclusions:** If a pupil's behaviour during lunchtime is consistently disruptive or unsafe, they may be excluded from the premises for the duration of the lunch break. Legally, a lunchtime exclusion counts as **half a school day** towards the statutory 45-day academic year limit. Parents assume full responsibility for the child during this window and must arrange collection.
- **Informal "Cooling Off" Removals:** Sending a child home to "calm down" or requesting that a parent keeps a child at home without a formal suspension letter is an unlawful informal exclusion. If a child is directed to leave the premises for disciplinary reasons, it will always be formally recorded and processed as a standard legal suspension.

14.3 Suspensions and Permanent Exclusions

Only the Executive Headteacher can suspend or permanently exclude a pupil on disciplinary grounds.

- For the first five days of any exclusion, the school will set and mark work (via remote pathways like Google Classroom).
- From the sixth day, the school (for suspensions) or the Local Authority (for permanent exclusions) will arrange suitable full-time alternative education.
- The school will formally notify parents in writing, specifying the periods, reasons, and details regarding their statutory rights to make representations to the Governing Body. Alternative options, such as an off-site direction to improve behaviour or a managed move, may be explored where it is in the pupil's best interest.

15. Statutory Interpretations, Legal Definitions & Boundaries

To prevent procedural disputes or legal challenges, the following strict boundaries are enforced by the Governing Body:

15.1 The Standard of Proof



When making all disciplinary decisions and assessing evidence relating to an incident, the Senior Leaders apply the **civil standard of proof: "on the balance of probabilities."** This means that a sanction or exclusion will be upheld if the Senior Leaders determines it is *more likely than not* that the incident occurred based on the available evidence, rather than the criminal standard of "beyond reasonable doubt."

15.2 Jurisdiction: Off-Premises and Online Conduct

The school reserves the right to impose identical disciplinary sanctions (up to and including permanent exclusion) for non-criminal misbehaviour, bullying, or harassment witnessed or reported **outside school premises and outside school hours** if the conduct meets any of the following criteria:

- It has direct repercussions for the orderly running of the school.
- It poses a threat or causes distress to another pupil, member of staff, or member of the public.
- It occurs while the pupil is wearing school uniform, traveling to/from school, or otherwise identifiable as a member of Belsay Primary School.
- It brings the reputation of the school into disrepute.
- *Note: Sanctions for off-site behaviour will be formally issued once the pupil returns to school premises or is under direct staff supervision.*

16. Power to Search, Confiscate, and The use of Physical Intervention

- **Searching and Confiscation:** Authorised staff have a statutory power to search pupils or possessions without consent where there are reasonable grounds to suspect possession of a prohibited item. Authorised staff may use reasonable force to execute a search for prohibited items.
- **Restrictive Physical Interventions:** Force will never be used as a punishment. Restrictive intervention is only applied if it satisfies three strict conditions: Is it necessary? Is it proportionate? Have you considered the pupil's welfare? Staff must use the least restrictive force for the shortest time required.
- All staff employed by the school have the legal power to use reasonable force.

16.1 Reporting and recording

Statutory guidance requires that those with a governance responsibility ensure a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil, in line with the school's duty under section 93A of the Education and Inspections Act 2006.

We will contact parents and carers to share incidents as appropriate, and for every significant incident as required by statutory guidance. This includes when physical force is used to implement a non-physical restrictive intervention. Parents will be contacted as soon as possible following a significant incident, and the incident will be explained to them.

In deciding what constitutes a significant incident, school leaders will use professional judgement and consider:



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

A report of an incident shared with parents will include, as a minimum:

- The time, date, location, and approximate duration of the intervention.
- A brief account of why the intervention was assessed as necessary in that instance.
- A brief account of what type of force was applied, and the degree of force.
- The details of any physical injuries sustained, if applicable.

The school will communicate this verbally wherever possible and follow up in writing via email, as required. This includes any child who required seclusion or restraint as part of a behaviour support plan or risk assessment. Where appropriate, parents will be invited into school to discuss significant incidents so that potential warning signs, triggers, or alternative actions can be considered for the future.

Staff will record all incidents of reasonable force in accordance with school procedures and report these to the Executive Headteacher.

16.2 Seclusion

We may use seclusion as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation and is not acting with intent. Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and preventing them from leaving. Seclusion will not be used through the threat of punishment.

The place to which a pupil is confined will be safe and will not feel threatening or intimidating. The pupil will be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave. An incident involving seclusion must be recorded and reported in line with the procedures set out above.

16.3 Pupil and staff support after an incident

As a school, we will evaluate all incidents involving restrictive intervention and seclusion as soon as practicable to understand why the intervention was used and the impact on pupils and staff. We will also look for patterns or trends and identify how the use of restrictive interventions might be avoided in future.

Where appropriate, pupils and staff involved should receive a medical assessment and treatment for any injuries as soon as possible. Injuries will be recorded in line with the Health and Safety Policy.

The school will hold a follow-up conversation to facilitate reflection, learning, and to support pupil and staff wellbeing. This conversation will form part of the debriefing process and will aim to understand what happened and why, and to bring closure to the incident. We will continue to monitor pupil and staff wellbeing and provide additional support if needed.



Any complaint about the use of force is investigated thoroughly and in line with the Complaints Policy.

17. Preventative Measures: Off-site Direction and Managed Moves

To support behaviour and prevent permanent exclusion, the school may use off-site direction or a managed move. These are used to improve future behaviour, not as a punishment for past conduct, and only where in-school interventions and outreach have not succeeded or are not appropriate.

17.1 Off-site direction

- Off-site direction temporarily requires a pupil to attend another setting to improve their behaviour. It is arranged by the Academy Committee in line with the relevant regulations and the DfE guidance on arranging alternative provision.
- Parents (and the local authority where the pupil has an EHC plan) are notified in writing, with the required information about the placement, as soon as practicable and no later than two school days before it begins.
- The placement has clear objectives and a time limit, is regularly reviewed by the Governing Body, and the pupil continues to receive a broad and balanced education.

17.2 Managed moves

- A managed move is a planned, permanent transfer to another school, used where it is in the pupil's best interests and agreed by all parties as a constructive alternative to permanent exclusion.
- The pupil's views are sought and they are kept informed throughout.

18. Protection of School Staff

Our staff have a right to work without fear of abuse or intimidation from any pupil or the wider public community. Abuse directed at staff—whether verbal, physical, or via online recordings or comments shared without consent—will be met with maximum severity, up to suspension or permanent exclusion, and police involvement where a criminal offence has occurred.

18.1 Serious Breaches & Abuse of Staff

Serious misbehaviour includes, but is not limited to: physical assault, abuse targeting any protected characteristics under the Equality Act 2010, sexual harassment, sharing of nude or semi-nude images, carrying prohibited items, malicious allegations against staff, or severe damage to property.

Where a pupil or any member of the wider community is found to have made a **malicious allegation against a member of school staff**, the Executive Headteacher will treat this as an exceptionally serious breach of discipline. Sanctions will be applied up to and including permanent exclusion, and police referral where appropriate.



Monitoring and reviewing

This policy is routinely monitored by the Executive Headteacher and teaching staff on an annual basis. The school systematically reviews behaviour, reward, suspension and exclusion data to ensure sanctions are used fairly, proportionately, and without bias. Approved by the Governing Body.

Our Schools

Belsay Primary School

Darras Hall Primary School

Heddon St. Andrew's CE Primary School

Ponteland High School

Ponteland Primary School

Richard Coates CE Primary School

