



# George Fentham Endowed School

Fentham Road, Hampton In Arden,  
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[www.georgefenthamschool.co.uk](http://www.georgefenthamschool.co.uk)

Mrs J Gaughan Head Teacher

## George Fentham Endowed School Behaviour and Relationships Policy

### "Ready, Respectful and Safe"

This policy has been written in accordance with Local Authority and Department for Education Guidelines:

- *Behaviour in Schools. Advice for headteachers and school staff (DFE, January 2022)*  
Appendix 1

[https://consult.education.gov.uk/school-absence-and-exclusions-team/revised-school-behaviour-and-exclusion-guidance/supporting\\_documents/Behaviour%20in%20schools%20%20advice%20for%20headteachers%20and%20school%20staff.pdf](https://consult.education.gov.uk/school-absence-and-exclusions-team/revised-school-behaviour-and-exclusion-guidance/supporting_documents/Behaviour%20in%20schools%20%20advice%20for%20headteachers%20and%20school%20staff.pdf)

- *Behaviour and relationships policy guidance (SMBC, November 2021) Appendix B(2)*

[https://content.govdelivery.com/attachments/topic\\_files/UKSOLIHULL/UKSOLIHULL\\_200/2021/12/05/file\\_attachments/2013345/Behaviour-and-relationships-policy-guidance\\_2013345.pdf](https://content.govdelivery.com/attachments/topic_files/UKSOLIHULL/UKSOLIHULL_200/2021/12/05/file_attachments/2013345/Behaviour-and-relationships-policy-guidance_2013345.pdf)

Please also see our separate George Fentham Endowed School Anti-Bullying Policy.

### The School's Aims are:

- To serve its pupils by providing an education of the highest quality within the context of Christian belief and practice.
- To create a learning community where pupils are encouraged to learn in a creative, innovative and challenging way.
- To provide a rich and varied curriculum that enables all pupils to acquire, develop and apply a broad range of knowledge, understanding and skills.
- To create a positive school community where everyone is respected and valued.
- To make learning fun.
- To work with parents and the local community to strengthen the partnerships of learning.

### Aims and Values

- This policy has been developed to enable school staff to manage pupils' behaviours in a way that is fair, reasonable, proportionate and consistent.
- The expectation for all children and adults at George Fentham Endowed School is that they will behave in a considerate way towards others at all times.
- It is essential that within our school, every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community whose





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Christian values are built on mutual trust, tolerance, forgiveness and respect for all. Our School's Behaviour and Relationships policy is therefore designed to support the way in which all members of the school can live, work and learn together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

- We believe that appropriate behaviour should be taught and modelled and the foundations for this are built on the positive relationships that we build with our children.
- This Policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- We use a \*restorative approach to behaviour management (\*please see later in policy)
- Through the implementation of this policy we aim to promote equality of opportunity and inclusion for all learners of different backgrounds including ethnicity, religious belief, culture or socio-economic circumstances. The school has a legal duty, under the 2010 Equality Act, to safeguard and promote the welfare of all pupils.

The whole school community work closely together to promote positive behaviour. We aim to empower each child to develop socially, morally, ethically and spiritually by experiencing and sharing in our Christian beliefs and values. Children take part in:

- Daily Collective Worship
- Church services
- School and Class Council. This provides a forum for promoting responsibility and self-discipline.
- Weekly Personal, Social and Health Education (PSHE) sessions (Jigsaw - please see below)
- BLP (Building Learning Power) gives the children the language and skills to learn and play collaboratively and to use empathy to resolve any conflicts that may arise.

## JIGSAW

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time.

Mindfulness is a key tool that is developed and practised in Jigsaw. Mindfulness is the ability to observe thoughts and feelings as they arise, in the present moment, without judgement. Not only does mindfulness support the regulation of emotion and build emotional resilience, it also enhances focus and concentration; both helping to optimise learning. Mindful children can more





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readily choose their responses to situations rather than react while caught up in the thought-flows and emotions.

Jigsaw PSHE supports the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

## Emotional Literacy

Work on emotional literacy and resilience is included in the PHSE/JIGSAW curriculum. In addition to this, staff have received training in emotion coaching. Emotion coaching is the practice of tuning into children's feelings, and supporting them to cope with — and self-regulate - negative emotions like fear, anger, and sadness. Emotion Coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience.

*"Emotion coaching builds a power base that is an emotional bond - this creates a safe haven, a place of trust, a place of respect, a place of acceptance, a sense of self. This in turn leads to children and young people giving back respect and acceptance of boundaries" (Rose and Gus, 2017).*

The following conversation guide is used to scaffold our emotion coaching approach with children:

1. Recognise and name the emotion "I wonder if you're feeling angry?"
2. Validate and empathise "Everyone feels angry sometimes, I would feel angry if someone had taken the ball I wanted too."





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3. Set limits "Even though you're angry, it's not okay to hit someone because it hurts them and our school rule says we should be respectful."

4. Problem Solve (what was the child trying to achieve?) "Next time you're angry at someone taking your ball, what shall we do instead?"

'The Colour Monster' book by Anna Llenas is used to scaffold children's ability to name and understand their emotions. Each classroom has resources to remind them of the different emotions which can be referred to whenever needed. Please see appendix 3 - Emotion coaching resources.

## School rules

At George Fentham, we have a restorative approach to behaviour management and it is based on three clear rules.

1. Be Ready
2. Be Respectful
3. Be Safe

We have discussed these rules with all classes and have devised a summary of what these rules look like in practice - appendix 4

## Class/Learning Charters

The creation of Class Learning Charters in Puzzle 1 (Being Me in My World), enables all pupils to have a communal understanding of 'rights and responsibilities'. This is taken to a global citizenship level by considering the United Nations Convention on the Rights of the Child. Rights, responsibilities, rewards and consequences are built on the belief that each child has the right and the capacity to make his/her own choices and, in doing so, is aware of, and therefore, accepts the consequences of these. The Learning Charter, therefore, provides a cohesive structure that empowers children and brings consistency in managing behaviour positively. Each class generates their own class charter, to remind both pupils and staff of our high behaviour and learning expectations.

## Behaviour and the Law

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).





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- The power also applies to all paid staff (unless the Head Teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits. Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
- Please see appendices 1 and 2.

## Rewards at George Fentham Endowed School

Acknowledging positive behaviour choices using rewards and positive recognition encourages repetition and communicates our expectations and values to all pupils. In addition to the planned learning opportunities and the culture and ethos of our school, we encourage children to make good behaviour choices through a range of positive behaviour management strategies. These include:

- Staff may award a 'teddy' to individual children, a group of children or to the whole class. The class with the most teddy rewards at the end of the week is presented with the school bear during whole school 'celebration assembly'.
- Certificate and Head Teacher award badge in weekly celebration assembly.
- Verbal and written praise.
- Sending the child and their work to the Head Teacher or other staff members for reward or praise.
- Sticker rewards (FKST/KS1).
- Attendance certificates.
- Feedback to parents / carers.
- Positions of responsibility and privileges.
- Rewards may be agreed as part of Individual Behaviour Plans (IBPs).
- Class Teachers may also devise their own reward systems, for example golden time charts, star of the day, table points, worker of the week, Dojo points.
- Whole class input into a 'Learning Charter' (this is the focus of the Autumn 1 Jigsaw unit 'Being Me in My World').







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- The school acknowledges all of the efforts and achievements of children, both in and out of school. Children are encouraged to share out of school achievements (e.g. music or swimming certificates).

## Sanctions at George Fentham Endowed School

We recognise that it is important to have clear, consistent and proportionate sanctions for those who do not comply with the school's behaviour expectations in order to reinforce the schools' values, and to ensure a safe and positive learning environment.

When dealing with incidents of unacceptable behaviour, adults will remain calm and objective and will use professional judgment about whether further action is necessary. Children are encouraged to take responsibility for their behaviour and to appreciate things from other peoples' perspectives. Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger. Conversations around poor behaviour should happen in private to reduce counterproductive shame on children, linked directly to the school rules of being ready, respectful and safe; and how it is impacting on others.

In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

## George Fentham's 'graduated response' for dealing with unacceptable behaviour

- 1) A verbal reminder is given.
- 2) A warning and potential consequence is given.
- 3) Consequence is applied in the classroom (e.g. moved to another table or quieter area, change of activity, complete work at playtime).

*Pupils may be asked to complete or redo their class work, discuss the consequences of their actions or complete a behaviour reflection task. Through a restorative approach pupils are given time and support to reflect on the choices they make and to learn from their mistakes.*

- 4) Time out with Senior Leader in their classroom

*Pupils may be asked to complete or redo their class work, or complete a behaviour reflection task. Parents may be informed.*





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- 5) Escalated to a non-class based Senior Leader

*Using a restorative approach, pupils are given time and support to reflect on the choices they make and to learn from their mistakes. Parents would be informed.*

- 6) Escalated to Head Teacher and report card or other approach introduced (age appropriate and individualised according to need). Review meetings held regularly with Head Teacher and outcomes shared with parents. Involvement of outside agencies may be appropriate.

**If a serious incident occurs, the Head Teacher would be informed immediately. Parents would be informed.**

## Playtimes and lunchtimes

1. A verbal reminder is given.
2. Time out on the playground.
3. Remain with adult on the playground.
4. Reported to Class Teacher.
5. Escalated to a Senior Leader.

*Parents may be informed at stages 4 and 5.*

**If a serious incident occurs, the Head Teacher would be informed immediately. Parents would be informed.**

If immediate and/or additional adult support is needed on the playground, a laminated blue hand is sent into school.





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- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. This may take place at playtime or lunchtime, and would be supervised by a Teacher or Teaching Assistant.
- Incidents of unacceptable behaviour are recorded on CPOMS - our online safeguarding tool. These are reviewed by the Headteacher/Senior Leaders.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying has taken place, we act immediately to stop any further occurrences of such behaviour. Please see separate anti-bullying policy.
- The safety of all children is paramount in all situations. If a child's behaviour endangers the safety of others, the Class Teacher stops the activity and prevents the child from taking part for the rest of that session. "Members of staff have the power to use reasonable force to prevent pupils injuring themselves or others, damaging property and to maintain good order and discipline in the classroom." (DfE Behaviour and discipline in schools, 2016). In addition, staff can use "reasonable force" in a situation where the pupil may "risk their safety." (Use of Reasonable Force - advice for school leaders, staff and governing bodies July 2013). See appendix 6.
- Please see appendix 7 - Managing Allegations Against Other Pupils.
- Please see appendix 8 - searching and confiscation

## Online behaviour

We are clear that the same standards of behaviour are expected online as apply offline, including the importance of respect for others. Inappropriate online behaviour (for example bullying, the use of inappropriate language and the sharing of inappropriate images and videos) will be addressed in accordance with the same principles as offline behaviour.

Please see separate online safety and acceptable usage policies.

## Pupils with Special Educational Needs and Disabilities (SEND)

As a fully inclusive school, we strive to meet the needs of all pupils, including those with SEN or a disability, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. The maintenance of a calm, orderly environment will greatly benefit pupils with SEND, enabling them to learn and to feel confident asking for help and support.







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DfE (2022, p15) guidance is clear that "All schools need to manage pupils' behaviour effectively, whether or not the pupil has underlying needs and they owe duties (for example, over safety) not just to the individual pupil, but also to the other pupils and to staff. These are imperatives." The law also requires flexibility in how to meet those duties - how schools should act if a pupil has a SEN or a disability that at times affects their behaviour. In particular,

- Schools have duties under the Equality Act 2010 to make reasonable adjustments to policies, practice, and criteria for disabled pupils.
- Under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEN.D
- If a pupil has an Education, Health and Care plan, the provision set out in that plan must be secured and the school must co-operate with the local authority and other bodies over that.

As part of meeting any of these duties, where appropriate, schools should anticipate likely triggers of misbehaviour and put in place support to prevent these. Examples of preventative measures include movement breaks and adaptations to school uniform.

- As a school, we recognise that children's behaviour is their way of communicating their emotions. No one behaviour system will work for every child as each child is unique and has their own needs and circumstances.
- Sometimes, children in our school will be following an individualised approach to support their behaviour regulation. This is in agreement with the Head Teacher, SENCO, parents/carers, Class Teacher and outside agencies if appropriate. With parental permission, outside agencies may be involved in advising staff and assessing and supporting the child. Details of Solihull SMBC contacts and services can be found on p29, appendix 2.
- If required, children in school are provided with pastoral support from our Child Mentor or through social skills groups run by Teaching Assistants and/or the SENCO.
- When required, positive handling plans are written and agreed with parents/carers, Class Teacher, SENCO and Head Teacher.
- DfE guidance (2022) states that all schools should consider whether a pupil's SEN or disability has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. To do this schools should consider whether the pupil understood the rule or instruction and whether the pupil was unable to act differently as a result of their SEN or disability. The school should also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for schools to seek to try and understand the underlying causes of behaviour and whether additional support is needed.





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## \*Restorative approach

We understand that some children will, at times, make poor choices and our restorative approach gives children the opportunity to learn from these. Solihull MBC recommend the use of restorative approaches to help pupils understand the impact of their actions and how to put it right. By using a restorative approach schools are giving pupils the skills to independently make better and more informed choices in the future. Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling.

Following any incidents of unacceptable behaviour, it is imperative that a restorative conversation with the pupil is carried out. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour. The questions used will depend on the age and individual needs of the pupil.

Examples of restorative questions:

What happened?

What were you thinking at the time?

How were you feeling at the time?

Who has been hurt/upset/affected?

How did this make people feel?

What should we do to put things right?

How can we do things differently in the future?

## Playtimes and Lunchtimes

Children are reminded that they need to take the needs of others into account when playing. The school rules of being 'ready, respectful and safe' apply at playtimes and lunchtimes.

Children are expected to treat all Lunchtime Supervisors and kitchen staff with respect, responding to their requests. Children are expected to line up quietly for their meals in a sensible manner. Table manners, particularly 'please and thank you', are encouraged, and children are responsible for clearing away their plates, cutlery and food waste (younger pupils are supported with this). Children must ask permission to leave the hall or playground to go to the toilet.

Lunchtime Supervisors inform Class Teachers if there have been any incidents of unacceptable behaviour at lunchtime, and how it has been dealt with.





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## Early Years Foundation Stage

Our youngest children are supported to develop an understanding of what is acceptable behaviour, and to demonstrate this in our setting. A strong emphasis is placed on Personal, Social and Emotional Development in Nursery and Reception. This includes understanding and following routines, building constructive and respectful relationships with peers and adults, learning to understand their own feelings and those of others, beginning to regulate their behaviour, to collaborate and negotiate with others to solve conflicts. Staff consistently model and reinforce acceptable behaviour.

Behaviour in the Early Years Foundation Stage is managed in a positive way with the emphasis on rewarding desirable behaviour. In Nursery, children earn golden smiles and the class then enjoy a special golden time activity at the end of the week. Each day a child is awarded 'Star of the day' certificate. In Reception, children earn ticks on an individual reward chart. On achieving tenticks the children celebrate by choosing something special from the class sparkly box.

Persistent undesirable behaviour results in 'time out' from activities and the opportunity to reflect and calm down, supported by an adult.

## Dealing with incidents of Child-on-child sexual violence or harassment:

(Refer George Fentham Endowed School Child Protection Policy - September 2023)

When responding to concerns relating to child-on-child sexual violence or harassment, George Fentham Endowed School will follow the guidance outlined in Part Five of KCSIE 2023.

George Fentham Endowed School recognises sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face to face (both physically and verbally). Sexual violence and sexual harassment are never acceptable.

All victims of sexual violence or sexual harassment will be reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment or be made to feel ashamed for making a report.

When there has been a report of sexual violence or harassment, the DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis which explores how





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best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).

The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other children, adult students (if appropriate) and staff and any actions that are required to protect them.

Reports will initially be managed internally by the school and where necessary will be referred to MASH and/or the police.

The decision making and required action taken will vary on a case by case basis, but will be informed by the wishes of the victim, the nature of the alleged incident (including whether a crime may have been committed), the ages and developmental stages of the children involved, any power imbalance, if the alleged incident is a one-off or a sustained pattern of abuse, if there are any ongoing risks to the victim, other children, adult students or school staff, and, any other related issues or wider context.

If at any stage the DSL is unsure how to proceed, advice will be sought from MASH.

## Exclusions

- We do not wish to exclude any child from school, but sometimes this may be necessary.
- For additional support before the point of exclusion, the SEMH High Needs Team and the Inclusion Service (0121 704 6663) can be contacted.
- The school has adopted the standard guidance, called 'Suspension and Permanent Exclusion From maintained schools, academies and pupil referral units in England, including pupil movement' (DfE September 2022). We refer to this guidance in any decision to exclude a child from school. In addition, advice is taken from the Exclusions Team at Solihull Council.
- Only the Head Teacher (or the acting Head Teacher) has the power to exclude a child from school. The Head Teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Head Teacher may exclude a child permanently.
- If the Head Teacher excludes a child, he/she must inform the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.
- The Head Teacher informs the LA and the Governing Body about any permanent exclusions, and about any suspensions (fixed-term exclusions) beyond five days in any one term.







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- The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Head Teacher.
- The Governing Body has a Discipline Committee which considers any exclusion appeals on behalf of the Governors.
- When an Appeals Panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- If the Governors' Appeals Panel decides that a child should be reinstated, the Head Teacher must comply with this ruling.
- See appendices 1 and 2 for more details.

## Allegations Against a Member of Staff

- We use "Managing Allegations against people who are in a position of trust in respect of children or young people." (SMBC, August 2023)
- All allegations should be reported immediately to the Head Teacher, or in the case of the Head Teacher being the subject of concern, the Chair of Governors. The Local Authority Designated Officer will also be informed for advice and monitoring of cases.

## The Role of Pupils

- We have an expectation that children make sensible and responsible behaviour choices, show respect and thoughtfulness towards their peers/adults in the school and try their best in all activities
- Our Home-School Agreement outlines pupil responsibilities in creating a shared goal for behaviour.

## The Role of Parents

- Our Home-School Agreement outlines parent/carer responsibilities in creating a shared goal for behaviour. Please also see our Attendance Policy.
- We aim to build a supportive dialogue between home and school, and we inform parents if we have concerns about their child's welfare or behaviour.
- We explain the school values in the school prospectus, and we expect parents to read them and support them.
- Parents should contact their child's Class Teacher if they have any concerns about their child's attitude or behaviour, or about any problems that their child is facing.







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- Communication with parents related to their child's behaviour is recorded on CPOMS which is monitored by the Head Teacher/SLT.

## Role of the Head Teacher and Senior Leaders

The Head Teacher of a maintained school must act in accordance with the current statement of behaviour principles made by the governing body and have regard to any guidance provided by the governing body on promoting good behaviour at the school. This is a core responsibility of a Head Teacher. It cannot be delegated. Detailed advice for governors is available in Behaviour and discipline in schools: Guidance for governing bodies.

All Head Teachers should take responsibility for implementing measures to secure acceptable standards of behaviour. They should ensure the school's approach to behaviour meets the following national minimum expectation:

- The school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly, to help create a calm and safe environment.
- School leaders visibly and consistently support all staff in managing pupil behaviour through following the behaviour policy and agreed routines.
- Measures are in place and both general and targeted interventions are used to improve pupils' behaviour and support is provided to all pupils to help them meet behaviour standards.
- Disruption is not tolerated, and pupil behaviour does not normally disrupt teaching and learning or school routines.
- All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, and everyone is treated respectfully.
- Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

School leaders visibly and consistently support all staff in managing pupil behaviour through following the behaviour policy and agreed routines. Leaders routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. School leaders have a crucial role to play in making sure all staff





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Mrs J Gaughan Head Teacher

understand the behavioural expectations and the importance of maintaining them. School leaders make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate increasing the culture of the school. School leaders also consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy, and ensure staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health problems may at times affect a pupil's behaviour.

## Role of School Staff

It is the responsibility of all members of staff to help to provide a calm, stimulating and purposeful atmosphere in school. This is facilitated by:

- Staff acting as positive role models.
- Staff having high expectations of achievement and behaviour.
- Children being taught an effective curriculum which takes account of the needs of all pupils in the class.
- Teaching, modelling and reminding children what is and is not acceptable behaviour.
- Children understanding the school routines.
- Consistent use of rewards and sanctions.
- Encouraging children to take increasing responsibility for their behaviour and learning.
- Providing opportunities for group or class discussions for pupils to share concerns.

Any incidents of unacceptable behaviour that are witnessed or reported to school staff will be investigated and appropriate action will be taken, in line with this policy. Staff will also take into account the impact of unacceptable behaviour on other pupils and provide support where needed. Staff make accurate records of any incidents using CPOMS, including how they have been dealt with.

## Confidentiality

In line with our confidentiality policy and procedures, staff are not able to discuss other pupils with parents. Please see separate Confidentiality Policy,

## Inclusion and Equal Opportunities

The school has a legal duty under the Equality Act 2010 in respect of safeguarding all pupils and providing equal opportunities for pupils with Special Educational Needs and/or disabilities (SEND). Each child is valued and respected regardless of ability, race, gender, religion, social





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background, culture or disability and is offered a child-centred curriculum, opportunities to develop to their full potential, the means to develop physically, intellectually, emotionally and socially and the chance to develop good behaviour and responsible attitudes for life.

Staff ensure their approach to all children is non-discriminatory, that all groups have equal access to the full range of educational opportunities provided by the school and that diversity is celebrated.

## Monitoring and Review

- The Head Teacher monitors the effectiveness of this policy on a regular basis. The Head Teacher also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps records concerning incidents of unacceptable behaviour using CPOMS. These records are analysed, by the Head Teacher/SLT to review overall behaviour, identify any whole school issues, identify classes or children who would benefit from additional intervention and support and to monitor improvements in behaviour.
- Incidents of Bullying, Racial Incidents, Homophobic, Biphobic, Transphobic Incidents, use of Derogatory Language and On-Line Safety Incidents are recorded on CPOMS also. This includes details of the incident, action taken, further follow-up and monitoring. All information is reviewed by the Head Teacher and Deputy Head to ensure incidents are fully resolved. The number of incidents are included in the termly Head Teachers report to Governors for monitoring.
- The Head Teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.
- The Governing Body reviews this policy annually. The Governors may, however, review the policy earlier than this if the Government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Behaviour Leads:

Mrs J Gaughan (Head Teacher)

Mrs T Bailey (Deputy

Headteacher/DSL)

Mr S Bass - (LMT/KS1 Lead)

Mrs S Brooker (LMT/SENCO)

Approved by Governors September 2023





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## Appendix 6

### Use of Reasonable Force

Key points taken from DfE 2013 'Use of reasonable force. Advice for Head Teachers, staff and governing bodies' document.

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. 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.
5. 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.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

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

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

### **When can reasonable force be used?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes - to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.





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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.
- 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.**

Please see DfE 2013 'Use of reasonable force. Advice for Head Teachers, staff and governing bodies' document for more detail.







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## Appendix 7

### Managing Allegations

Please see our George Fentham Endowed School 'Managing Allegations' August 2023) 'Safeguarding' and 'Child Protection' Policies (September 2023).

### **Managing Allegations against other Children:**

#### **Child-on-Child Abuse (GFES Child Protection Policy 2023):**

All members of staff at George Fentham Endowed School recognise that children are capable of abusing their peers, and that it can happen both inside and outside of school and online.

George Fentham Endowed School recognises that child on child abuse can take many forms, including but not limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying
- Abuse in intimate personal relationships between peers
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals

George Fentham Endowed School believes that abuse is abuse and it will never be tolerated or dismissed as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

George Fentham Endowed School recognises that even if there are no reported cases of child-on-child abuse, such abuse is still likely to be taking place. All staff have a role to play in challenging inappropriate behaviours between peers. Staff recognise that that some child-on-child abuse issues may be affected by gender, age, ability and culture of those involved, i.e., for gender-based abuse, girls are more likely to be victims and boys more likely to be perpetrators.





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Concerns about learner's behaviour, including child on child abuse taking place offsite will be responded to as part of a partnership approach with learners and parents/carers. Offsite behaviour concerns will be recorded and responded to in line with existing appropriate policies, for example anti-bullying, acceptable use, behaviour and child protection policies. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a statutory power to discipline pupils for poor behaviour outside of the school premises e.g., when children are not under the lawful control or charge of a member of school staff, to such extent as is reasonable.

In order to minimise the risk of child-on-child abuse, George Fentham Endowed School has:

- A robust anti-bullying policy
- An age/ability appropriate PSHE and RSE curriculum
- Support from our Child Mentor

George Fentham Endowed School want children to feel able to confidently report abuse and know their concerns will be treated seriously. All allegations of child-on-child abuse will be reported to the DSL and will be recorded, investigated, and dealt with in line with associated school policies, including child protection, anti-bullying and behaviour. Learners who experience abuse will be offered appropriate support, regardless of where the abuse takes place. Alleged victims, perpetrators and any other child affected by child-on-child abuse will be supported by:

- Taking reports seriously, listening carefully, avoiding victim blaming, providing appropriate pastoral support, working with parents/carers, following procedures as identified in the school anti-bullying and behaviour policies, and where necessary and appropriate, informing the police.





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## Appendix 8

### Searching and confiscation

*Information taken from DfE (2022) Behaviour in schools: Advice for headteachers and school staff.*

Detailed guidance for schools can be found in [Searching, screening and confiscation at school: Advice for headteachers, school staff and governing bodies.](#)

School staff can search a pupil for any item if the pupil agrees. Schools are not required to have formal written agreement from the pupil. For example, a teacher may ask a pupil to turn out their pockets or ask if they can look in their bag.

If they have reasonable grounds for suspecting the pupil is in possession of a "prohibited item", headteachers and members of school staff authorised by the headteacher can search the pupil without their agreement. The member of staff may not require the pupil being searched to remove clothing other than outer clothing. The teacher conducting the search must be of the same sex as the pupil being searched and there must be another member of staff present as a witness. The limited exception to this rule is that a staff member can search a pupil of the opposite sex and without a witness present only if the person carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not conducted immediately, and in the time available, it is not reasonably practicable to summon another member of staff.

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco
- fireworks
- pornographic images
- any article that the searcher reasonably suspects has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item that the school rules identify as an item which may be searched for





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School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

When a person conducting a search finds an electronic device the school rules allow pupils to be searched for, or that they reasonably suspect has been or is likely to be used to commit an offence or cause personal injury or damage to property, they may examine any data if they think there is a good reason to. The member of staff conducting the search must have regard to the guidance in section 15 of Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies. When an incident involves nudes or semi-nudes, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in Keeping children safe in education. The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: Sharing nudes and semi-nudes: advice for education settings working with children and young people.

In the event of discovering a weapon, schools should treat this with the utmost seriousness and it may be appropriate to consider exclusion as one possible response.

