



# George Fentham Endowed School

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Mrs J Gaughan Head Teacher

## George Fentham Endowed School Behaviour Policy

This policy has been written in accordance with Local Authority and Department for Education guidelines -

*Behaviour and Discipline in Schools. Advice for Headteachers and School Staff' (DfE, January 2016) Appendix 1*

*Behaviour and Discipline Policy Guidance to support school leaders in writing their own school behaviour and discipline policy (SMBC, June 2017) Appendix 2*

Please also see separate 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 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 that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community whose Christian values are built on mutual trust, tolerance, forgiveness and respect for all. Our school's behaviour policy is therefore designed to support the way in which all





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members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

- We strive to promote and reward positive relationships and behaviour choices so that people can work together with the common purpose of helping everyone to learn in an effective and considerate way.
- 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.
- Through the implementation of this policy we hope 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.

High standards of behaviour and self-discipline are part of the culture and ethos of George Fentham Endowed School. According to Ofsted in April 2014 -

*"Behaviour in the school is excellent and makes an outstanding contribution to pupils' learning."*

*"Relationships within school are very good and pupils enjoy working with their teachers."*

*"Pupils know classroom routines and what is expected of them and follow instructions very carefully."*

*"Behaviour outside of lessons is of an equally high standard."*

*Pupils' attitudes to learning are very positive*

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





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- Weekly Personal, Social and Health Education (PSHE) sessions (Jigsaw - please see below)
- BLP (Building Learning Power) gives the children the 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. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

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

Jigsaw PSHE will support 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





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## Class/learning charters

The whole school Learning Charter, the end product of Puzzle 1 (Being Me in My World), gives the school a process for everyone to be involved in the production or review of the school's positive behaviour policy. The system of 'rewards and consequences' in the Learning Charter is built upon the communal understanding of 'rights and responsibilities', as opposed to a set of rules imposed from on high (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 (set of guidelines) to remind both pupils and staff of our high behaviour and learning expectations. *Please see appendix 3,*

## Behaviour and the law

- In maintained schools, the Headteacher must set out measures in the behaviour policy which aim to:
  - 1) promote good behaviour, self-discipline and respect
  - 2) prevent bullying and criminal behaviours or acts
  - 3) ensure that pupils complete assigned work
  - 4) regulate the conduct of pupils
- 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).
- The power also applies to all paid staff (unless the Headteacher 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.





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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.

*(see appendices 1 and 2 for greater detail)*

## Rewards at George Fentham Endowed School

In addition to 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-

- Whole class input into a Learning Charter (this is the focus of the Autumn 1 Jigsaw unit 'Being Me in My World') *see appendix 3*
- Verbal and written praise
- Sticker rewards (FKST/KS1)
- Teachers 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'.
- Reward cards (KS2)
- 100% attendance certificates
- Sending the child and their work to the Headteacher or other staff members for reward or praise
- Certificate (KS2) or smiley badge (FKST/KS1) in weekly celebration assembly
- 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) during whole school 'celebration assembly'
- Verbal feedback to parents
- Written praise/acknowledgement in home school communication books
- 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 goldentime charts, BLP tokens, star of the day, table points, worker of the week

## Sanctions at George Fentham Endowed School

We do not have lists of rules at George Fentham Endowed School as the expectation for all children is that they will behave in a considerate way towards others at all times. However, we





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recognise that it is important to have clear and consistent sanctions for those who do not comply with the school's behaviour expectations in order to enforce 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 - frequently an apology is all that is required, followed by an agreement not to repeat the behaviour.

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).
- 4) Pupil is sent to another suitable classroom. The class teacher will use their professional judgement to decide whether or not parents are to be informed of this action.
- 5) Pupil is sent to a senior leader. The class teacher will use their professional judgement to decide whether or not parents are to be informed of this action.
- 6) Pupil is sent to the Headteacher. The class teacher or Headteacher would inform parents.

Time out in another classroom or suitable space, with a senior leader or the Headteacher is an opportunity for pupils to reflect on their behaviour and to begin to make more positive choices. Pupils may be asked to complete or redo their class work, discuss the consequences of their actions or complete a behaviour reflection task (*see appendix 4*). Through a restorative





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approach pupils are given time and support to reflect on the choices they make and to learn from their mistakes.

**Depending on the severity and/or frequency of unacceptable behaviour, the child may be sent directly to the Headteacher or senior leader.**

- 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 a half termly class behaviour log (*appendix 5*), which is handed in to the Headteacher for monitoring. Where repeated behaviour is displayed or concerns are identified, it may be necessary to provide pastoral support (e.g. a social skills group), an Individual Behaviour Plan or make a referral in order to receive specialist advice and support (e.g. Specialist Inclusion Support Service, Educational Psychologist, Engage, Early Help, CAMHS).
- 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.*

## Playtimes and Lunchtimes

Children are reminded that they need to take the needs of others into account when playing.

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 go to the toilet.





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Lunchtime supervisors inform class teachers if there have been any incidents of unacceptable behaviour at lunchtime, and how it has been dealt with.

## Exclusions

- We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard guidance, called 'Exclusion from maintained schools, Academies and pupil referral units in England' (DfE, 2012). We refer to this guidance in any decision to exclude a child from school. In addition, advice is taken from the LA Exclusion Officer (Natalie Jones).
- Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher 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 Headteacher may exclude a child permanently.
- If the Headteacher excludes a child, he/she must inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher 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 Headteacher informs the LA and the governing body about any permanent exclusions, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- 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 Headteacher must comply with this ruling.

*Please see pages 8 and 9 from appendix 2 for details of local and national guidance related to exclusions.*





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## 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, February 2017)
- All allegations should be reported immediately to the Headteacher, or in the case of the Headteacher being the subject of concern, the Chair of Governors. The Local Authority Designated Officer (Simon Stubbs) will also be informed for advice and monitoring of cases.
- In the case of a malicious allegation "the school will consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion." (Dealing with allegations of abuse against teachers and other staff, DfE, April 2013)

## 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. Communication with parents related to their child's behaviour is recorded on a class parent log which is monitored by the Headteacher.





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## 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.
- Children clearly understanding 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.

## 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 background, culture or disability and is offered a child-centred curriculum, opportunities to





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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 Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher 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 the agreed proforma.
- The Headteacher 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 every two years. 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.

Policy written : October 2017







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## Appendix 6

### Use of reasonable force

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

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a 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 headteacher 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.





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The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive 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.

Please see DfE 2013 'Use of reasonable force. Advice for headteachers, 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' and 'Safeguarding' policies.

### Managing Allegations against other Children:

At George Fentham Endowed School, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other children.

We recognise that some children will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

### Safeguarding allegations

Occasionally, allegations may be made against children by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

#### The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a child could include:

#### Physical Abuse

- violence/aggression, particularly pre-planned
- forcing others to do something

#### Emotional Abuse

- blackmail
- threats and intimidation





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## Sexual Abuse

- indecent exposure, indecent touching or sexual assault
- forcing others to watch inappropriate material

## Minimising the risk of safeguarding concerns towards pupils from other students

On occasion, some children will present a safeguarding risk to other children. The school should be informed that the young person raises safeguarding concerns.

These students will need an individual risk assessment to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. . There is a need to balance the tension between privacy and safeguarding.

## What to do

When an allegation is made by a pupil against another student, concerns should be raised immediately with HT, DHT & DSL. A factual record should be made of the allegation. If the concern is of a Child Protection nature, the school will follow the Child Protection Policy, which may include seeking advice from DART (Duty and Referral Team). If the concern is of a behavioural nature, the school will follow the Behaviour Policy. If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).

It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.

Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.





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