

**STATUTORY POLICY****Behaviour and Discipline (including Anti bullying)****Date last reviewed:** January 2017 (minor update for Upper KS2 and combine anti bullying)**Date to be reviewed:** January 2018 (or subject to interim updates)**Approval by:** Headteacher**Signature of Chair of Governors:****Introduction and background**

We are committed to enabling all children to access education successfully and as part of this commitment we establish high standards of behaviour. It is widely recognized that the way in which pupils and adults behave has a profound effect. The majority of children demonstrate excellent behaviour, however there is sometimes a minority who may exhibit challenging behaviour, defined as *“culturally abnormal behaviour(s) of such intensity, frequency or duration that the physical safety of the person or others is placed in serious jeopardy, or behaviour which is likely to seriously limit or deny access to the use of ordinary community facilities”*(Emerson, E, 2001). This can include aggressive behaviour, self injury, inappropriate sexualised behaviour etc.

It is also important to recognise that behaviour is a form of communication; practitioners have to look beyond the behaviour and analyse its function. A common principle in behaviour management is looking for the message an individual is communicating through their behaviour. All behaviour has meaning and therefore behaviours may need to be interpreted with care and consideration to underlying issues. This is particularly the case with children with special needs but all children may demonstrate their feelings through their behaviour.

Teachers and other paid staff have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Their power to discipline applies to pupil behaviour which occurs in school and in some circumstances outside of school (such as school visits).

Principles based on the Governors statement

- Sebert Wood is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- Every child has the right to learn but no child has the right to disrupt the learning of others
- Everyone has a right to be listened to, to be valued, to feel/be safe and protected from disruption or abuse
- All adults (staff, volunteers and governors) will set excellent examples to the children at all times
- We seek to give every child a sense of personal responsibility for his/her own actions
- The school’s Behaviour and Discipline Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils; it also provides guidance on use of reasonable force
- Where there are significant concerns over a pupil’s behaviour, the school will work with parents to strive for common strategies between home and school
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child’s behaviour
- The school’s Behaviour and Discipline Policy will clearly reflect the school’s approach to exclusions
- The school’s Behaviour and Discipline Policy will set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff
- The school will fulfil its’ legal duties under the Equality Act 2010 in respect of safeguarding children with special educational needs and all vulnerable children
- The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations

The aims of this policy are:

- To acknowledge the school's legal duties under the Equality Act 2010
- To engender a positive atmosphere, set high standards of behaviour and expect good manners and cooperation
- To recognise and reward high standards of conduct and consideration for others
- To provide a safe, secure and stimulating place to work where children and staff are encouraged to strive for excellence
- To ensure the highest standards of learning, teaching and achievement for every child
- To encourage pupils to take responsibility and be aware of the part that their actions and choices make, involve them in determining what constitutes good behaviour and educate each child in managing their own behaviour, including learning about conflict resolution
- To teach all children to value and respect themselves, others, property and their surroundings
- To develop respect for religions and the moral values of others
- To help children understand that they have a responsibility to report incidents of inappropriate behaviour
- To develop clear consistent guidelines for dealing with incidents where the behaviour policy is not upheld
- To ensure that the needs of children with emotional and behavioural difficulties are met, and that the effect of such behaviours on others is kept to a minimum
- To ensure the whole school community works cooperatively at all times

Parent Partnership

In partnership with the school parents take responsibility for their child's behaviour which they discharge by the standards they set and the way they encourage good behaviour at home and school. To make this partnership clear, on enrolment parents and pupils are asked to sign a Home School Agreement outlining the rules and expected behaviour. (Appendix 6). Parents are expected to work cooperatively with the school should their child require additional intervention strategies and likewise to support the school should their child be given sanctions. If parents have any concerns about behaviour they should contact the class teacher in the first instance. In the unlikely event that matter remains unresolved the school's Complaint Procedure should be followed. (see the school website)

BEHAVIOUR MANAGEMENT STRATEGIES**Quality First Teaching**

We believe that high quality provision contributes significantly to good standards of behaviour for our children. This is universal and involves the provision of a positive and stimulating learning environment that leads to effective learning and positive behaviour. The curriculum is tailored to the needs of the class and differentiated according to the needs of individual children, and will be both broad and balanced. Teaching approaches will be fully inclusive, engaging, motivating and suitably challenging, with effective assessment and feedback. We also aim to foster an environment in which emotional resilience and social competence are encouraged alongside quality thinking and learning. The following expectations apply in every class and around school:

- listening without interruption
- keeping on task
- taking care of equipment and facilities
- treating others with respect, politeness and consideration
- acting in a safe manner
- ensuring opportunities are provided for all
- not distracting others
- acting in a responsible manner beyond the classroom
- noise level appropriate to task
- maintaining a tidy working environment
- taking responsibility for your own personal possessions

Promoting Positive Behaviour in the Classroom

- provide a pleasing and functional environment
- prepare appropriate materials
- arrive in the class in good time
- plan for mixed abilities and learning styles

- have appropriate seating / grouping arrangements appropriate to the needs of all pupils
- have clear routines and visual timetables etc
- state positive rules and make known the consequences for rule breaking
- encourage and praise positive behaviour
- enable and maximise pupils personal responsibility
- develop good working relationships with pupils
- maintain consistent school approach
- use the support of other professionals and parents to promote discipline
- when an incident occurs always refer to the behaviour not the child
- contact the SENDCO if a particular pupil is causing concern

Intervention for Handling Low Level Disruption

- tactical ignoring whilst encouraging on-task behaviour
- tactical ignoring with simple directions / rule reminders
- use of non-verbal message, eye contact / body language
- proximity praise
- employ simple directions and a thank you
- rule restatement “You know the rule about...”
- distractions or diversions – asking pupil to help you or asking questions
- defusing conflict – not overreacting to outbursts, expect compliance
- take the pupil aside – “What are you doing? What should you be doing?” If the pupil challenges keep referring to the rule or expected behaviour
- giving simple choices leaving the pupil with responsibility for the consequences
- relocating the child’s work or activity situation
- when necessary employ exit procedures

Playground Friends

Playground friends are established to develop children’s awareness of the needs of others, encourage positive relationships between children and provide positive role models.

Circle Time, PSHCE and British Values

Curriculum time is used to develop social, emotional and behavioural skills along with child centred discussion in a non-threatening atmosphere. We involve children in PSHCE lessons, class council and School Council in determining what constitutes good behaviour.

Schools have been required to promote British values since 2014 and this supports the promotion of positive attitudes and behaviours. Through the PSHCE curriculum children also explore themes related to extremism and radicalisation at the appropriate age and stage of development and this also supports the government PREVENT Strategy. Our British values include: democracy, the rule of law, individual liberty and mutual respect, and tolerance of different faiths and beliefs.

School Council

The school council is established to provide a line of communication throughout the school and give a greater feeling of ownership. It aims to build self-confidence and self esteem and provide children with positive role models.

OVERVIEW OF RULES, REWARDS AND SANCTIONS

As a school we recognise that explicit and regular praise should be used for all types of achievements, including good behaviour. On a day to day basis, all staff actively identify and praise good behaviour. All adults in the school can give praise and rewards to children.

Class rules/Class contract and expectations of behaviour

Each class agrees a set of rules (Class Charter) and expectations of behaviour, guided by their teacher. The teacher refers to the ‘UN Rights of the Child’ in supporting the children. These rules work alongside the whole school Golden Rules.

Individual Pupil Incentives and Rewards

Rewards are given in the form of either marbles on a card or merits/medals for achievement, effort and positive behaviour. The marbles or merits/medals can then be traded for certificates or badges. Children who have worked exceptionally hard, have completed high quality work, made a particular improvement in their work, reached a target for work and/or behaviour or who have a particular achievement (in or out of school) are often taken to the Headteacher for specific praise and receive a Headteacher Award sticker, certificate or wristband. Achievements outside of school are celebrated in the monthly newsletter

CLASS/YEAR GROUPS

Early Years (Nursery and Reception)

Children arrive in school with many different expectations of what constitutes good behaviour. Social behaviour, group behaviour, learning behaviour and school behaviour are in effect new skills to be learned. Children are given time to adjust to school expectations and the school responds to their needs. Much time is given for observation of children in their new learning situation, in order to meet their needs. Admonishment by the teachers or removal from a situation are the normal sanctions applied at this stage, although the emphasis is on positive role models and praise for positive behaviour in any situation. At this age the majority of praise is verbal, from the teacher or other staff. Stickers may also be used as a reward to reinforce good behaviour. In Reception classes, children earn 'Class Points' as a class group when they get a total of 10 Class points they choose a 'treat' from a list selected by the teacher, for example, a dressing up day.

Year 1

Children earn marbles as a class group. When the jar is full of marbles the class choose a 'treat' from a list selected by the teacher, for example, a picnic outside.

Year 2

Children earn marbles as individuals, recorded on their own marble chart. For every 20 marbles they receive a special certificate. A cloud system is also used where each child's name is placed on a cloud system - best effort = the child's name is on the *sun*, good effort = *white cloud* and poor effort or inappropriate behaviour = *dark cloud* (if the child's name is on the dark cloud the parents are informed by staff at the end of the school day)

Year 3

Children earn merits and record them on individual merit cards. 30 merits = a Bronze certificate, 60 = a Silver certificate, 90 = a Gold certificate and 120 = a Platinum certificate.

Year 4

Children earn merits which they collect on individual merit cards. Children receive certificates in assembly as follows. 50 merits = Bronze, an additional 50 = Silver, an additional 50 = Gold and a further 50 = Platinum.

Year 5 & 6

Pupils are members of one of four teams - Armstrong, Earhart, Scott or Seacole – and they earn points for their team for good behaviour, good work etc. Children receive certificates in class as follows: 25 = bronze, 50 = silver, 70 = gold, 100 = platinum. Each term the team with the highest number of points is awarded the Team Cup and chooses a team treat, e.g. a non uniform day.

Behaviour cards / Individual Targets

Individual children may be given a card or verbal target in response to specific behaviour modification targets. These are negotiated between the teacher, child and parents when support is needed. They take different formats to suit individual children (e.g. pictures, comments, stickers) and will be used for short periods of time (e.g. six weeks) with regular reviews.

Assembly awards

For Years 1 to 5, teachers nominate children from each class to be given an achievement certificate or award in assembly. The 'Star Award' certificates are given for a range of reasons such as good progress, enthusiasm, improvement in behaviour, being a good role model or making a special effort. Year 6 pupils have chosen not to

receive certificates in assembly. They receive a postcard which describes their achievement and this is sent to their home.

A Headteacher's award is given to a pupil/group/class/year group/key stage for a special achievement or behaviour.

A Good Citizen award is given to a pupil or group of pupils who have shown that they are a good citizen, for example, by helping others, showing particular care for others, charity work etc.

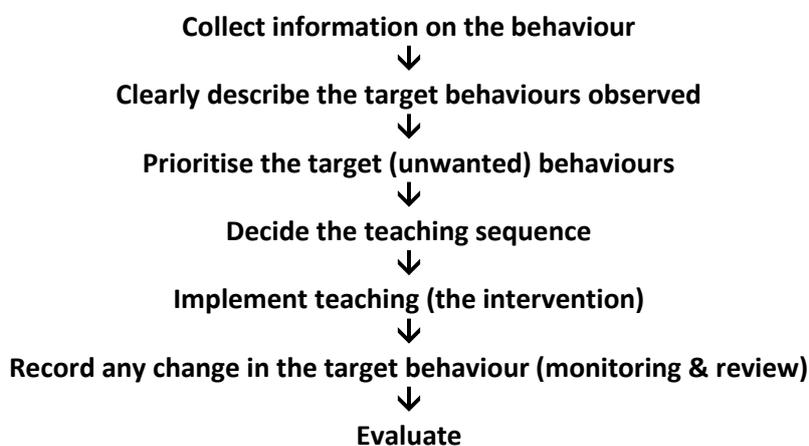
Other certificates such as swimming certificates are also presented in assembly and trophies and special 'one off' awards are also presented from time to time.

Golden Rules & Golden Time / Choosing Time at EYFS and Key Stage 1

Our Rules and Values underpin our behaviour expectations with the children and are displayed throughout the school (see Appendix 1). Classes in key stage 1 set aside a regular amount of time for Golden Time activities, often negotiated with the children, as a reward the class for keeping these rules.

Breaking the rules

If a child chooses to break the class/school rules and behaves or acts towards others or themselves in an unacceptable way, the following model is put into action based on the process of functional analysis:



Behaviour diaries may be used to identify **antecedents, behaviours, and consequences (ABC)**. The **SMART** principles used where the behaviour to be targeted is stated in clear language that you can see and/or hear and by using **specific, measurable, achievable, relevant, time limited targets (SMART)**. 'TOADS' are noted (talking out of turn, out of seat, attention problems, description etc).

Sanctions

Teachers can discipline pupils whose conduct falls below the standards which could reasonably be expected of them (*Behaviour and discipline in schools: advice for headteachers and school staff, January 2016*). Any decision to punish the pupil must not breach any other legislation, and must be reasonable and proportionate.

The school employs a number of sanctions to enforce the school's rules and to ensure a safe and positive learning environment. Any sanction will be dependent on the context but, in the case of bullying, any bullying must have definitely been proven.

System of stepped sanctions

Sanctions help pupils make appropriate choices about behaviour. Where children break the home school agreement or Golden Rules they have the right to expect sanctions, applied consistently, taking into account any special circumstances or special needs.

1. warning and reminding of expected behaviour
2. remedying behaviour (behaviour management strategies) offer options (choose to keep the rule or receive a sanction).
3. formal warning (verbal or visual – if visual, children to be made aware of its exact meaning)

4. final warning

Sanctions:

- A child may be asked to move to a place nearer the teacher, or to sit on their own, to enable them to re-focus their attention or may be sent to another class to complete their work (children to be sent with work to be supervised by a teacher, not to a TA or to work unsupervised in a base)
- For some inappropriate behaviour, children may be kept in at break time in increments (e.g. 5 minutes, 10 minutes.....and so on....)
- Staying in at lunchtime for a maximum period of 30 minutes to catch up with work, tidy a work area or to practise being quiet
- In KS1 loss of part of Golden Time
- If a task is not done to the standard expected the child may be asked to re-do it
- If a child threatens, hurts or intimidates another pupil, the class teacher will record the incident and the child will be reported to the Head teacher and noted in the welfare file. The anti bullying procedure (as per this policy) may be implemented.
- If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent that child from taking part for the rest of that session. Either the child or the class may need to be removed from the area of danger and the 'red card' system initiated
- Restorative activity e.g. mending broken item, letter of apology, school based community service type activity such as tidying a classroom, picking up litter
- Loss of privileges
- KS2 pupils may be placed "On Report" for behaviour problems at break and lunchtimes. A record of the inappropriate behaviour is made and the pupil reports to a member of the Senior Leadership Team at either the beginning/end of each break time (or both). Parents will be informed and asked to sign the report form at the end of the period. i.e. weekly
- If a pupil regularly has sanctions applied e.g. loss of break time/on report, consider new strategies as the attention may be 'rewarding' or a pattern established. If a pupil regularly reaches the more serious levels of stepped sanctions a Behaviour Support Plan may be drawn up
- If a child repeatedly acts in a way that disrupts or upsets others (but is not assessed as having any specific needs or requiring any intervention strategies), the school will contact the child's parent/carer in order to discuss the situation, with a view to improving the behaviour of the child.
- Where a pupil has been proven to have made a malicious accusation against a member of staff the pupil will be disciplined. This may include a meeting with the parents and restorative action such as a letter of apology, appropriate to primary school age. It is likely that should such an incident have occurred then the police and a professional association would have been involved through the formal processes.
- *It is not appropriate for pupils to miss part of the curriculum, such as PE, as a punishment.*

Break-time and lunch time issues

All the strategies outlined in this policy should be followed. In addition we may use:

- increased supervision of a pupil or group of pupils
- children may be identified for support by the SENDCO/MDSA and/or class teacher to attend a specific lunch club which provides additional support and strategies - 'nurture' activities may be organised for groups to provide support for behaviour, socialisation and social development
- MDSA's organise play activities and provide plenty of equipment
- removal of equipment resulting in conflict e.g. sticks
- limiting permitted area for free play for certain individuals
- splitting individual children up
- help children re-negotiate rules of game
- reinforcement of advice before break and checks at end of break
- reinforcing specific targets linked to a Behaviour Support Plan

Confiscation

School staff may seize any prohibited item found as a result of a search of a pupil or their property. Staff may also seize any item which they consider harmful or detrimental to school discipline. Depending on the type of item

confiscated, it may be passed directly back to a parent, returned to the child at a later date or handed to the police. The school also has the right to retain or dispose of an object where appropriate i.e. a lighter or matches.

Biting Incidents

If a child bites another child, then the Headteacher must be informed and he will then talk to the children involved. The teacher will inform the parents of all children involved. The incident must be recorded. If the bite draws blood, medical advice must be sought. Repeated biting incidents may result in a temporary exclusion for the safety of all parties.

Individual Needs and Support Plans

We recognise that some pupils need more support than others and that they may require additional and regular interventions. Teachers will supplement the core strategies detailed in this policy to meet the needs of cohorts, groups and individuals. These strategies may be temporary and their effectiveness will be reviewed regularly. These strategies will be communicated to all those staff working with the children to ensure a consistent approach.

In some cases more extensive support is required. If this is the case the SENDCO will support the teaching team in devising an Individual Support Plan. Advice from outside agencies may be sought and built into the plan.

The school will work closely with the parents and with any other relevant outside agencies. The plan will be tailored to the needs of the child but will address the following points:

- The behaviours causing concern
- The consequences of each of the behaviours
- Support required
- Procedures to be followed
- Actions points and targets

The school may complete a referral to the following agencies, where appropriate and where funding is available:

- CISS – County Inclusive Support Service
- SENDAT – Special Educational Needs and Disability Academy Trust
- Educational Psychologist
- School Nursing Team
- IYFAP – In Year Fair Access Panel
- SEN Advisory teachers – both local authority and independent

Where a behaviour issue is related to wider issues and circumstances, a referral to the Team Around the Child (TAC) may be necessary, in consultation with the parents. (see also Safeguarding Policy)

Extreme and Persistent Misbehaviour

It is recognised that from time to time there might be an incident that does not warrant the above approach and the behaviour is considered to be extreme. If the supervising adult considers the behaviour to require a greater intervention than that above, the Headteacher (or Deputy Head) will be informed and decide on the appropriate sanction. Parents will be informed of the incident and any subsequent consequences.

Exit Procedures / Seclusion and Exclusion

If it is necessary to exit a child from the class the teacher will send for the Headteacher, Deputy Headteacher or another member of staff by sending a 'red card' to the school office.

- The pupil should be exited from the room if they are seriously and / or persistently infringing the rights of the teacher and / or the rights of pupils
- Ideally, the pupil should have been given a clear choice between conformity or exit prior to initiating exit procedures
- All actions taken must follow School Safe guidance and should ensure that risk is minimised
- If the child refuses to leave then it may be appropriate to exit the rest of the class
- Immediately following the exit of the pupil, the teacher should re-establish working relationships with the rest of the class

The child will be removed to a place of safety where an adult will supervise them. If necessary parents will be informed and appropriate action will be taken, possibly involving a period of internal exclusion.

In exceptional circumstances it may be necessary to place a disruptive pupil in an area away from other pupils for a limited period. As with all other disciplinary actions, school must act reasonably in all the circumstances. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in very exceptional circumstances, and any decision will only be taken in order to ensure the health and safety of pupils, or any requirements in relation to safeguarding and pupil welfare.

Use of reasonable force to control or restrain pupils

At Sebert Wood Primary School all staff have the legal power, authorised by the Headteacher in accordance with the Education and Inspections Act 2006, to use reasonable force where a pupil is:

- injuring themselves or others
- causing damage to property (including the pupil's own property)
- engaging in any behaviour prejudicial to maintaining good order and discipline in class/school, where all other strategies have been applied
- committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility).

The term 'reasonable' means using no more force than is needed; the term 'force' involves a degree of physical contact used either to control or restrain; the term 'restraint' means to hold back physically or to bring the pupil under control. This is typically used in more extreme circumstances, and is used as an absolute 'last resort'. Designated staff are fully trained in the use of de-escalation and restraint procedures.

Some examples of situations where reasonable force can and cannot be used and how to use force are found in the DfE guidance document: 'Use of Reasonable Force, Advice for headteachers, staff and governing bodies, July 2013'. If a serious incident has occurred that involved the use of force, the incident will be recorded.

Fixed-Term and Permanent Exclusions

The school rarely uses formal exclusion. However, in response to a serious breach, or persistent breaches, of the school's behaviour policy or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school, short term or permanent exclusion will be considered. Whenever possible the school will make clear to parents/carers and agencies involved with the child that they are 'at risk' of exclusion. Every possible avenue will be explored at this time to reduce this risk. Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one academic year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if circumstances warrant this.

If the Headteacher excludes a pupil, parents will be informed immediately and given reasons for the exclusion. At the same time, the Headteacher will make it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents about how to make any such appeal. The Headteacher informs the Governing Body about any permanent exclusion, and about any fixed-term exclusions. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. For the first 5 school days of exclusion, it is the responsibility of the parent to make sure their child is not in a public place during normal school hours unless there is a good reason.

The DfE list of Reasons for Exclusion includes:

- Physical assault against a pupil: fighting, violent behaviour, wounding, obstruction and jostling
- Physical assault against an adult: violent behaviour, wounding, obstruction and jostling
- Verbal abuse/threatening behaviour against pupil or adult: threatened violence, aggressive behaviour, swearing, verbal intimidation
- Persistent disruptive behaviour: challenging behaviour, disobedience, persistent violation of school rules

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the Head teacher's duty to

notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a Governing Body meeting is triggered.

The Governing Body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

- Where requested by a parent, the Local Authority will need to arrange an independent review panel to consider the decision of a governing body to uphold a permanent exclusion.
- Panel members will need to be trained in how to perform their role.
- The Local Authority will also need to appoint a special educational needs expert to advise the panel, where requested by a parent.
- The independent review panel will be able to uphold the decision to permanently exclude a pupil; recommend that the governing body reconsider its decision; or direct the governing body to reconsider its decision. A direction to reconsider will be limited to circumstances where a panel decides that the school has acted illegally, irrationally or in a procedurally flawed manner

Inclusion and Equal Opportunities

Excerpt taken from DfE guidance: 'Schools must not discriminate against pupils on the basis of protected characteristics, such as gender, sexual orientation, disability or race. All pupils must be treated fairly and lawfully.'

The behaviour policy is monitored to ensure that all children have equal access to a high quality education. This is achieved through:

- Monitoring of the effectiveness of the policy by staff, along with School Council
- Monitoring all exclusions and instances of internal exclusion, focusing on the impact on minority groups
- Involvement of the DDA committee in the analysis of the results of parental feedback and questionnaires
- The behaviour policy will be adapted to meet the needs of the individual, children with disabilities or special needs will have the policy adapted through ISPs to ensure appropriate strategies are used. All reasonable adjustments will be made according to each individual child's needs.
- All strategies used must meet the school and LEA Safeguarding Children policy.

Offsite behaviour

The Education and Inspections Act 2006 gives schools the statutory power to impose sanctions designed to regulate pupil behaviour, where reasonable outside of school. This would apply to situations such as a pupil's journey to and from school, when on school visits and when a student is representing the school. In such circumstances sanctions will only be applied on the school site under the supervision of a member of school staff. The code of conduct, sanctions and rewards will apply to students travelling to or from school, or wearing school uniform, or in some other way identifiable as a pupil at the school. In making such judgements staff should consider whether or not the conditions above apply, that could have repercussions for the orderly running of the school or pose a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Raising concerns about behaviour or anything in this policy

Staff who have a concern about a pupil's behaviour should bring it to the attention of a member of the Senior Leadership Team as soon as possible. All staff should consistently follow the procedures in this policy, however, if you think the effectiveness of this policy could be improved, updated in anyway, or you feel uncomfortable about something in this policy, you should also report this to a member of the SLT.

Bullying

We are committed to providing a caring, friendly and safe environment for all our pupils so that they can learn in a relaxed and friendly atmosphere. Incidents of bullying are not common at our school, but can occur from time to time. As a school, we take bullying very seriously. Pupils, parents and guardians should be assured that they will be supported when bullying is reported. Bullying of any kind is unacceptable in our school. We are a TELLING school. If

bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Governors, Headteacher, teaching and non-teaching staff, pupils, parents and guardians should have an understanding of what bullying is. All members of the school community, pupils, parents and guardians should know what the school policy is on bullying, and what they should do if bullying arises.

What is Bullying?

- Bullying is “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, March 2014)
- Bullying is the use of aggression or intimidation with the intention of hurting another person.
- Bullying is deliberate and happens more than once
- Bullying is when someone hurts or upsets you again and again
- ***Bullying is not when you fall out with a friend.***

Bullying can be:

- Emotional being unfriendly, excluding (deliberately leaving children out), teasing and tormenting (e.g. hiding belongings, threatening gestures and faces) and can be direct and indirect
- Physical pushing, kicking, hitting, punching or any use of violence
- Written in the form of notes, all social media (such as E mails and texts)
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Racist racist taunts and name-calling, gestures
- Sexual unwanted/ inappropriate physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Cyberbullying The same inappropriate and harmful behaviours above, expressed via digital devices such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

Potential risk factors which could make bullying more likely include:

- Lacking close friends in school
- Being shy
- Coming from an over protective family environment
- Being from a different racial or ethnic group to the majority
- Being different in some obvious respect from the majority
- Having special educational needs
- Being a ‘provocative’ victim – a child who behaves inappropriately with others, barging in on games or being a nuisance, etc

Anyone can be bullied - *none of the above should be considered excuses for allowing a child to be bullied.*

Preventing Bullying

In the first instance, we aim to prevent bullying happening by ensuring that positive behaviour is well established. Anti-social or bullying behaviour is unacceptable. When children feel that they are important and belong to a friendly, welcoming and caring school, bullying is far less likely to be a part of their behaviour. An anti-bullying atmosphere is promoted in the following ways:

- Through class discussions as part of the PSHCE and Philosophy curriculum.
- Through school-wide Anti-Bullying Weeks and activities.
- Through a rigorously taught E-Safety curriculum throughout the school.
- Through Circle Time activities and discussions.
- Through assemblies.
- Through active involvement of the School Council.
- Through Drama activities such as role-play and story telling and reading about bullying.
- Through teaching the children strategies that will enable them to deal with bullying behaviour.

- Through active supervision of pupils during breaks, in corridors, cloakrooms, etc. and an awareness of the play activities that they are engaged in.
- Ensuring that the playground meets the play and recreation needs of the children. Train Playground Friends in basic mediation techniques.
- Giving praise and encouragement for pupils who show caring, nurturing and co-operative behaviour.
- All parents/ guardians and pupils to receive a Home-School Agreement when they join the school, and pupils to sign this contract.
- Through regular staff training in anti-bullying and related issues.

Procedures

- All bullying incidents should be reported to staff. All such reports will be taken seriously.
- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.
- If staff witness an act of bullying, they will do all they can to support the child who is being bullied in order to reassure the child and restore self-esteem and confidence.
- Staff investigate what has happened, speak to the children involved (this may be together or separately, according to the incident) and take steps to ensure that behaviour involving bullying is quickly modified.
- Mediation between bully and victim may be appropriate - the perpetrator and victim discuss what has happened to help change the bullying behaviour. Often both children talk issues over with a mediator, usually the class teacher, and find a way forward to end the cycle of bullying and complaints. If possible, the pupils will be reconciled. The bully/bullies will be asked to genuinely apologise. Other sanctions may be enforced.
- Make observations and a record is kept of discussions and meetings.
- In serious cases of bullying, incidents will be recorded and parents will be informed and may be asked to come in to a meeting to discuss the problem.
- The child who has been bullied will be given an assigned member of staff who will be available at all times should the pupil need someone to talk to. They check that the child has not been bullied again. It may be necessary to check with the pupil concerned at regular intervals throughout the day.
- We will contact parents/guardians to check that the child seems happier about the issue when at home. Follow-up discussions take place after 2 or 3 weeks to check that there is no recurrence.
- If appropriate, we will work with the child to ensure that in the future they can more readily take control of the situation themselves.
- Circle/class Time - In Circle Time children sit in a circle and play games or do something enjoyable for a short time, and then they can discuss matters as a group, including bullying. This is a way for everyone in class to take part in a structured way. However, teachers need to use this strategy with caution in cases of bullying as some children may feel humiliated or distressed at having to discuss how they feel about being bullied in front of their class, including the bullies.
- Support groups - the victim is interviewed and may be asked to draw a picture or write about the effect bullying has had on them. A meeting is then held between a teacher and a group of children including the bully or bullies, those who may have seen the incidents and others who are not directly involved and are perceived as positive role models, but not the victim. The teacher explains to the group – anonymously at first - how the victim is feeling and the group then offers suggestions to find a solution. This approach encourages the bully to see the impact of their behaviour on the victim, whilst also making the bystanders aware that by doing nothing they are condoning the behaviour.
- If a child from Sebert Wood School is bullied by a child/children from another school, the Headteacher will contact the appropriate Headteacher with the intention of resolving the issue as a priority.
- Parents/guardians have a responsibility to support the school's Anti-Bullying policy and actively encourage their child/children to behave towards others in a positive way.
- Where appropriate, a child involved in persistent bullying may be set an Individual Behaviour Management Plan
- As a last resort, the Headteacher may consider exclusion.



SEBERT WOOD PRIMARY SCHOOL

GOVERNORS' STATEMENT OF BEHAVIOUR PRINCIPLES

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance. The purpose of this statement is to provide guidance for the Headteacher in drawing up the Behaviour and Discipline Policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in the school, as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governor's support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the Behaviour and Discipline Policy taking account of these principles. The Headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff (January 2016).

The Behaviour and Discipline Policy is publicised to staff, parents/carers via internal school communication methods and via the school website.

Principles

- Sebert Wood is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- Every child has the right to learn but no child has the right to disrupt the learning of others
- Everyone has a right to be listened to, to be valued, to feel/be safe and protected from disruption or abuse
- All adults (staff, volunteers and governors) will set excellent examples to the children at all times
- We seek to give every child a sense of personal responsibility for his/her own actions
- The school's Behaviour and Discipline Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils; it also provides guidance on use of reasonable force
- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour
- The school's Behaviour and Discipline Policy will clearly reflect the school's approach to exclusions
- The school's Behaviour and Discipline Policy will set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff
- The school will fulfil its' legal duties under the Equality Act 2010 in respect of safeguarding children with special educational needs and all vulnerable children
- The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations

Appendix 2

SEBERT WOOD PRIMARY SCHOOL GOLDEN RULES

- Do be kind and helpful – Don't hurt people's feelings
- Do be honest – Don't cover up the truth
- Do listen – Don't interrupt
- Do be gentle – Don't hurt anyone
- Do work hard – Don't waste your own or other people's time
- Do look after property – Don't waste or damage things

Appendix 3

Our Assembly Rules

- Enter quietly, look 👁️👁️ and listen. 🙏
- No talking or whispering while assembly is taking place.
- Enjoy the joining in times, remember to stop at the hand signal.
- Keep your hands and feet to yourself
- Recognise achievements by clapping 😊
- No whooping and cheering. 😞

Appendix 4

Dining Hall Rules

- We line up quietly while we wait our turn
- We talk quietly in the dining hall – use our indoor voices
- We carefully lift our chairs in and out
- We move safely and quietly in the dining hall
- We make sure food does not drop onto the floor
- We use a knife and fork
- We finish what we are eating before we speak
- We stay in our seat whilst eating
- We raise our hand when we need to speak to an adult
- We remember our manners and say 'please' and 'thank you'
- We face forwards at all times
- We respect ALL the lunchtime staff and helpers

Appendix 5

I am a Playground Friend - This is what I do at playtimes

- Set a good example to others and try my hardest to be cheerful, kind, patient, fair, calm, sensible and trustworthy
- Help the adults on duty
- Remind children about the playtime rules
- Help children who have been hurt and sometimes take them to First Aid
- Watch out for children who have no one to play with or who are upset and help them find friends
- Help to organise games and teach new games
- Suggest how children can sort out problems
- Make sure equipment is used properly, not hidden or damaged and is put away carefully
- Make sure children line up sensibly at the end of playtime

Appendix 6 - Home School Agreement

Ethos of the School

Our school is a community where adults and pupils learn, play and work together. There is a high standard of behaviour, marked by respect and responsibility. Everyone is expected to contribute to good personal relationships. Our school provides an exciting working environment where children play an active role in their learning. Teachers and parents work together, supporting and encouraging children, so that each child will reach his/her full potential.

For the Child

I will try to keep to these rules:

- To respect others.
- To be polite and kind.
- To control my temper.
- To be honest.
- To be careful.
- To be a good listener.
- To keep my hands and feet to myself.

I will also:

- Bring any equipment I need.
- Be tidy in appearance.
- Do all my class work and homework as well as I can.
- Keep the school neat and tidy.
- Tell an adult if something is upsetting or worrying me.

Child's Name

For the Parents / Guardians

I / We will

- Ensure my child attends school regularly, arrives on time and let the school know of any reason for absence.
- Make the school aware of any concerns or problems that might affect my child's work or behaviour.
- Ensure my child has the correct clothing and equipment (all marked with the child's name).
- Uphold the ethos and rules of the school
- Support the school's policies and guidelines for behaviour.
- Support my child in homework and other opportunities for home learning.
- Encourage my child in his/her work and attend parents' evenings.
- Read school newsletters and correspondence.
- Not bring the name of the school, staff, parents or pupils into disrepute in public forums such as social networking sites (e.g. Facebook)

For the School

We will

- Care for your child's safety and happiness.
- Aim for your child to reach his/her full potential.
- Endeavour to achieve high standards of work.
- Endeavour to achieve high standards of behaviour.
- Keep you informed about your child's progress and about general school matters.
- Welcome you into school.
- Investigate problems and aim to resolve them promptly.

For Us All

We will work together in partnership and listen to each other's ideas.

Appendix 7

Procedure for dealing with absconding pupils

To abscond is to 'leave without permission'.

Under Section 3 of the Health and Safety at Work Act, 1974 and in Common Law, schools and other education settings owe a duty of care towards their pupils. This duty of care requires that all reasonable steps are taken to ensure that pupils are safe and remain within the care of the school at all times throughout the school day and during school led activities.

Where a pupil (present at formal registration) is found to be missing from school without authorisation the following procedures should be followed:

1. Member of staff to inform Headteacher or member of SLT, and main office - on standby ready to phone police should child not be found and considered at risk.
2. Headteacher or member of SLT organises search of buildings and known places that the pupil may have gone to. If the pupil is not found or within vision then all available staff to complete a thorough sweep of the school and check the perimeter of the grounds.
3. Consideration will be given to whether the search should be extended beyond the school perimeter. This decision will be based on staff's knowledge of the child and on the levels of risk, and on what action is in the child's best interests.
4. The SLT lead may direct additional staff to join the search in a vehicle, taking a mobile phone to contact school.
5. If decision made not to pursue then police are phoned.
6. If a pupil is seen to be leaving the school premises without authorisation, either via the front school entrance or via perimeter fences/gates, staff should follow the pupil at a safe distance and try to persuade the pupil to stay in school where possible.
7. At all times staff must be aware that 'chasing after' a pupil may encourage the pupil to leave the immediate vicinity of the school and may also cause the pupil to panic, possibly putting him or herself at risk by running onto a busy road, for example. Therefore staff should follow at a distance, monitoring the ongoing risk.
8. Should the child put themselves in danger then immediate physical intervention may be required to prevent risk of serious injury.
9. If the searching staff lose sight of the student they must contact the school office giving details of their location and the clothes which the student is wearing.
10. Any members of staff who leave school grounds should take mobile phone if feasible, to keep contact with school. Staff at school maintain contact and phone police if necessary.
11. School office to contact parents/carers and inform them of the situation.
12. Once a pupil has been found then the lead SLT member will use their professional judgement to outline the response towards the pupil and the support the pupil will need in the future.
13. A written report will be filed on the incident.
14. Member of SLT to brief police and parents.
15. Parent and pupil (where appropriate) discuss matter with Headteacher
16. Risk assessments for the pupil would be reviewed, once all information gathered.

Appendix 8

Reporting serious behaviour - flow chart

- Be clear about what and why you are reporting it – is it something that can be dealt with immediately without the need to report it further?
- Be specific about the behaviour you are reporting - DO NOT GENERALISE
- Reflect on how the behaviour could have been prevented

Stage 1 – incidents that need to be reported to the class teacher

Key stage leader

Head teacher

Deputy Head

Class teacher