

Behaviour and anti-bullying policy

Statement of behaviour principles



Learning Together, Learning for Life

Approved by:	School Governors	Date: 10/03/2021
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Contents

1. Aims.....	3
2. Legislation and statutory requirements.....	3
3. Definitions.....	3
4. Bullying.....	4
5. Roles and responsibilities.....	4
6. Pupil code of conduct.....	7
7. Rewards and sanctions.....	7
8. Behaviour management.....	8
9. Pupil transition.....	9
10. Training.....	9
11. Monitoring arrangements.....	10
12. Fixed term and permanent exclusions.....	9
13. Links with other policies.....	10
Appendix 1: written statement of behaviour principles.....	11
Appendix 2: staff training log.....	12
Appendix 3: behaviour log.....	13
Appendix 4: pastoral support programme.....	14

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave** in all situations when pupils are in our care.
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

When managing behaviour in our school we aim to have:

- A restorative approach avoiding rewards and sanctions that engender feelings of shame.
- A primary focus on managing anxiety rather than managing behaviour.
- A clear focus on positive behaviour.
- An approach which is based on all school/setting staff (teaching and non-teaching) being attachment-aware through training and implementation of a whole school/setting approach.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Poor attitude
- Lack of respect towards people or property

Serious misbehaviour is defined as:

- Repeated disregard of the school rules and expectations
- Any form of bullying
- Any unwanted intentional sexual behaviour that causes humiliation, pain, fear or intimidation

- Vandalism
- Inappropriate language
- Theft
- Fighting or deliberate physical aggression
- Racist, sexist, homophobic or discriminatory behaviour

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, sexual gestures, unwanted physical attention, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

What will the school do if bullying is suspected or reported?

The following is a list of actions available to staff depending on the perceived seriousness of the situation. If bullying is suspected/reported:

- A log will be completed by the member of staff who observed or had the incident reported to them, if necessary this will be completed jointly with the child's class teacher. (Appendix 3)
- The head teacher will be informed and behaviour log brought to them.
- A member of staff will talk to and listen to the wronged child, and any witnesses, making sure that the children feel safe to talk.

- The member of staff will talk to the child involved in the bullying behaviour about what has happened, to discover why they became involved. They will make it clear that bullying behaviour is not tolerated at Reed First School.
- The problem will be identified as far as possible and possible solutions agreed.
- Sanctions from this behaviour policy will be applied as appropriate.
- Parents/carers of both the bullied and bullying child will be informed on all matters identified as bullying in an appropriate manner which may include: class teacher informing verbally, letter, phone call, meeting with senior staff or headteacher.
- If the situation is not resolved, then the headteacher, working with the Class Teacher will intervene and a pastoral support plan may be written. (Appendix 4)
- All incidents of bullying will be recorded as such and the number of incidents will be reported to the Governing Board via the Headteacher's termly report. They will be reviewed termly by the Headteacher in order to determine any patterns, effectiveness of policies and actions needed.

Action to be taken to support the victim:

- Environmental changes will be made if necessary – classroom, playground etc. to ensure that child feels more secure. This may include, for example, seating, grouping and coat peg position.
- Staff must communicate with other staff and record, where relevant, any incidents or concerns.
- The situation will continue to be monitored by all staff to ensure no repetition. Children will be observed at break times, lunchtimes and in the classroom.
- Key friends identified by the child will be asked for extra support.
- The child will nominate an adult, or adults, in school whom they trust and feel they can talk to.
- The child and all others involved as witnesses will be made aware of the importance of immediate reporting of any further incidents.
- Parents/carers will be invited into school so that action taken can be shared.

Action to be taken to support the bully:

(type and method of support will depend on individual needs, age and maturity of the child):

- It may be suggested that the children involved meet with the support of their class teachers.
- It will be made clear to the child that their behaviour is unacceptable because of the effect that it is having on the other child.
- The child may be asked what they hoped to gain by their behaviour – if their answer indicates that a need is not being met, then this will be addressed through discussion with parents/carers.
- The child will be reminded that they are responsible for their behaviour choices and there are consequences for negative behaviour choices.
- Sanctions for behaviour may include the removal of breaks, lunchtimes and other sanctions as detailed in this behaviour policy – parents/carers will be informed which sanctions will be used.
- Following the implementation of a pastoral support plan, if the behaviour persists, then outside agency support may be requested to address the needs of the child, after consultation with parents/carers.

What can children do if they are being bullied?

- Tell someone that they can trust – it can be a teacher, a teaching assistant, a member of the lunchtime team, a parent, a friend, or a relative. Generally, it is best to tell an adult they trust straight away. They will get immediate support. Use their trusted 5.
- Use the worry box in class.

Reed First School is a telling school

What can children do if they know someone is being bullied?

- Tell the bully to stop their behaviour and make the right choice
- Tell a trusted adult in school straight away

Role of Parents and Carers

Parents have an important part to play in our anti-bullying policy. We ask parents to:

- Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc.
- If you feel your child may be a victim of bullying behaviour, please inform school. Your complaint will be taken seriously and appropriate action will follow.
- If you feel your child has been bullied by another child, please do not approach that child or the child's parent on the playground, please inform school immediately.

- It is important that you advise your child not to fight back. It can make matters worse!
- Tell your child that it is not their fault that they are being bullied.
- Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.

Sources of further information, support and help

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

Act Against Bullying 0845 230 2560 www.actagainstbullying.com

Advisory Centre for Education (ACE) 0207 704 3370 www.ace-ed.org.uk

Anti-bully www.antibully.org.uk

Anti-Bullying Alliance (ABA) 0207 843 1901 www.anti-bullyingalliance.org.uk

Anti-bullying Network 0131 651 6103 www.antibullying.net

Beatbullying 0845 338 5060 www.beatbullying.org.uk

Bully Free Zone 01204 454 958 www.bullyfreezone.co.uk

Bullying Online 020 7378 1446 www.bullying.co.uk

Childline (helpline for children) 0800 1111 www.childline.org.uk

Kidscape 020 7730 3300 (General enquiry number) 08451 205 204 (Helpline for adults only)

www.kidscape.org.uk

NSPCC 0207 825 2500 www.nspcc.org.uk

Parentline Plus 0808 800 2222 www.parentlineplus.org.uk

5. Roles and responsibilities

5.1 The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The headteacher is responsible for the submitted behaviour logs which will be stored securely in their office. Records will only be passed on to other settings or agencies with the consent of the parents / carers or for the protection of the child.

5.3 Staff

All staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Referring to the pupil code of conduct
- Providing a personalised approach to the specific behavioural needs of particular pupils including listening to all those involved
- Recording behaviour incidents (see appendix 3 for a behaviour log)

These responsibilities cover the whole school day including wrap around care.

The headteacher will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Sign and follow the Home School Agreement.

6. Pupil code of conduct

Pupils are expected to:

- Be calm around school and make good choices
- Show respect to members of staff, visitors and each other
- In class, show that we are ready to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Take responsibility for our wrong choices and listen to advice
- Be an excellent representative of the school at all times

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour may be rewarded with one or more of the following:

- Verbal, written and actions of praise (e.g. a smile or thumbs up)
- House Points
- Post cards home
- Moving along the peg chart
- Notes or phone calls home to parents
- Stickers
- Special responsibilities within class

The school may use one or more of the following sanctions in response to misbehaviour:

- A verbal reminder
- Moving along the peg chart
- Reflection time with a timer
- Expecting work to be completed at break or lunchtime
- Outside game stopped or toy removed if it is the cause of the misbehaviour for those who are misbehaving
- Note, or phone calls home to parents – where possible parents will be informed face to face the same day

The school may use one or more of the following sanctions in response to serious misbehaviour:

- Referring the pupil to the headteacher
- Meeting with parents
- Agreeing a behaviour contract or chart
- Pastoral Support programme written (appendix 4)
- Support from outside agencies such as the North Herts Behavioural unit

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or sporting event including the journey.

7.3 Malicious allegations

Where a pupil makes a false accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display and refer to the pupil code of conduct and their own classroom rules
- Display and refer to our school values
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in each lesson / session
 - Establishing clear routines
 - Modelling expectations of behaviour
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Using rewards and sanctions consistently and fairly

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes in a behaviour support plan for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition 'meet the teacher' meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with regular training on managing behaviour, including part of their induction process. Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing body every 2 years. At each review, the policy will be approved by the headteacher. The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body every 2 years.

12. Fixed-term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. We refer to Hertfordshire Exclusion guidance in any decision to exclude a child from school. The relevant Internet address is:

<http://www.thegrid.org.uk/info/welfare/exclusions.shtml>

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. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, s/he informs 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 exclusion, 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 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 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.

From the 6th day of exclusion, we will provide education for the child on site. The child will work in a room with a teacher and will take breaks and meal times at a different time to the rest of the school.

In line with that guidance, head teachers should, as far as possible, avoid excluding any looked-after child. Where a looked-after child is at risk of either fixed term or permanent exclusion, the designated teacher should contact the relevant authority's VSH as soon as possible so they can help the school decide how to support the child to improve their behaviour and avoid exclusion becoming necessary. Where a child is at risk of a fixed-term or permanent exclusion, the designated teacher, working with the VSH and the child's carers, should consider what additional assessment and support (such as additional help for the classroom teacher or one-to-one therapeutic work) needs to be put in place to address the causes of the child's behaviour and prevent the need for exclusion. The Department for Education's advice for school staff on mental health and behaviour in schools may be helpful.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- E – safety policy
- PSHE policy
- Mental Health and well-being policy

All records and documents are stored in accordance with guidance set out by The Information Management Toolkit for Schools. Further details can be found at the following site:

<https://irms.org.uk/page/SchoolsToolkit>

Records of behaviour and incidents of bullying will be stored securely on site and may be transferred as part of pupil transition to a new setting. Where records do not need to be transferred, they will be destroyed securely in line with our data protection policy.

Appendix 1: written statement of behaviour principles

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils and staff

The exclusions section of the policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

Pupils are helped to take responsibility for their actions

Families are involved in behavioural incidents to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body every two years.

Appendix 2: staff training log

Training received	Date completed	Trainer/training organisation	Trainer's signature	Staff member's signature	Suggested review date

Appendix 3: behaviour log

Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	

Appendix 4: Pastoral Support Programme (PSP)

PASTORAL SUPPORT PROGRAMME

Name	Class	Gender	Ethnic Origin	DOB	Key Stage	EHM/CIN/CP	Review Dates
							Every two weeks (need to be school weeks)
Head	PSP Time Limit	Co-ordinated by	Date of PSP		Start date:		

Strengths	Student Profile
	Areas of Difficulty or Issues

Student Commitment	Parental Commitment
Signed.....	Signed.....
School Support and Strategies	Support from Outside Agencies
signed.....	Signed.....

Student Targets	Achievement Criteria	Strategies to achieve targets	Date
Agreed Motivation			
	Agreed Consequences		