

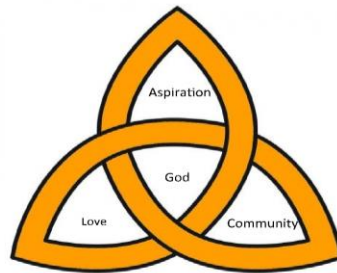
# Behaviour and Anti-Bullying Policy

## Vision

Our vision is that children are nurtured to love learning, love one another and love God.

*'Love learning, love one another, love God.'*

Love the Lord your God with all your heart, soul, mind and strength and love your neighbour as yourself  
(Mark 12)



Policy drafted by: Alison Bateman

Date: January 2020

Reviewed: March 2021

Next review: March 2022

## Behaviour:

At Holy Trinity Church of England Primary School our behavior policy is rooted in Christian Values which underpin the school's life and work. We recognise the value of forgiveness and a fresh start.

### Aims and expectations

- Children and adults feel physically and emotionally safe and develop relationships based on love, truth and respect.
- Staff foster and aspirational and loving environment in which all can feel valued, flourish and fulfil potential
- Children learn to take responsibility for and manage their behaviour. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- There is a consistency of approach in developing and managing behaviour that is the responsibility of all staff and supported by the SLT. We treat all children fairly and apply this behaviour policy in a consistent way. We appreciate that fairness is not about treating all children identically, some children need more support than others.
- The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others.
- The school rewards good behaviour as it believes that this will promote our vision for children to **'Love learning, love one another and love God'** and our values of **aspiration, love and community**. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. Holy Trinity CE Primary School is committed to working together with parents and children to solve any behaviour problems.

### The following strategies are in place to enable the school community to achieve these aims:

Christian Values are explicitly taught through Collective Worship and are reinforced in the classroom and around school.

<b>'Love learning, love one another, love God'.</b>		
<b>Aspiration</b>	<b>Love</b>	<b>Community</b>
<i>We will show this value through:</i>	<i>We will show this value through:</i>	<i>We will show this value through:</i>
Resilience	Compassion	Inclusivity
Creativity	Truth	Friendship
Perseverance	Kindness	Respect
Courage	Forgiveness	Responsibility

## Rewards and Consequences

Both positive and negative behaviour will result in a consequence. Children will be taught to understand that they choose their behaviour.

We praise and reward children for good behaviour in a variety of ways:

- Staff praise children.
- Staff give children stickers and team points
- Each week we nominate children from each junior class to receive an Achievement Certificate for living out our vision to **'Love learning, love one another and love God'** and our values of **Love, Aspiration and Community** in 'Celebration Assembly'.
- The weekly newsletter publishes the names of those children gaining an Values Champion Certificate.
- All classes have an opportunity to lead a class assembly
- Celebration Assemblies also celebrate other achievements both in and out of school, for example, music or swimming certificates.

The school employs a number of sanctions or "consequences", to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons and follow our school rules. Please refer to Appendix 3 for details of sanctions and rewards.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.
  - Good learning behaviour is reinforced in school
  - PSHE (Personal, Social and Health Education) and Relationships Education provide children with the language and forum to discuss behaviour and relationships.
  - The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
  - Occasionally, staff may need to intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. If a member of staff uses restraint they must record the incident on CPOMS.

### The role of the class teacher

- It is the responsibility of the class teacher to promote the school vision and values thus promoting positive behaviour in the classroom and around school.
- It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly, and enforces their classroom rules consistently. The teachers treat all children in their classes with respect and understanding.

- Class teachers will use the 'Zones of Regulation' to support children to manage their emotions and behaviour.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### The role of the head teacher

- It is the responsibility of the head teacher to promote the school vision and values thus promoting positive behaviour in and around school.
- It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.
- The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The head teacher keeps records of all reported serious incidents of misbehaviour that have resulted in lunchtime detentions (Stage 3's) being issued, and reports back to the governors through the Pupils, Parents and Community Committee and the Head teacher's Report to Governors.
- The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child.

### The role of parents/carers

- The school collaborates actively with parents, in the hope that children receive consistent messages about how to behave at home and at school.
- We explain our expectations for behaviour and expect parents to support the school in implementation.
- We expect parents to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher. If these discussions cannot resolve the problem a formal grievance or appeal process can be implemented.

### The role of governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in adhering to these guidelines.
- The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

### Fixed-term and permanent 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, *Improving Behaviour and Attendance: Guidance on Exclusion from School and Pupil Referral Units* (DFE, September 2017).

Only the head teacher (or the deputy head teacher in the head teacher's absence) has the power to exclude a child from school. The head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the head teacher may exclude a child permanently.

If the head teacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The head teacher informs the LA and the governing body about any permanent exclusion, and also about any fixed-term exclusions.

The governing body itself cannot either exclude a child or extend the exclusion period made by the head teacher.

The governing body has a discipline committee which 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 exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.

## Drug and alcohol related incidents

If a child needs medication during the school day the parent or guardian is asked to provide written permission for the medicine to be administered at school.

It is the policy of this school that no child should bring any drug, legal or illegal, to school. Staff may search and confiscate if they suspect a child is carrying a banned item including drugs, alcohol, weapons, tobacco, fireworks, matches, a lighter, pornographic images, stolen items or mobile phones without permission or any item that could be used to commit an offence or is a threat to the health and safety of others.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed. If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the head teacher.

If the offence is repeated the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

### Behaviour out of school

Children travelling to and from school, wearing school uniform, taking part in any school related event or organised activity or otherwise identifiable as a pupil of the school are expected to behave with the same high standards as when they are in school. Their positive contribution to the school reputation beyond school will be acknowledged. Appropriate sanctions as outlined above will be applied where children's behaviour beyond school time or the school gate is unacceptable.

### Monitoring and review

The head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher records those incidents where a child receives a detention for their behaviour.

The head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy regularly. 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.



### Anti Bullying:

## Introduction

Holy Trinity CE Primary School is committed to providing a caring, friendly and safe environment for all members of the school community. Bullying of any type is not acceptable at Holy Trinity School. If and when bullying does occur, all people should be able to tell someone and to know that any incidents will be dealt with promptly, efficiently and effectively.

Everybody has the right to be treated with respect. Those who are the victims of bullying need a supportive environment in which to recuperate. Those who are bullying need to learn different ways of behaving and the school will help them to make these changes.

## What is bullying?

*“Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time, that intentionally hurts or harms.”* Ofsted – HMI 465, published in 2003.

Bullying may take a variety of forms, usually lasting over a period of time. It may be

- Emotional (e.g. excluding someone, not being included, tormenting, hiding things, threatening, making gestures)
- Physical (e.g. punching, kicking, hitting, pinching, biting)
- Racist (racial taunts, graffiti)
- Sexual (unwanted physical contact or sexually abusive remarks)
- Verbal (name-calling, sarcasm, spreading rumours, persistent teasing)
- Intimidation (e.g. interference with personal property, theft, hostile mobile phone or internet messaging)
- Cyber bullying (e.g. use of computer or mobile phones)
- Children with special educational needs or disabilities unable to articulate their experiences and may be being bullied both directly and indirectly about their specific difficulties or disability
- Prejudice against children from the different Traveller communities.
- Antagonistic attitudes towards ‘looked after’ children because of their family circumstances.

## Why is it important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Pupils who are bullying need to learn different ways of behaving. Everybody has the right to be treated with respect.

As a school we aim to have a responsibility to respond promptly and effectively to all issues of bullying and expect parents/carers to support us in this endeavor.

## Objectives

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.

- All governors, teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that bullying will not be tolerated.

### Signs and symptoms (what to look for)

- Being unwilling to go to school
- Feeling ill in the mornings
- Change in their usual routine
- Being frightened of walking to and from school
- Not wanting to go on a public bus
- Begging to be driven to school
- Becoming anxious and withdrawn
- Crying themselves to sleep at night / nightmares
- Truancy
- Beginning to do poorly at school
- Coming home with clothes / books torn
- Having possessions 'go missing' asking for money or stealing money
- Unexplained cuts / bruises
- Coming home hungry (packed lunch stolen)
- Becoming withdrawn, lacking in confidence
- Becoming aggressive and unreasonable
- Bullying other children or siblings
- Giving improbable excuses to any of the above
- Attempted or threatened suicide

### Procedures

- Report any incidents to the designated member of staff
- If parents report / mention any of the above, all adults must pass this knowledge to the Head teacher or Deputy Head teacher. The Head / Deputy will record and respond to all reports of bullying and monitor the outcomes.
- The bullying behaviour or threats of bullying must be investigated and bullying stopped quickly. Statements must be taken from all involved in this behaviour.
- Parents will be contacted where there is any bullying behaviour.
- All attempts will be made to help the bully change his/her behaviour.

### Outcomes

- The bully will be asked to genuinely apologise. Parents will be informed of the incident.
- In serious cases, fixed term or permanent exclusion will be considered. If this occurs the Exclusions governor and the LA Social Inclusion Team must be advised of the school's action.



- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

## Prevention

A positive anti-bullying ethos is at the centre of Holy Trinity CE School, with a focus on equality of opportunity, harmony and positive attitudes to diversity. A variety of methods will be used to help children prevent bullying, including

- Assemblies devoted to the issues of bullying
- Class behaviour rules
- Reading stories about bullying or having them read in class or school assembly
- Role playing
- Children to know that they can talk to any adult in the school about worries or concerns that they have
- The head teacher and the Inclusion Manager are always available if staff want to discuss any concerns they have related to suspected bullying incidents or how to deal with them
- All parents to know that there is a copy of the behaviour and anti-bullying policy available on the school website. A paper copy will be available from the school office.

## Legal Context

### The Schools Standards and Framework Act 1998 and Circular 10/99 Social Inclusion:

As noted in the introduction to this booklet, the School Standards and Framework Act 1998 requires that all schools put measures in place to prevent all forms of bullying among pupils. Governing bodies should review this policy annually. The DfE further developed this in Circular 10/99 which states that ***“Head teachers should put in place effective strategies against bullying which are developed and put into effect by everyone in the school, including pupils”***.

### Children Act (2006)

Failure to prevent bullying may be in breach of the provisions of the Children Act firstly, by failing to safeguard and promote the welfare of the child and secondly, by failing to take action which will protect the child from harm.

### Human Rights Act (1998)

The implications of the provisions of this act have yet to be fully tested in law. Two articles, however, may have some relevance. Article 3 on the ‘Prohibition of Torture’ could be used if a school, once notified of an incident, takes little or no action to deal with bullying. Article 3 provides a ‘right to an effective education’ which may be used if a child is unable to attend school because of bullying.

### Race Relations Acts (1976) and (2000)

The Race Relations Act makes discrimination on racial grounds unlawful. Racial grounds in terms of the law, includes race, colour, nationality, citizenship and ethnic or national origin. The law puts a duty on LAs and schools to eliminate unlawful racial discrimination promote equality of opportunities and encourage good race relations.

The Stephen Lawrence report (1999) recommended the recording and reporting of racist incidents. Further advice is available from the Richmond upon Thames Ethnic Minority and Traveller Achievement Service.

Racist incidents are defined as “any incident which is perceived to be racist by the victim or any other person”. Training is available from the LA on dealing with racist incidents in school. Schools should note that

they should have in place an equality policy and action plan which could include, if appropriate, a section on racist bullying.

## Resources:

There are many books and plays that provide an opportunity to discuss themes around bullying. For example “Kes” by Barry Hines - which is also a film directed by Ken Loach, old fairy or folk tales such as “Cinderella” and many more. Childline recommends the following books which specifically address bullying:

### Fluent Readers

‘The Camera Obscura’ by Hugh Scott	published by Walker
‘Bully’ by Yvonne Coppard	published by Red Fox
‘Bullies Don’t Hurt’ by Anthony Masters	published by Puffin
‘The Bailey Game’ by Celia Rees	published by Piper
‘Bad Girls’ by Jacqueline Wilson	published by Double Day
‘The Nubbler’ by Pam Ayers	published by Orion

### Younger Readers

‘Bully’ by David Hughes	published by Walker
‘Taking the Cat’s Way Home’ by Jan Mark	published by Walker
‘Beat the Bullies’ by Michelle Elliot	published by Macmillan
‘The Angel of Nitshill Road’ by Anne Fine	published by Macmillan

## Transition to secondary school

Moving to a new school can be a worrying time for pupils and sometimes quite negative stories or rumours spread around amongst children in Year 6 about what might/could happen in Year 7. In Year 7, lots of children from many different schools are brought together and this can for some be a very difficult experience – relationships are formed and some are broken and pupils can become quite isolated. At Holy Trinity CE Primary School we take advantage of all the opportunities made available by our local state secondary schools. These involve;

- Visits by key staff to feeder primary schools to obtain key information, take assemblies and lessons (such as English, maths, etc), identify vulnerable pupils.
- Visits by pupils to secondary schools in the summer term for full school days, induction and other activities.
- Curriculum activities about the transition experience, preventing and challenging bullying.

## Children new to school

In a similar way, children who arrive in school at non-standard times need to have a supportive structure in place to induct them positively into the school. Moving schools can be an unsettling experience as has already been mentioned and particularly so when you are the only one doing it at that particular time. These children can also be vulnerable because they may:

- Be at the early stages of acquiring English
- Have moved from another part of the country and have a regional accent
- Be asylum seekers or refugees
- They may be children from specialist provision being reintegrated into your school

- Be from Traveller communities
- Have had “difficult” experiences in their previous school or been permanently excluded

Many children from these groups will settle quickly and well into school of course. At Holy Trinity CE Primary School we ensure that these children,

- Have the rules and expectations are clearly explained
- Are assigned children who will ensure that they have someone to play with at playtime.
- Are expected by their class teacher, although this may sometimes only be with a day’s notice.

## Appendix 1

### Suggestions for teachers and support staff

---

- Tell the children that any form of bullying is *not* tolerated in the school. Everyone is expected to ensure that it does not happen and has the responsibility to tell – this is not telling tales.
- In class, ensure that the children discuss bullying – what it is, what can be done etc.
- Draw up a class code of conduct.
- In Circle Time, allow the children to discuss ways to help any bullies to become part of the group.
- If bullying is happening, find out the facts, talk to bullies and victims individually.
- If appropriate break up the group dynamics by assigning places. (Most bullying groups have a leader, with other children being frightened of not bullying.)
- Differences should be acceptable and never a cause for bullying.

## Playground

- Ensure that rules are known and understood.
- Deal with bullying and intimidation immediately.
- Have different parts of the playground set out for different games, quiet activities etc.
- All members of staff to have clear procedures to report incidents
- **All members of staff have a role in monitoring children's behaviour.** Staff should inform and liaise with one another if a problem arises.
- Any instances of bullying to be recorded on CPOMS, so that behaviour can be monitored

## Appendix 2



## Behaviour statement

At Holy Trinity CE Primary School we believe all pupils have the right to a positive experience of school life in a happy and safe environment. All adults and children should try to make school a happy place to be, where everyone feels valued, respected, and able to learn.

### We aim:

- To reinforce a sense of community through shared responsibility
- To make an inclusive public statement - created for and by parents, staff, governors and children
- To make everything clear for everyone
- To ensure a consistent approach and clear boundaries and so give a sense of security to all
- To provide a clear point of reference so that all members of the school community know where to find this important information
- Have clear boundaries so that everyone knows how to succeed
- Operate within an open and fair system that everyone can experience
- Make clear it is behaviour we may sometimes disapprove of – not the child.
- Make clear that everyone can and does make good choices
- Develop self-esteem by enabling everyone to make good choices

### Children will:

- Understand what is appropriate
- Understand the difference between right and wrong and how this may change in different settings
- Develop a sense of responsibility and to make positive choices
- Have a sense of achievement
- Observe that actions have consequences for themselves and others

### Staff will:

- Feel secure in dealing with incidents
- Understand the systems in place and how to use them
- Provide consistency so that all staff deal with incidents in the same way

### Parents will:

- Know how the school will deal with any incident involving their child
- Understand how they can support the school in working with their child
- Be informed of the process of behaviour management relating to their child

## Values and Core Expectations

We have a Vision and set of Values that underpin all that we say and do:

<b>'Love learning, love one another, love God'</b>		
<b>Aspiration</b>	<b>Love</b>	<b>Community</b>
<i>We will show this value through:</i>	<i>We will show this value through:</i>	<i>We will show this value through:</i>
Resilience	Compassion	Inclusivity
Creativity	Truth	Friendship
Perseverance	Kindness	Respect
Courage	Forgiveness	Responsibility

This includes a set of Core Expectations that apply equally to adults and children, at all times, including travelling to and from school or when on a journey or trip during school time.

- Be polite
- Use kind words and polite language at all times – never use swear words or name calling
- Open doors for others
- Show consideration for others
- People's right to hold their beliefs and opinions will be respected
- Others will never knowingly be put down
- Respect the school environment and others' property
- Attend school at the right times every day unless too poorly to be away from home
- Follow the dress code
- Listen to others
- Show respect for the differences and similarities in people
- Always do your best
- Be truthful but kind
- Co-operate
- Always put litter in a bin as soon as you can

## Rules around the school

### In the lunch hall

- Put your hand up to ask something
- Talk quietly and only to the people close to you

### In the playground

- Play together without play fighting – use only kind hands, kind feet and kind words
- If you are using the adventure or climbing frame don't run or play 'it' games – they can be dangerous
- Follow the rotas
- Ask an adult if you want to go in for any reason
- Don't retaliate – get help if you need it
- Stand still and be silent when the whistle blows

### In the classroom

- Put your hand up if you want to speak

- Complete home learning on time
- Enter and leave calmly and quietly
- Ask if you need to leave the room
- Tuck chairs in and leave the classroom tidy

### **Worship and Assembly**

- Walk in and out silently
- Worship/Assembly is a silent time. Only speak if asked to
- Put up your hand if you wish to speak

### **Wet Play Times**

- Use only the games provided. Leave games as you found them
- Ask an adult if you wish to leave the room
- Balls are not allowed

### **Shared areas - corridors etc**

- Always walk
- Use only quiet voices
- Ask if you want to use the computers or other equipment
- Put things away and leave all areas tidy
- Keep the displays attractive and cared for

**In order to reinforce our expectations and rules we have a system of rewards in place. Children sticking to the rules will be regularly and consistently rewarded by:**

### **Foundation Stage**

- Thumbs up
- Smiley face stamp
- Verbal praise

### **KS1**

- Verbal and non-verbal signs
- Thumbs up
- Sticker charts
- Good manners commented on
- Star of the day
- Sent to share achievements with senior staff
- Good news shared with parents
- Weekly Values Champion Certificates

### **KS2**

- Use of verbal and non-verbal signs
- Team points
- Star of the Day
- Weekly Values Champion Certificates
- Individual class rewards

- Sent to share achievements with senior staff
- Good news shared with parents

### **Certificates**

Each KS2 teacher will give 2 Values Champions certificates a week. These certificates are for demonstrating our school values of Aspiration, Love and Community. The names of the children receiving these will be published in the school newsletter.

### **Team points**

These will be given out each week and announced in the Celebration Assembly.

**If pupils choose to break the code we will take the following sanctions with a clear explanation of choices and consequences at each stage:**

### **Foundation Stage staff**

- Children are given two explanations/chances and on the third occasion children have time out “on the stop and think stop (the stop, spot)”.

### **KS1**

- Verbal warning
- Name discretely recorded
- Miss up to 10 minutes of play, which can be “earned back”
- Sent to KS1 co-coordinator
- Sent to deputy/head teacher
- More serious incidents will be dealt with by senior staff and parents/guardians will be contacted and may be required to attend a meeting at school. This may include fixed term exclusions or permanent exclusions in extreme circumstances
- Further action may be necessary and this will be discussed between the head teacher and parents

### **KS2**

- Verbal warning
- Follow the stages from 1 to 5
- Serious incidents will be dealt with by senior staff and parents/guardians will be contacted and may be required to attend a meeting at school
- Further action may be necessary and this will be discussed between the head teacher and parents

### **Detention**

A detention (“stage 3”) means that the child will not be able to sit or play with their friends at lunchtime and will be supervised by a senior member of staff.

### **Reasonable Force**

For a very small minority of pupils, the use of restrictive physical interventions may be needed and used. (See Appendix 6)

***We look forward to working in partnership with parents/carers to ensure that our children have high standards of behaviour that will enable them and others to learn and flourish.***



## Appendix 3



## Behaviour choices and consequences

Everyone in our school has the right:

To feel happy and secure

To learn

To be respected

### Stage 1

**Choice** - Calling out, talking, fiddling, swinging on a chair, distracting others (unintentionally) etc.

**Consequence** - A reminder from teacher, LSA or TA, including a brief explanation of why the behaviour is not ok.

### Stage 2

**Choice** - Not following instructions the first time, deliberate distraction of others, wasting time, not being school ready (ie no book bag, reading diary, reading book, spelling book, home learning (after a warning), PE kit, school uniform). Intentional calling out, fiddling, swinging on chair (ie after a reminder).

**Consequence** - Break time time-out for 10 minutes (leaving 5 minutes for run around and toilet break). Child may be asked to complete a Reflection Sheet (Appendix 5)

### Stage 3

**Choice** - Defiance, swearing, any insulting behaviour or any behaviour that could be seen as racist, lying, graffiti, hurting anyone, throwing anything, destruction of school property

**Consequence** - Lunchtime detention. Child will be asked to complete a Reflection Sheet (Appendix 5)

### Stage 4

**Choice** - Putting others in danger, insulting staff, deliberate racism, physical attack, repeated serious behaviour etc There is no list of set behaviours for which a pupil can and cannot be excluded, and the decision to exclude lies with the head teacher. Head teachers can exclude a pupil because their behaviour violates the school's behaviour policy, for repeatedly disobeying academic instructions or for behaviour outside of school.

**Consequence** - Fixed term exclusion – to be decided by head teacher and deputy and or inclusion manager

### Stage 5

Permanent exclusion – to be decided with governing body in consultation with the Local Authority

**Parents to be informed about any Stage Three consequences and above**

## Appendix 4



**‘Love learning, love one another, love God’**

## REFLECTION SHEET

<b>Name</b>	<b>Class</b>	<b>Date</b>
-------------	--------------	-------------

Which of our values have you not shown?

<b>Aspiration</b>	<b>Love</b>	<b>Community</b>
<i>We will show this value through:</i>	<i>We will show this value through:</i>	<i>We will show this value through:</i>
Resilience	Compassion	Inclusivity
Creativity	Truth	Friendship
Perseverance	Kindness	Respect
Courage	Forgiveness	Responsibility

What could you have done differently?

What will you do to put things right?

## Appendix 5

**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?**

- 1) All members of school staff have a legal power to use reasonable force<sup>2</sup>. 2 Section 93, Education and Inspections Act 2006
- 2) This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

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

- 1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- 2) In a school, force is used for two main purposes – to control pupils or to restrain them.
- 3) 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.
- 4) 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