



Kind, Respectful, Safe

BEHAVIOUR AND ANTI BULLYING POLICY

Article 3: The best interests of a child must be a top priority in all things that affect pupils. **Article 28:** Every child has the right to an education. **Article 29:** Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. **Article 30:** Every child has the right to learn and use the language, customs and religion of their family. **Article 31:** Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Date policy last reviewed:	September 2021
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Signed by:

Karen Symons	Headteacher	Date: 21/02/2022
Mark Taylorson	Chair of Local School Committee	Date: 21/02/2022



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1. Rights and Responsibilities

Rights

Clara Grant is a Rights Respecting School.

The Rights Respecting Schools Award recognises achievement in putting the UN Convention on the Rights of the Child at the heart of a school. A rights-respecting school models rights and respect in all its relationships: between teachers and pupils, between adults, and between pupils. A rights respecting school is a community where children's rights are learned, taught, practised, respected, protected and promoted. Replace with: We have achieved the Bronze Award of RRS accreditation and are working towards our Silver Award. The School Council has been consulting classmates on our new 'rights respecting charter', we have appointed focus groups from the children to look at particular issues, and we are working on ways to improve pupil voice.

Pupils have the right to be safe and cared for in school; to have a good quality diet; to receive a good education; to be able to rest and play, as well as work, in school; to be able to think freely and hold their own opinions; to believe in whatever they do and be able to celebrate their own culture; to be able to find out about what is happening in the world through the internet and other sources; to be protected from potential danger and neglect; to be able to express their views and take others' views into account fairly.

Staff have the right to be treated respectfully by children, parents and colleagues; and to be able to teach without unnecessary interruption; and to be able to maintain a good work/life balance.

Parents have the right to be sure that their children are treated fairly and with respect; to know that their children are safe; to be able to raise concerns with staff and be told when there are difficulties.

Responsibilities

Pupils have a responsibility to treat others with consideration and respect; to listen when it is others' turn to talk; to follow instruction from teachers and other staff; to sort out problems without making matters worse; to ask for help if needed; to let others learn.

Staff have a responsibility to create a safe and stimulating environment in which children can learn and play; to treat children with consistency and respect; to treat parents with consideration, keep them informed, and talk to senior staff if there is a problem; to follow school policies and procedures; to work supportively with other staff.

Parents have a responsibility to get their children to school on time, ready to work; to inform school of anything that affects their children; to treat other

people's children with respect and to tell staff if they are unhappy with them; to tell the teachers if their child is being upset; to support school arrangements over particular matters (e.g. swimming); to treat school staff with consideration.

2. Encouraging Desired Behaviour.

We expect our children to behave calmly and rationally, to be caring of others' feelings, to work to the best of their ability, to share, to treat other people's property with respect, and to learn how to solve difficulties without being aggressive. We recognise that for most of the time, most of our children do work and behave well. However, we cannot expect this behaviour as a right: emotional maturity needs to be modelled and taught. Furthermore, we need to do this in a consistent way, so that children do not receive confused signals from the adults in school, so that they feel able to approach all adults, not just members of staff they perceive to be 'fair' or who 'will do something'. Staff have identified the following strategies as ways of encouraging desired behaviour:

Lead by example. Act as a role model for the behaviours we want to see. Pupils learn more from how we treat them than from what we tell them to do. The way conflict is sorted out is particularly important – a calm objective approach will yield far more in the long term than an exasperated, angry one.

Create dialogue. Build opportunities for the discussion of feelings and problems into your routines. Involve the children in drawing up positive class and playground rules; review them together; create a group atmosphere in class which encourages them to talk about issues which concern them; give them a say in building the behaviours we all find acceptable. Ask groups to discuss the problem together and come back to you with a solution – or give them some possible sanctions for the offending behaviour and ask them to decide what is fair before you make the final decision. Let them write about the problem if they need anonymity or if you need to gather their version of the 'truth'. Give perpetrators time to reflect on their behaviour and discuss with them what should happen next.

Use empathic/reflective language. Speak to children in a way which shows that you are trying to understand their feelings or acknowledges their feelings. E.g. '**I can see** that you are feeling left out', '**I wonder if** you are upset' This both shows children that you are trying to understand how they are feeling and teaches them emotional vocabulary that they may not have. Think about using 'I wonder' when asking about behaviour e.g. '**I wonder why** you are out of your chair', '**I wonder if** you need help'.

Praise appropriate behaviours more than you criticise inappropriate ones. Highlight the good role models in the class.

Build positive relationships with your children; express interest in what they have to say.

Use incentives which encourage a virtuous cycle of behaviour – stickers, class teams, monitors, traffic lights, a weekly reward etc.

Allow children to share their achievements with other adults or classes around the school.

Be objective. Criticise the behaviour, not the child.

Participate in the school routines that highlight success.

Enforce school values, procedures and consequences for poor behaviour regularly. Remember it is the certainty of consequences, rather than the severity, that is most effective; so be consistent.

Promote empathy in the children by asking for their opinions on stories or events that arise from the curriculum or current events.

Seek support from colleagues if you feel you have really “reached the end”!

Playground staff:

Go out of your way to note children’s good behaviour to them.

Try to stay positive, even under pressure!

If something goes wrong with a child, try matching them to a chosen adult with whom they have a positive relationship.

The consideration of these strategies has led to the formulation of our school rules.

3. Dealing with inappropriate behaviour (see Appendix 2).

Children need to grow towards self-regulation. They need to become aware that their actions carry either positive or negative consequences. Good behaviour management is more about the teacher using positive strategies rather than over reliance on negative or punitive ones. Simply punishing every act of indiscipline can turn relatively minor ‘naughtiness’ into outright defiance in some children and breed real problems for the teacher. On the other hand, no classroom would run smoothly if the children felt there were no sanctions for anti-social behaviour. So there needs to be a clear sense of what is acceptable and what is not, and the judicious use of negative consequences plays a part in this balanced approach. In order to achieve an objective and mutually supportive approach when applying sanctions, staff have identified 3 levels of inappropriate behaviour, and the type of consequences which should be used.

Be aware that if a child is in a heightened emotional state (e.g. very angry or upset) that it will take time (15 – 20 mins) for stress hormones to dissipate &

for them to come out of 'fight, flight or flop' mode. If at all possible give children time to calm down before attempting to deal with issues. If they are in immediate danger use simple language to remove them from the situation. It may also be worth asking someone else to speak to them if you yourself are in 'fight, flight or flop' mode!

In general, negative consequences should be appropriate, consistent, staged, and objectively applied. The behaviour should be criticised, not the child; s/he should feel that s/he has offended the class community with their behaviour, and that what follows is an agreed and inevitable consequence.

Clearly, staff should use professional discretion based on the nature and circumstances of the child and the frequency of the disruption. The guiding principle should be that we do not want to arrive at serious consequences too quickly, for they are likely to be counterproductive unless the child has been given opportunities to amend their behaviour and praised when they have done so. Finding time and energy to counsel children is a difficult, often exhausting, yet central way of modifying behaviour. The regular use of level 2 strategies should only occur with a minority of children. Regular use of level 3 strategies indicates a special need and a behaviour plan to be drawn up.

4. Anti-Bullying.

Bullying will not be tolerated at this school. Our school is made up of a culturally diverse population, all of whom are entitled to a safe, high quality education. Tolerance of bullying and intimidation damages our community, whether it occurs between children, adults and children, or adults and adults. Every person here should be free of intimidation or bullying. Whether it arises from intolerance towards race, ethnicity, disability, gender and sexual orientation, it will be rigorously addressed.

Definition of Bullying Behaviour

Both friendship problems and bullying behaviour can be upsetting and unpleasant, but it is important to differentiate between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

Friendship problems may be an occasional incident where both children disagree and find it difficult to resolve their disagreement without adult help. It's unlikely to be repeated behaviour and may even be accidental, where both children make an effort to resolve the problem. However, we recognise that repeated friendship problems can sometimes lead to bullying.

Bullying behaviour is defined as:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can happen face to face or through cyberspace"

Anti bullying Alliance2014

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

Bullying can take many forms:

- Physical bullying (hitting, punching, finger jabbing, any inappropriate touching, sexual harassment,, pinching, jostling, .breaking or taking property)
- Verbal bullying (name calling, put downs, threats, teasing, ridiculing, belittling, name calling, excessive criticism or sarcasm.)
- Indirect bullying (rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass, withholding friendship or affection.)
- Cyber bullying – see below.

What is cyberbullying?

Cyberbullying is any form of bullying that is carried out through the use of electronic media devices, such as a computer, laptops, smartphones, tablets, or gaming consoles.

Cyberbullying can take many forms and bullying online can often start in a school and then progress online or start online and influence behaviour in school. Whilst most incidents occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:

- Posting prejudice/hate messages
- Hacking into someone's accounts/sites
- Impersonating someone online
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

What is prejudice based bullying?

Some bullying is done because a child is deemed to belong to a certain group. This has been labelled 'prejudice based bullying', and includes homophobic bullying, racist bullying, sexual or gender bullying, and bullying of students with learning or other disabilities.

The Equality Act 2010 introduced a public sector equality duty. All schools have due regard to need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

At Clara Grant we are working towards creating a culture where prejudice and hatred is not accepted. Racist, homophobic, biphobic, transphobic and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Bullying can take place between:

- Young people
- Young people and staff
- Between staff
- Individuals and groups

Who is bullied?

Anybody could be subject to bullying at any time in their life. It is not only something that affects children.

A person is bullied when, either as an individual or part of a group, she or he suffers in any way from the direct result of intentional and persistent harassment and/or victimisation by another individual or group.

A person who has been bullied may commonly find it difficult to combat victim behaviour or report their experiences to those who may be able to help them.

Children and young people who are at most increased risk of being the victims or perpetrators of bullying are those who:

- are in foster care or residential homes (looked after children)
- have an Education, health and care plan
- have specific special educational needs
- have a disability or impairment
- are from minority ethnic backgrounds
- are refugees or asylum seekers
- start a school or activity group mid term
- are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender
- speak a first language other than English
- are young carers
- have suffered bereavement
- have suffered domestic violence
- have experienced physical or emotional trauma
- have a parent that was a victim of bullying.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Becomes withdrawn anxious, or lacking in confidence
- Starts stuttering

- Attempts or threatens self-harm
- Cries themselves to sleep at night or has nightmares/bedwetting
- Regularly feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions go “missing”
- Has unexplained cuts or bruises
- Becomes unreasonable when dealing with school issues
- Stops eating
- Is frightened to say what’s wrong
- Gives improbable excuses for any of the above

All reported incidents are recorded and logged on CPOMS by the staff member investigating it.

- We counsel victims of bullying to 'tell' - any trusted adult or friend - rather than to suffer in silence.
- We support the victim by investigating the incident and calling on the witness of other children, by asking them to problem solve the situation with peers, or by punishing bullies who continue despite warnings.
- We support the bully by providing clear expectations of their behaviour, giving them chances to amend their behaviour, discussing in confidence the reasons behind their behaviour, and offering learning mentor support if needed.
- We involve parents in the process if we feel there are important issues they should know about, or to ask them directly for support in helping change a pattern of behaviour.
- Our Learning Mentor identifies, with class teachers, children at risk and works with them: she calls and attends meetings about concerned individuals at Y6/7 transition, liaising with Secondary colleagues; she visits Y2 classes towards the end of term in order to help prepare them for life in KS2. She also works with the parents of vulnerable children and various outreach agencies.

We use a PSHE curriculum which provides for systematic discussion of emotional and citizenship matters with the children. There are special assemblies during anti-bullying week and we invite a theatre group regularly who perform plays on an anti-bullying theme.

We also provide access to parents for support groups, translation services and consultation with community representatives on a 'when needed' basis; and we advise parents on external agencies which may be of use to them if

the problem is particularly acute. Please see the Head Teacher or a member of SLT if a parent needs particular support and you need advice.

As well as staff recording issues of bullying and name calling using CPOMS, we have a daily secure online staff bulletin to alert staff to particular issues with bullying or safeguarding. Teachers may seek support from or inform colleagues of situations involving individuals or groups from their class. We have a number of senior and long standing members of staff who have evolved our practice over several years, and who actively induct new members of staff into our ethos and support procedures as they join the school.

At Clara Grant we strive to promote an atmosphere of openness and trust between adults and children, so that children feel that they have a voice and the support of peers when bullying occurs.

Children are encouraged to report any negative behaviour, even if they are not sure whether it is bullying. They can do this through:

- Speaking to their teacher/TA/Midday Meals Supervisor (if it's at lunchtime) or any member of support staff
- Speaking to a parent/other adult who then may contact the school in any of the ways listed.
- Speaking to their School Council rep
- Speaking to our Learning Mentor Jayshree

Parents are also welcome to discuss any bullying concerns. Their first port of call should be the child's Class Teacher. If this is not possible, then to the Assistant or Deputy Head teacher responsible for the phase.

Early Years	Anthony Leete
KS 1	Liezel Du Plooy
Yr 3/4	Heilandi Jansen
Yr 5/6	Rosetta Robinson

5. Safeguarding Folders

The Safeguarding Folder is an A4 plastic wallet with transparent dividers. It contains important information for teachers and paper based forms to record concerns. We use CPOMS to record and analyse any behaviour and safeguarding concerns but this is a backup system in case of a power failure or a system failure for example. It is a crucial part of safeguarding.

The Head teacher provides the Local School Committee with details of internal exclusions ("Time Outs") and discriminatory incidents, and CPOMS is the mechanism by which this information is gathered.

The Folder contains:

1. Child Protection Line contact details.
2. CP Flow Chart.
3. School Charter.

4. Instructions on how to log a behaviour incident
5. Body Map.
6. Body Map guidance and advice on how to react to a disclosure.
7. Safeguarding reporting sheets to be used if CPOMS fails.
8. 'Time Out' sheets.
9. Referral form for the Parental Support Worker.
10. Referral form for the Learning Mentor.

Logging behaviour and any concerns on CPOMS puts us in a strong position if we talk to parents who insist that their child's behaviour is not a concern. It can also be illuminating for future teachers.

6. Monitoring Pupil Behaviour

The Head Teacher and SLT have oversight for monitoring pupil behaviour throughout the school. Data is chiefly gathered from CPOMS and time out sheets. Using this information, the Head Teacher can determine:

- The number of internal exclusions that happen throughout the school;
- The number of children referred for restoration sessions;
- The types and frequencies of behaviour leading to these sanctions;
- Whether particular groups of pupils are more at risk of sanctions than others;
- The numbers of perpetrators and victims involved in discriminatory bullying;

And ultimately:-

- Whether our procedures and practices need reviewing

The Head Teacher reports to the Local School Committee through the Head's Report

7. School Council

As a Rights Respecting School, our new SMART School Council, set up in September 2020, hopes to give all of our children a voice and be as child-led as possible. It provides a framework that maximises children's participation and through which children can suggest, discuss and implement changes and issues in the school that affect them.

A class assembly session will take place every Wednesday for Years 1-6, where the whole class discuss, answer and feedback on a question that has been put to the whole-school. Our Communications Team, made up of children from Upper Key Stage 2, will then meet with the lead to discuss the results of these class meetings, decide future class meeting questions and feedback to SLT. In response to this, our Action Teams (for which any

enthusiastic pupil, regardless of age, can volunteer) will then decide how they might work together to enact change.

8. The School Reward System

Each child in the school has a sticker card with 60 spaces. They collect different stickers from their teachers for a variety of reasons. When they reach 20 stickers, their teacher gives them a bronze award card. When they reach 40, the Deputy Head Teacher gives them a silver card and a small prize. When the card is full, the Head Teacher gives them a gold card and a larger prize.

9. Staff Support Procedures

This section deals with what staff expect of each other in terms of support.

1. What do teachers expect from Senior Management?

- To respond immediately to urgent situations.
- To support teachers in matters of internal discipline by taking the issue or incident seriously, by making the time to deal appropriately with situations, and by ensuring the child, once referred, knows how serious the incident is.
- To feedback to the concerned teacher about their discussions with the child and/or parents.
- To liaise with the teacher about subsequent steps to be taken.
- To become involved if relations with parents are, or have become, problematic.
- To abide by agreements mentioned in this Policy.
- To participate in agreed 'time out' arrangements.

2. What does Senior Management expect from teachers?

- To encourage good behaviour using the positive means mentioned above, and abide by other arrangements mentioned in this Policy.
- To maintain a dialogue with parents about the conduct of their children, or seek support from senior teachers if this is, or has become, problematic.
- To maintain a log of incidents on CPOMS
- To liaise with lunchtime staff about the behaviour of their children if necessary. Lunchtime and other support staff should report any noteworthy incidents outside class to the teacher concerned using the first aid/incident form/CPOMS
- To participate in agreed 'time out' arrangements.

10. Arrangements for Supply Teachers.

For a known absence, you should make alternative arrangements for a child you feel will not be able to cope with an unfamiliar adult (agreed with another teacher beforehand). Alternatively, if you have a support adult in class, they

should be targeted to support the problematic child(ren). Please mention any special arrangements in your planning notes to the supply. The supply teacher will be supported in the normal way by the HT/ SLT member, who will discuss any issues with the supply if necessary, and indicate support procedures.

11. Detention.

The latest Department for Education guidance on school detention (April 2012) states that:

- Teachers have a legal power to put pupils aged under 18 in detention.
- Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.
- The Head teacher can decide which members of staff can put pupils in detention.
- Parental consent is not required for detentions.
- Staff must act reasonably when imposing a detention. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

What the Local School Committee have decided: -

At Clara Grant, there is a Restoration session for children. Certain behaviours such as those described above as “more serious” behaviours, are dealt with here. The children are asked to reflect on their behaviour and/ or restorative practice is used.

- After school detentions are thought to be inappropriate.
- Class teachers may keep children in at any play or lunch time to discuss behaviour or to complete their work.

12. Summary.

We at Clara Grant recognise that the vast majority of our children are well behaved and work hard. We recognise that we have to teach and model for our children the kinds of behaviour that will allow our community to continue to develop positively. We value the good relations we have with the parents of our children, and appreciate that the school will continue to flourish, and standards continue to improve, if this two-way partnership is nurtured.

We recognise the need for support arrangements and procedures that will allow us to respond effectively when difficulties arise. We recognise the distinction between the majority of our children able to learn the boundaries of normal behaviour, and those children who need nurture, special support and careful handling. We appreciate that there are no easy solutions to a regularly disruptive child, and that we need to engage in a process which combines consultation with parents and patient counselling of the child. We consider that this process also involves the objective application of agreed consequences, discussion with the child and each other, and giving ‘chances’. We recognise that despite our best efforts, we may not always meet with

success, and that we are duty bound to call on external agencies when necessary.

APPENDIX 1

Clara Grant Primary School is a Rights Respecting School. We put the UN Convention on the Rights of the Child (CRC) at the heart of our ethos and culture, in order to improve children's wellbeing.

Our *Rights Respecting* School Charter



You must:

- respect the rights of the other children and adults at Clara Grant (Article 2)

You have the right to:

- 1) be heard and for adults to do what's best for you (Article 3,12)
- 2) be safe (Article 19)
- 3) a good education (Article 17, 28, 29)
- 4) play and rest (Article 15, 27)
- 5) healthy food and clean drinking water (Article 24)

This was written by the children from the 2019-20 Clara Grant Rights Respecting Steering Committee.

APPENDIX 2 – Procedures for inappropriate behaviour.

Level 1 behaviours are minor behaviours dealt with by normal classroom/playground management. They include:

Interfering with/annoying other children; using equipment inappropriately; calling out in class; coming off task at inappropriate times; inattention; bringing in sweets, toys etc. without prior permission; teasing and “cussing”; pushing and poking; lining up noisily; repeatedly asking to leave the room; running around the building, or into the building from the playground; rude comments about others; delivering inappropriate messages from one child to another.

Interventions include:

- Use eye contact, indicate correct behaviour, use signals to make your point.
- Say the child’s name; reseat the child; ignore persistent minor attention seeking; ask the class why the behaviour is unfair;
- Require affected children to discuss the incident together and report back to you.
- Look after inappropriate possessions until home time.
- Revisit positive strategies (above).
- Ask the child to apologise and to suggest how they can put the matter right.
- With larger groups, use silence, counting and other agreed signals to gain attention.
- Use distraction techniques (egg. humour, as opposed to sarcasm) as a way of defusing a situation.
- Always tell affected children to report to you rather than take ‘revenge’.

Playground staff can use some of these strategies, but also:

- Discuss the issue with the child – how do they think the victim feels?
- For minor one off irritations, suggest the child could try ignoring/walking away.
- Hold the hand of the child for a set period.

Please refer to Appendix 7 ‘Restorative Chat’

Level 2 behaviours involve sanctions by the teacher/playground staff. They include:

Repetitions of Level 1 behaviours; hitting; pinching; swearing; name calling; hiding under tables; running away when called; refusing to share school equipment; minor theft; lying; throwing things. Playground staff have identified play fighting; kicking; provoking others to fight; encouraging “ganging up”; repetitive taunting or “cussing”.

Interventions include:

Counsel the child, during playtime/assembly time, or straight away if you have adult support. Ask them to explain why they did what they did, in written form if necessary. **Please refer to Appendix 7 ‘Restorative Chat’**

- Make clear what the consequence will be if they repeat the action (egg. kept in for some or all of their playtime; informing parents; informing senior staff). Require an apology to the injured party, and ask them if they accept the apology.
- Log the incident onto CPOMS
- Use a whole class warning system (egg. a green/amber/red traffic light system), so the child has the opportunity, and a visual reminder that they need to make amends. Allow a 'way back' if the child is making an effort.
- Move the child to an isolated location if space in your classroom allows – they have to earn the right to rejoin the group.
- Remind them to always tell an adult if they feel aggrieved, rather than take direct action.
- Tell parents informally. Ask them to talk to their child, even to come in for a few sessions if you feel comfortable with the teacher/parent relationship.
- Ask a senior teacher to talk to the child and report back.
- Refer the child for a Restorative session (see below).
- Seek informal support and ideas from colleagues, or more formal support from the Phase Coordinator, AHTs and/or SENCO. Use a teaching "buddy", who can take the child into their class for a short period.
- Set one or two behavioural targets with the child. Set up a star chart or report book and use stickers, points or other positive means to highlight the achievement of targets (egg. a 'good' certificate, giving responsibility for certain jobs).

Playground staff can:

- Use 'time out to think' by standing or sitting the child away from the play and talking to them
- Discuss the incident as above, removing spectators/commentators.
- Refer to Senior M. Meals Supervisor
- Refer the child for a Restorative session.

Level 3 behaviours are the most serious. They will prompt a more formal involvement of other staff and parents, and may require removal from class. They include:

Repetitions of level 2 behaviours; repeated theft; repeated aggression towards peers; refusal to cooperate with adults; calculated injury of another; vandalism (inc. setting off fire alarms, destruction of displays); arson; smoking; bullying another child over a sustained period; running out of the room/school; calculated refusal to calm down; inappropriate physical contact or other sexualised behaviour; calculated verbal abuse of an adult(s) in school; intentional assault on a member of staff; racist, homophobic/biphobic/transphobic or gender related comments and behaviour.

Interventions at this level are the most intrusive. They should only be used if the child has fought attempts at counselling/behaviour modification, if parental

support is unforthcoming, or if the behaviour is so severe as to make earlier strategies an inadequate response. It is desirable to work with the parents at every stage, but at this level parents **must** be fully consulted:

- Use the morning bulletin to alert all staff if appropriate e.g. bullying.
- With behaviour, teachers can share strategies and approaches that have helped them through similar situations, and identify colleagues able to take the child for a sustained period.
- Remove the child to an identified teacher for a period of time. The child should be set work and expected to complete it. The child and parents must be made aware when this internal exclusion is to take place by a member of the SLT, of the reasons for it and of the re-entry conditions. (See “Removal from Class”, below.)
- Record discriminatory incidents –racist, homophobic, biphobic, transphobic gender bullying etc. - on CPOMS AND refer to Head Teacher.
- Parents are invited in by the SLT/teacher for a full discussion of the child’s behaviour. Use the evidence collated from CPOMS over a period of time. Seek parental support, involving home rewards and sanctions, in the setting up of a formal home/school contract. The Head Teacher should monitor the situation.
- Child misses playtimes/lunchtimes while the teacher counsels/insists on unfinished work being completed. A child kept in must not be left unsupervised (egg. sitting outside the staffroom/office). Children must not be kept back after school.
- If the child is likely to endanger themselves or others on an educational trip, the parent(s) (or an adult they agree to delegate responsibility to) should be invited to come as a precondition for their child attending. If this is not possible, and the school is unable to arrange 1:1 supervision, the child will not go.
- The child risks missing “treat” events, or other events seen as a reward for good behaviour.
- The child enters into a formal behavioural contract with the SLT, to be reviewed and monitored half termly.
- The teacher seeks support from the SENCO, who has access to support services for parents and children. The child may be ‘fast-tracked’ through SEN procedures so that the EP may become involved; or the family may be referred to a counselling/support agency. The SENCO may involve colleagues from the Behaviour Support Team or the Social Inclusion Unit, who can provide practical support to all concerned, including the teacher. A Pastoral Support Programme may be set up, or a learning mentor session arranged at this stage.
- If you suspect any kind of NAI or abuse, report to the HT directly and log on CPOMS.
- If all avenues have been exhausted, or if the behaviour is particularly dangerous, the HT has the discretion to invoke formal disciplinary procedures, ranging from a temporary through to a permanent exclusion; and at lunchtime, from a temporary through to a permanent ban. As these are extremely serious measures, it should not be

assumed that an internal exclusion will necessarily lead to either of these consequences

It is important to emphasise that at every stage our efforts are geared towards including the difficult child. Even when a child is behaving badly, there are underlying reasons which we should do our best to address. Any sanction should be applied dispassionately, with the sense that the behaviour is offending the whole school community rather than you or anyone else as an individual. Children exhibiting frequent level 3 behaviours often have exceptionally low self-esteem and are dealing with difficulties not faced by the majority of our children. They need a secure and positive environment, and a purely punitive approach would certainly exacerbate the problem. However, these considerations must always be balanced by the right of other children to learn and play without disruption.

APPENDIX 3 – Strategies for bullying behaviour.

The following procedure applies to bullying between pupil and pupil. Other alleged combinations should be reported to the SLT immediately.

If the incident occurs in lesson time or at playtime, the class teacher is primarily responsible for dealing with it. They can call on the support of the Head Teacher /SLT at any stage, and should do so anyway if the incident is repeated or significant. If the incident is at lunchtime, the supervisors are responsible, and the same thing applies. Lunchtime Supervisors should tell class teachers about any significant behavioural incident at the end of lunchtime.

- Establish the facts – ask witnesses, talk to children separately if necessary, allow time for written accounts.
- Support the victim – reassure them, ask their advice on action to be taken.
- Support the perpetrator – make sure they understand the seriousness of their actions, how they have broken the school charter and give them a chance to make amends.
- Decide on sanctions (below).
- Log the incident.
- Use the incident as an opportunity for a general discussion with the class on civilised behaviour and consideration for others.
- Involve the Phase Leader/SLT/HT immediately for serious incidents.

Possible sanctions:

You tell or show the perpetrator that you have logged the incident.

The perpetrator makes a verbal or written apology, and explains why they did it.

The perpetrator misses a 'treat', or a playtime or lunchtime.

They attend a restorative session.

You exclude them to another class for an appropriate period ('time out').

You speak to the parents.
You involve the Phase Leader/SLT/HT

If you feel bullied by an adult in school, please talk in confidence to the Head Teacher or SLT who will discuss the issue and plan a course of action, which will involve meeting with the perpetrator, exploring all sides of the incident, and arriving at a solution. Any continued bullying by adults in school, of other adults or of children, will result in disciplinary action by the Head Teacher and/or the Chair of the Local School Committee.

You may also write to the CEO of the Trust, your union rep or speak to the parent or teacher committee member about it - please ask at the office for the names and contact details of these people.

APPENDIX 4 -- Procedures for discriminatory bullying

--due to ethnicity, gender, sexuality, disability, religious belief or age. Sometimes children use racist, homophobic/bi/transphobic or other discriminatory language and actions. It is important that we challenge this intolerance rigorously. But we should be aware that there is a distinction between entrenched, repetitive and discriminatory bullying, and isolated incidents where a young child might imitate names or behaviours witnessed elsewhere.

1. Ask the child why he has used the word - has s/he heard it elsewhere? Does s/he know what it means? Very young children may just be repeating ignorance heard elsewhere and only have a vague notion that it is an insult. In this case, do **not** tell them "you mustn't use nasty words like that". There may be nothing wrong with the words themselves, only the fact they are intended as an insult. In this situation, counsel the child that people want to hurt others by calling names, and that in this school we do not do that. Why don't we do it? How would you like to be called nasty names? What are school charter rights? You should log this incident on CPOMS. If the child denies saying or doing anything, use an evidential approach, and take the time to talk to others who were nearby at the time, to establish the facts. If there were witnesses, you should ask the perpetrator if these children are lying, or would they like to think again about what happened?

2. If, however, it is an older child, or one who clearly understands what the words are referring to, a more rigorous response is required. The child must be required to explain to you what the word/phrase is referring to. If they profess not to know, you must explain it to them so there can be no misunderstanding your position on the issue for example, 'every colour is a good colour'

The following script may be helpful for homophobic/biphobic incidents

- Gay people are people of the same gender who often (not always) live together and love each other.
- Although some religions do not agree with people being gay, in Britain and of course our school everyone has a right to be respected for who they are. The important thing is that people treat each other well, respect and support each other, whether they are gay or not. This right is protected in law.
- You will sometimes hear people say that it is wrong. But to bully someone, like you did, is wrong. We want the Clara Grant family to be a happy and safe place to be.
- Now we both understand this, how can you make amends?

At this point, you may suggest writing a letter of apology or apologising verbally. Record the incident on CPOMS and alert the HT and DHT.

A report is sent to the Local Authority by the Head or Deputy

An important aspect for a teacher is also to find the opportunity to share the behaviour anonymously, with the whole class and let them discuss what is wrong with it.

By these means our inclusive ethos is sustained.

APPENDIX 5 -- Exclusions.

The following guidelines explains to parents, pupils and staff the procedure on exclusions. Much of this is taken from legal guidance.

The exclusion of any pupil is a serious issue and is always a last resort. The behaviour policy clearly outlines different types of behaviours from level one through to the most serious, at level three. If the behaviour is at level 3 and does not change, and all the strategies outlined in the policy have been exhausted, then the pupil may be excluded from school for a fixed period of time.

- If a pupil **intentionally assaults an adult** (i.e. deliberately and cold bloodedly and not in the heat of the moment or whilst engaged in a fight with a pupil), this will result in an immediate exclusion.

- If a child uses a weapon (i.e. a knife) on another child or adult, this would result in an immediate exclusion.
- Allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school.

Pupils cannot be excluded for:-

- Failure to do homework
- Poor academic progress
- Incidents which occur outside of school hours

Who can exclude and for how long? – (including dinner times)

Only the Head Teacher, or anyone deputising for the Head Teacher in the absence of the Head, can exclude a child. Should all of the above be off-site, a decision to exclude would have to be deferred until one of them has returned to school.

The length of exclusion should match the severity of the incident and may also take account of any previous exclusion. A Head Teacher can exclude a pupil for up to 45 days in any school year.

Pupils can be excluded for lunchtimes, but for no more than five days at a time. The school will advise parents about the arrangements for providing free school meals. Parents will be informed about lunchtime exclusion in the normal way and a record kept in the child's file.

How will parents be informed?

The Head Teacher will contact the parent immediately, ideally by telephone, and a letter will follow the telephone call within one school day. Exclusion should normally begin on the next school day. In certain circumstances the Head Teacher may feel it is essential that the pupil be required to leave the school premises immediately. However, if it is not possible to either contact the parent or for the parent to collect the child immediately, then the child will remain in the Head Teacher's office and will not be allowed contact with any pupils.

Parental Rights and Duties

The rights of parents will be explained in the letter. The name and contact number of the clerk of the Local School Committee will be given so that parents may appeal against the Head Teacher's decision, should they wish? Parents do not have the right to be present when a Head Teacher is investigating an incident.

Hearings Committee

The school's Hearings Committee must review any exclusion that is longer than five days. This is a committee of three or five members. They only have the powers to confirm or not, any exclusion of **more than** five days. They must meet within 6 and 15 school days. This timescale also applies to exclusions of more than 15 days too. Parents will be invited and given copies of all the papers for the meeting. If individual exclusions of one or two days **accumulate** to more than five days, then the Hearings Committee should also

meet. If the Committee agrees to overturn the Head Teacher's decision, the Head Teacher must reinstate the pupil. If the exclusion is upheld the Hearings Committee will inform the parents of its decision and must give their reasons.

Education during exclusions

For exclusions of more than a day, the school will set work. For exclusions of more than 15 days the Trust has a responsibility to ensure that pupils receive appropriate education.

Permanent Exclusion

A permanent exclusion is a very serious step. This is a rare event. It can happen for a first offence, but this is also extremely rare. A decision to exclude a child permanently should be taken only

- In response to very serious breaches of a school's discipline policy **and**
- As the final step in the process for dealing with disciplinary offences when **all** other strategies have been tried and proven to have failed, including a Pastoral Support Programme (PSP). An exception would be in response to a one-off **very** serious incident **and**
- Where allowing the pupil to remain in school would be seriously detrimental to the education or welfare of the pupil or other pupils in the school.

Parents will be informed of the date of the Discipline Committee and if this Committee upholds the Head Teacher's decision they can appeal further to the Boleyn Trust Appeals Committee.

APPENDIX 6 -- Removal from class and the use of force.

Removal from Class.

If a child is being repeatedly uncooperative, you may decide to remove him to another class. Give them a "time out" sheet and some work, and ask them to go to the teacher who is acting as your "buddy". If they refuse, send a child or your support adult to the office requesting immediate assistance from the HT/DHT/SLT member or available adult. Tell the other children to carry on with work and to leave the child alone. Once removed, the duty adult will attempt to take the child to the agreed teacher's class, or if this is untenable will remove the child to the office for 'time out'. Once the child is sufficiently calm, they will give the child another chance to abide by the removal arrangements. If the child still refuses to cooperate, parents will be informed, and may be required to take the child home. If this is the case, the parent(s)

will be required to bring the child into school the following morning to meet with the HT/DHT/SLT member, who will keep you informed of subsequent developments. We are required to record, in our statistical returns to the Borough, that a child sent home (even for the remainder of the day) has been formally excluded.

The Use of Force.

Due to excellent standards of behaviour, there has been very little need for the use of force at Clara Grant. However there have been rare instances where the child concerned has real emotional or behavioural problems and removal or restraint has become necessary. Typically there is not much time to make a decision at the scene, so please read the following carefully.

All school staff are authorised to use a reasonable level of force if necessary. The Education Act (1998) states that teachers, and any member of staff, including lunchtime supervisors and TA's, are allowed to use "reasonable force" to restrain or remove a child who is: damaging property; injuring self or others; committing an offence; or disrupting good order and discipline. "Reasonable force" is a grey area and of course you must avoid the use of any force (even guiding a child by pulling his/her arm) unless it becomes imperative for safety reasons.

Government guidance says that the use of force, and the nature of the force used, depends on the "circumstances of each case, and critically in the case of SEN or disabled pupils, information about the individual concerned". The guidance goes on to say that if you feel force is needed to ensure good order, the force should be proportionate - i.e. enough force to complete the removal or restraint and no more. The HT/ SLT member will discuss individuals they feel are at risk in this way, with you and with the whole staff where necessary. You should seek immediate advice from them if you feel that a child in your care poses a potential risk to themselves or to others.

In the case of immediate danger (e.g. a child running into a busy road), you should act immediately to restrain the child. In the case of a fight, try to stand between the child and their intended target(s), talking to them calmly; and send for immediate assistance. If two children are fighting, decide who will be most responsive; send this child to stand with the other children, or to the office for assistance. If you are in a classroom, you can line children up outside the room and keep a watchful eye on the distressed child from the door. The HT/SLT or support adult will attempt to remove the child, or if necessary stay with them while parents are contacted. If the child needs to be restrained in order to ensure their own or others' safety (in other words the situation cannot be dealt with by any other means) you can intervene either by 1) leading the pupil by the hand or arm; 2) moving the pupil by a hand placed in the middle of their back, or 3) using a restraining hold.

If the incident occurs in the playground or corridors, you should send a child for immediate adult assistance: your priority then should be to remove any children in danger of injury, or if this is not practicable, to restrain the child in the way described above.

Do not intervene in the situation if you feel this places you at risk; concentrate on removing bystanders and send for assistance.

Any use of force should be logged on CPOMS, along with the circumstances surrounding the incident (tick – team teach/ positive handling) and record any witness accounts

The HT will monitor instances thus recorded and will report to the Local School Committee (LSC).

Re-entry to Class.

After an agreed period of removal, the teacher and the senior teacher will take the opportunity to negotiate with the child the conditions necessary for their return to class, and inform the parents of this. Normally the child will undertake not to repeat the offending behaviour, and re-entry may (depending on the child) involve other class members (for example, during a circle time). The child should be given alternatives if they feel the situation is likely to recur (e.g. count to ten, talk to the teacher, use a sanctuary space within the room); a “private signal” between the child and teacher may help them to exercise some control over their behaviour. If despite these efforts the behaviour does recur, and a regular pattern of removal becomes established, the HT/ member of the SLT will involve the parents fully, requesting regular meetings, and arrangements mentioned under Level 3 strategies (above) will be invoked, involving external agencies. Exclusion from school is a rare and final step once other avenues have been exhausted.

