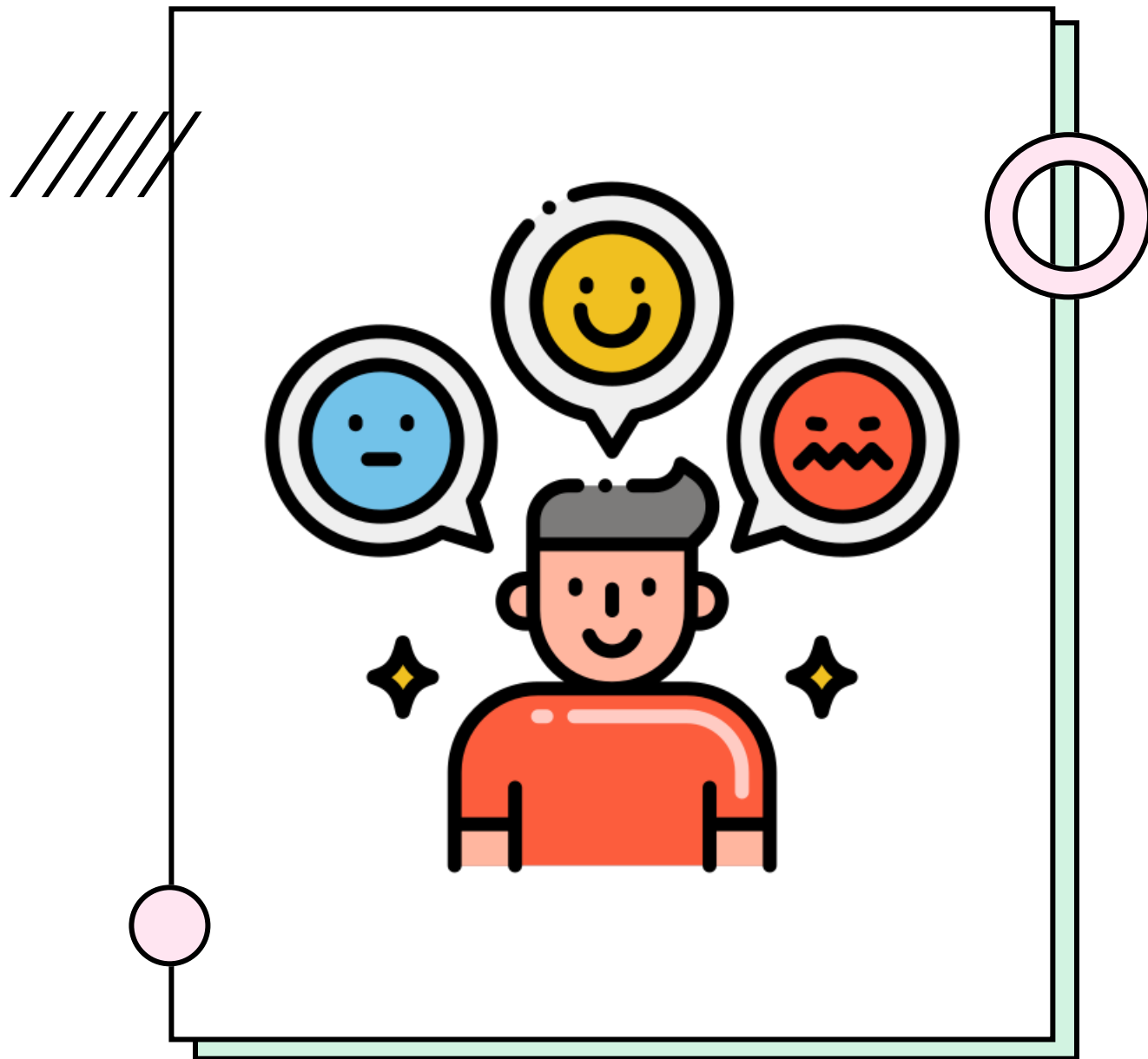




# BEHAVIOUR

POLICY KEA CP SCHOOL





This policy has been workload impact assessed:

- No manual counting of awarded points
- Allocated time for Reflect, Resolve, Move-on sessions
- Leadership support available





# Research/Guidance led approach

## Various sources:

- [When the Adults Change Everything Changes: A Discussion - The Unofficial Teacher's Manual \(theunofficialteachersmanual.blog\)](https://theunofficialteachersmanual.blog/)
- [After The Adults Change by Paul Dix | Waterstones](#)
- <https://www.headstartkernow.org.uk/Paul%20dix%20How-to-Write-an-Outstanding-Behaviour-Policy-2016.pdf>
- [Positive behavior strategies: A guide for teachers \(understood.org\)](https://understood.org/en/learning-differences/behavior/positive-behavior-strategies)
- [Behaviour policy checklist for early career teachers and mentors | National Education Union \(neu.org.uk\)](https://neu.org.uk/behaviour-policy-checklist)
- [The Case Against Classroom Management . . . a Quarter-Century Later - Alfie Kohn](#)
- [Punished by Rewards?: A Conversation with Alfie Kohn - Alfie Kohn](#)
- [What is restorative practice? \(anti-bullyingalliance.org.uk\)](https://anti-bullyingalliance.org.uk/what-is-restorative-practice/)
- [WTAC Study-Notes.pdf \(whentheadultschange.com\)](#)

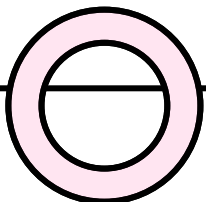
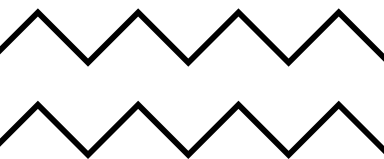




# Managing Regulation

We want all pupils to be as adept as possible at managing their own behaviour and understanding their own zones of regulation. We strive to deliver quality first teaching- which includes building relationships with pupils and personalised provision and planning for pupils with additional needs- as our first strategy for managing behaviour. We recognise the need for us to make reasonable adjustments to our policy for children with additional needs. These adaptations will be made as part of the a graduated response. Often, a PACE is approach is adopted for children with additional needs, although the principles of this approach can work well with all children.





*"...what are the visible consistencies in your setting? What could they be? Are they embedded with love or punishment?"*

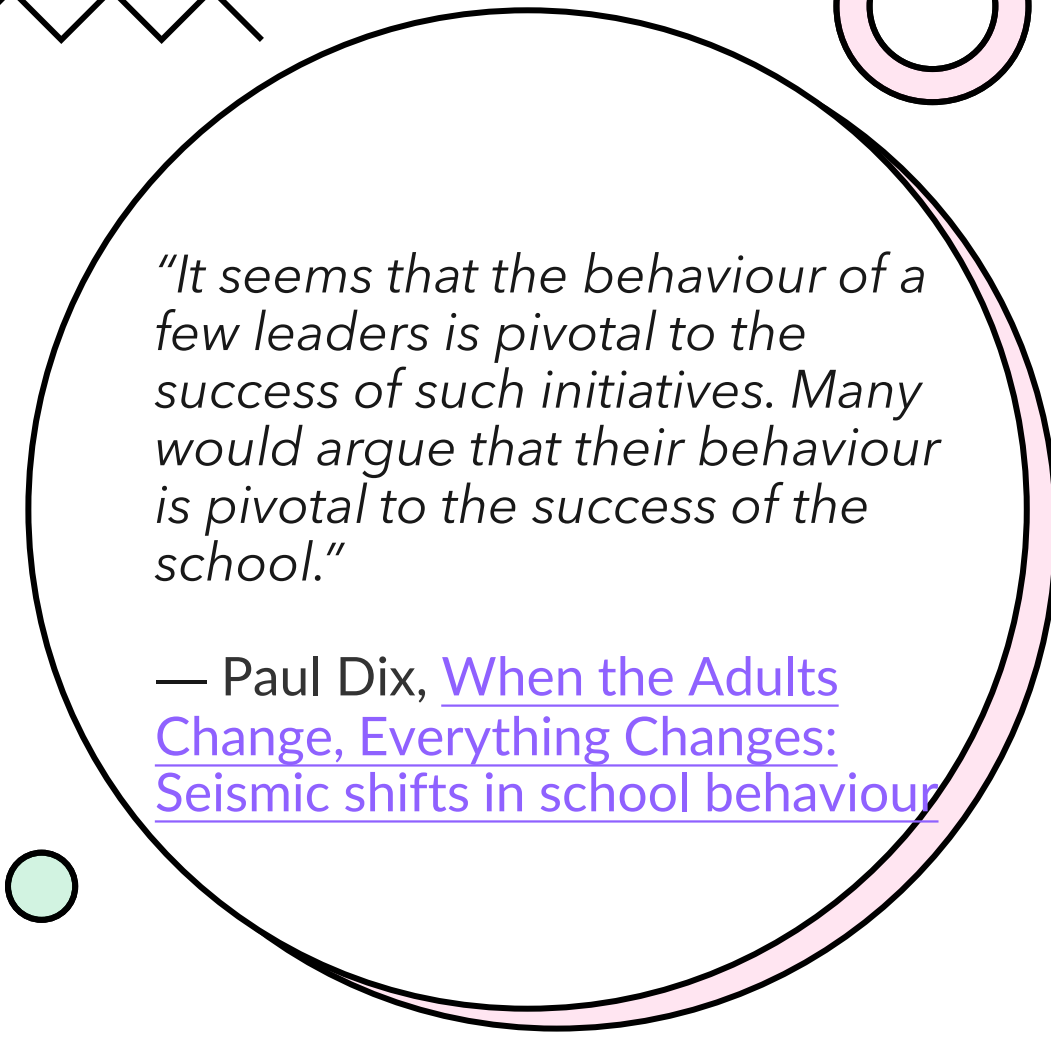

— Paul Dix, [When the Adults Change, Everything Changes: Seismic shifts in school behaviour](#)



ALL STAFF WILL:

- Meet and greet at the door.
- Refer to 'Ready, Respectful, Safe'
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition mechanism throughout every lesson.
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly.




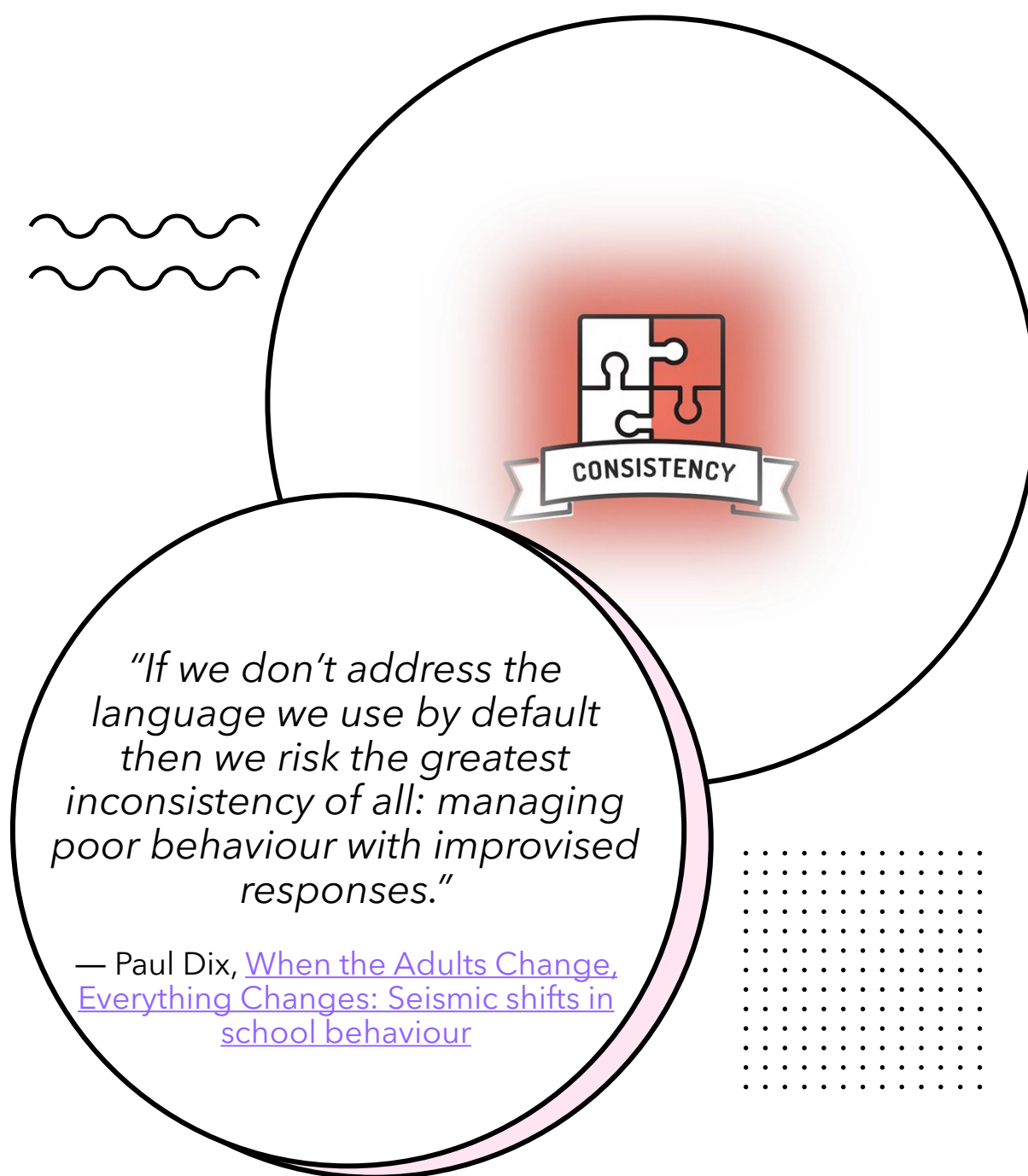


*"It seems that the behaviour of a few leaders is pivotal to the success of such initiatives. Many would argue that their behaviour is pivotal to the success of the school."*

— Paul Dix, [When the Adults Change, Everything Changes: Seismic shifts in school behaviour](#)

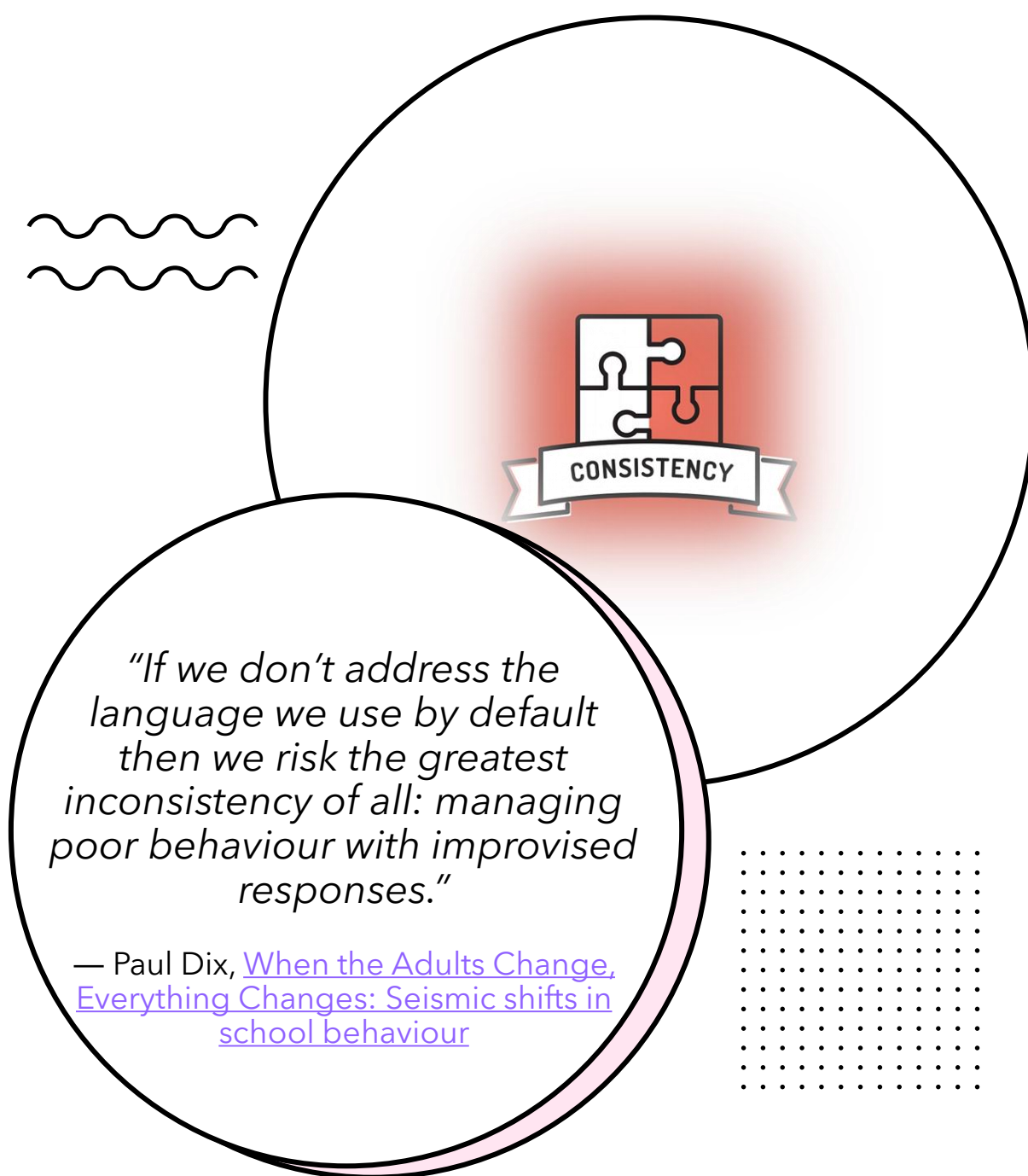
#### LEADERSHIP TEAM WILL:

- Regularly share good practice
  - Regularly review provision for learners who fall beyond the range of written policies
  - Regularly celebrate staff and learners whose efforts go above and beyond expectations
  - Support teaching staff in Reflect, Resolve, Move on conversations as needed
- 




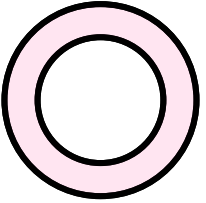
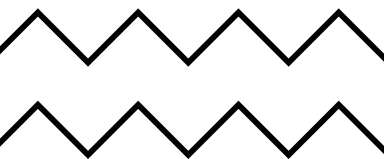
## Consistency in practice:

- Consistent language; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: Ensuring 'certainty' at the classroom and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.



- Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage
- Consistent respect from the adults: Even in the face of disrespectful learners!
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- Consistently reinforced rituals and routines for behaviour around the site: In classrooms, around the site, at reception.
- Consistent environment: Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners rather than marketing slogans



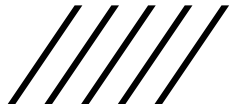


*"Putting the punishment away and shifting to support mode is a key skill of an emotionally consistent teacher. You cannot regulate with sanctions, and trying to regulate with rewards has a bad payback."*

— Paul Dix, [After The Adults Change: Achievable behaviour nirvana](#)

We don't use rewards and sanctions to regulate pupils. This is primarily achieved through quality first teaching and bespoke provision for those pupils that need it.

We recognise and reward learners who go 'over and above' our standards. Although there are extrinsic awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.



# BASE EXPECTATIONS

- Displayed in every classroom
- Referred to in all behaviour management conversations





OUR SCHOOL RULES

 **READY**

**RESPECTFUL** 

 **SAFE**

AT KEA COMMUNITY PRIMARY SCHOOL 





# REWARDS

## 1. POSITIVE PRAISE



## ○ Positive praise

*"The regular, consistent and proportionate use of positive notes remains the simplest and most impactful strategy to connect and reinforce success at school with home."*

*"make children feel important for doing the right thing"*

Children who demonstrate that they are Ready, Respectful and Safe should receive positive praise for this. E.g.:

*Well done for....*

*I liked it when you...*

*It was brilliant to see you being/doing...*



# REWARDS

## 2. POSITIVE NOTES VIA DOJO MESSENGER



## ○ Positive notes via Dojo messenger

Send a quick message home to parents via Dojo messenger as often as you can when a pupil has received positive praise. Try and ensure that all pupils have one or two positive messages sent home each half term. Seek out the opportunity to praise.



# REWARDS

## 3. HOUSE POINTS





# ○ House points

For behaviour that exceeds our Ready Respectful Safe rules, award house points via ClassDojo. The house points that can be awarded are:

- Behaviour for learning- a pupil has overcome a challenge in learning, demonstrated resilience or evidenced exceptional behaviour for learning.
- Bookwork- a pupil has completed a piece of bookwork above the minimum standard set by the teacher or exceeded their own personal best.
- Green point- awarded for behaviour linked to looking after our environment, e.g. turning lights off for another class, picking up litter
- Social behaviour- for exceptional demonstration of respectful and safe rules. E.g. Supporting a friend who is upset, reporting a safety issue to a member of staff
- Level 2/3 homework points- for completing our 'optional' level 2/3 homework





# REWARDS

## 3. PRAISE POSTCARDS



# ○ Praise Postcards

Each week, teachers will send home a Praise Postcard to a pupil in their class who has gone above and beyond our ready respectful safe rules.

The postcard will be sent on a xxxx





# REWARDS

## 4. CELEBRATION ASSEMBLIES



# ○ Celebration Assemblies

In Celebration assemblies, weekly house point totals will be announced for each house group. Teachers will report on the previous week's recipients of a praise postcard. Time for celebrating any #OneOfOurOwn achievements





# REWARDS

5. HEADTEACHER  
AWARD



# ○ Headteacher award

Given half termly to the pupils in each year group with the most Dojo points.



# REWARDS

## 5. DOJO TREATS!





# ○ Dojo Treats

When the class collect 400 house points on ClassDojo, they have a 'treat' session of their choosing. This will have been decided upon at the start of a half term and communicated to families via ClassDojo.

Examples of Dojo Treats:

Pizza making

Escape rooms

'Cinema' (film in class) and popcorn

etc.





# SANCTIONS

*"They don't need their name on the board or a tick/cross/ cloud against their name. It reconfirms their poor self-image, re-stamps a label of low expectation and provides a perverse incentive to the more subversive mind. Some children's names still appear on the board even when they have been rubbed off."*



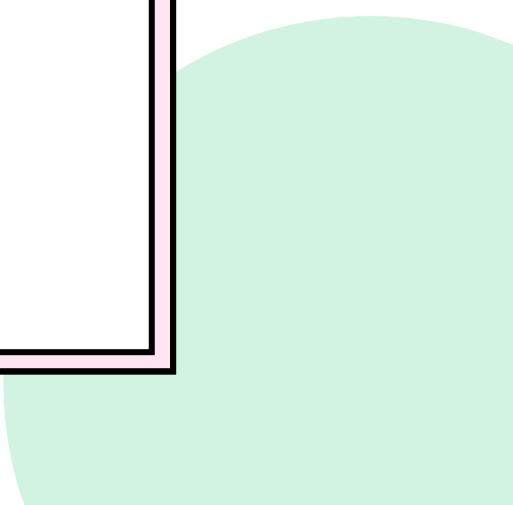
— Paul Dix, [When the Adults Change, Everything Changes: Seismic shifts in school behaviour](#)





# SANCTIONS


*The following steps are numbered to indicate that they are sequential steps in the sanction process. However, they are not steps that pupils would 'be on' as they would with a system that uses a chart. As a guide, the end of each session during a school day would mean we were able to implement redirection at the start of the next session. The steps are moved through quickly (quicker than the steps down a behaviour chart), because our expectation should always be that 'redirection' works to help pupils 'turn it around'.*





# **1. Redirection**

Gentle encouragement, a 'nudge' in the right direction, small act of kindness. Gives pupils chance to 'turn it around'.






# **1. Reminder**

Reminder of our school rules:  
"Ready, Respectful, Safe".

Deliver this privately wherever possible. Refer to previous positive behaviour, e.g.

"Remember last week during art when you worked so carefully? I need you to do that now."






## 2. Caution

Give a clear verbal caution, delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.

"Think carefully about your next step. If you continue, we will need to have a Reflect, Resolve, Move-on session."

### **OR, IF AT BREAKTIME OR LUNCHTIME:**

"Think carefully about your next step. If you continue, you will need to have some out time out."





**(For break/lunchtime staff and  
in class where appropriate)**

## **3. Some time out**

If a pupil has a reminder and then a caution during a breaktime or lunchtime, then they will need to sit a time out, to the side of the play area near to the adult who gave the reminder and caution.


"You are not being /respectful/safe. Come and stand to the side so that you can take some time to be ready."

Following the time out, the adult will say:

"You had some time out because you weren't being ready/respectful/safe. If you are ready to be respectful and safe, you can go and enjoy the rest of your playtime."

If the pupil is on the PTM list, then let the class teacher know that they have needed to have some time out.

\*\*Important that we are using the phrase 'take some time out' rather than 'A Time Out'. We don't want pupils to be visibly excluded, or feel excluded. We are encouraging them to understand that sometimes, we all need to 'take some time out' in order to help us regulate.






### **3. Reflect, Resolve, Move on**

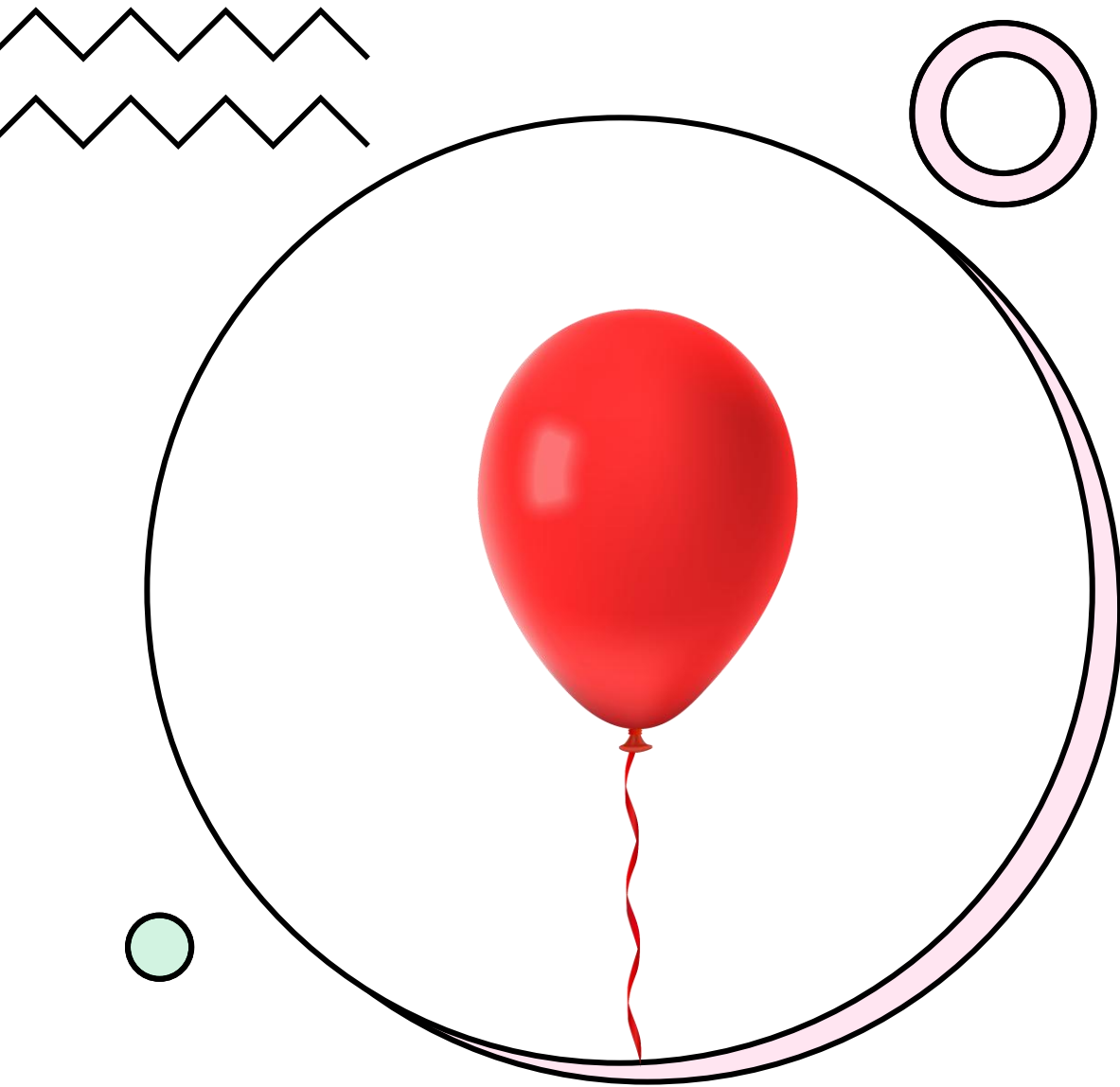
If the same behaviour choices are made by pupil:

Scripted response: "I have noticed you are..." (having trouble getting started etc.) "It was our rule about... that you broke." "You have chosen to come and talk to me at break. Do you remember last week when you (positive)? That's who I need to see today." "Thank you for listening."

Important the the R.R.M session is not viewed or presented as a 'detention'.





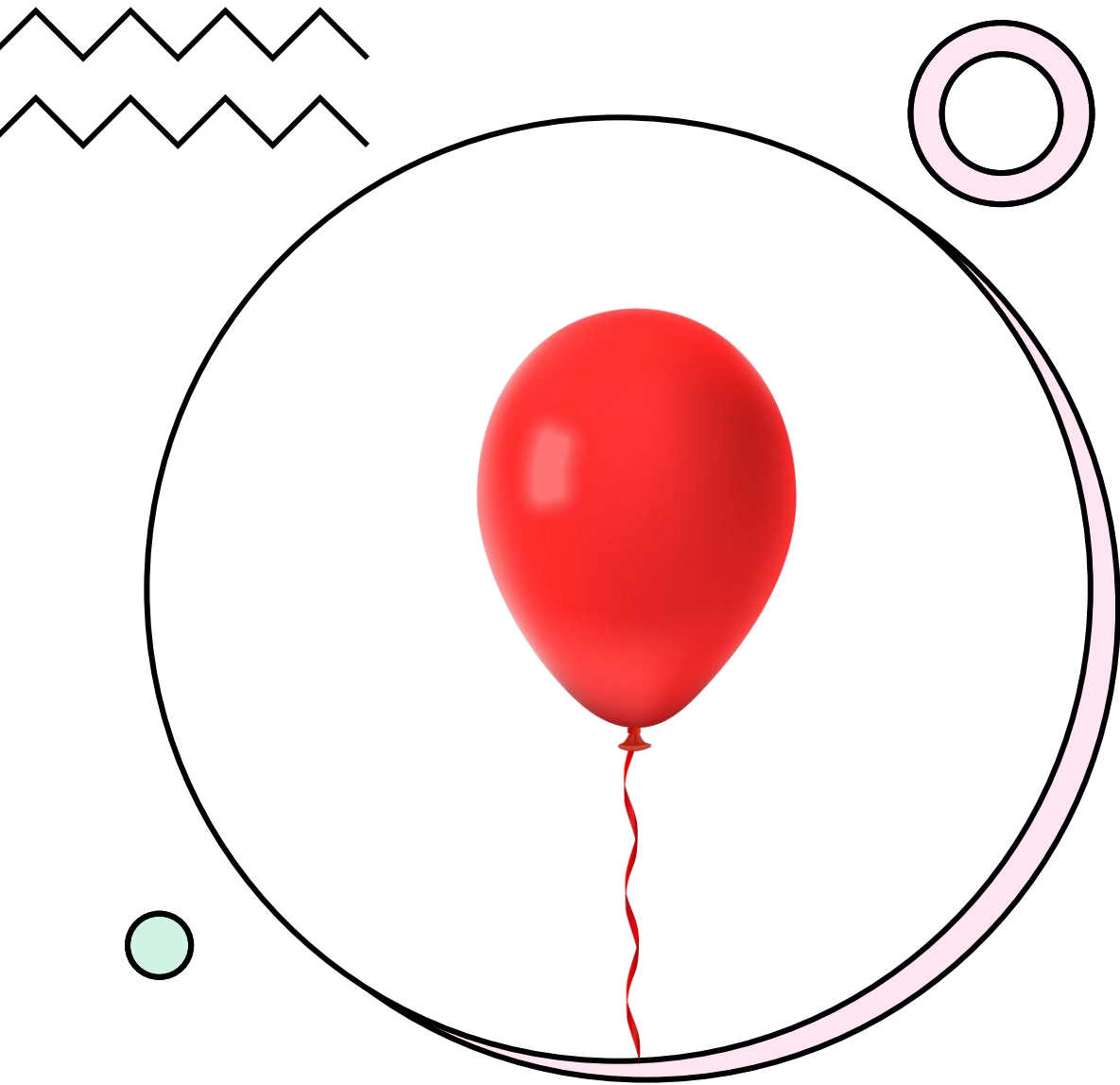


Some behaviours are classed as 'red' behaviours and will need Reflect, Resolve, Move On sessions without the Reminder and Caution. We will always let a pupil's parents or carers know of any instances of red behaviours. Examples of red behaviours\* are:

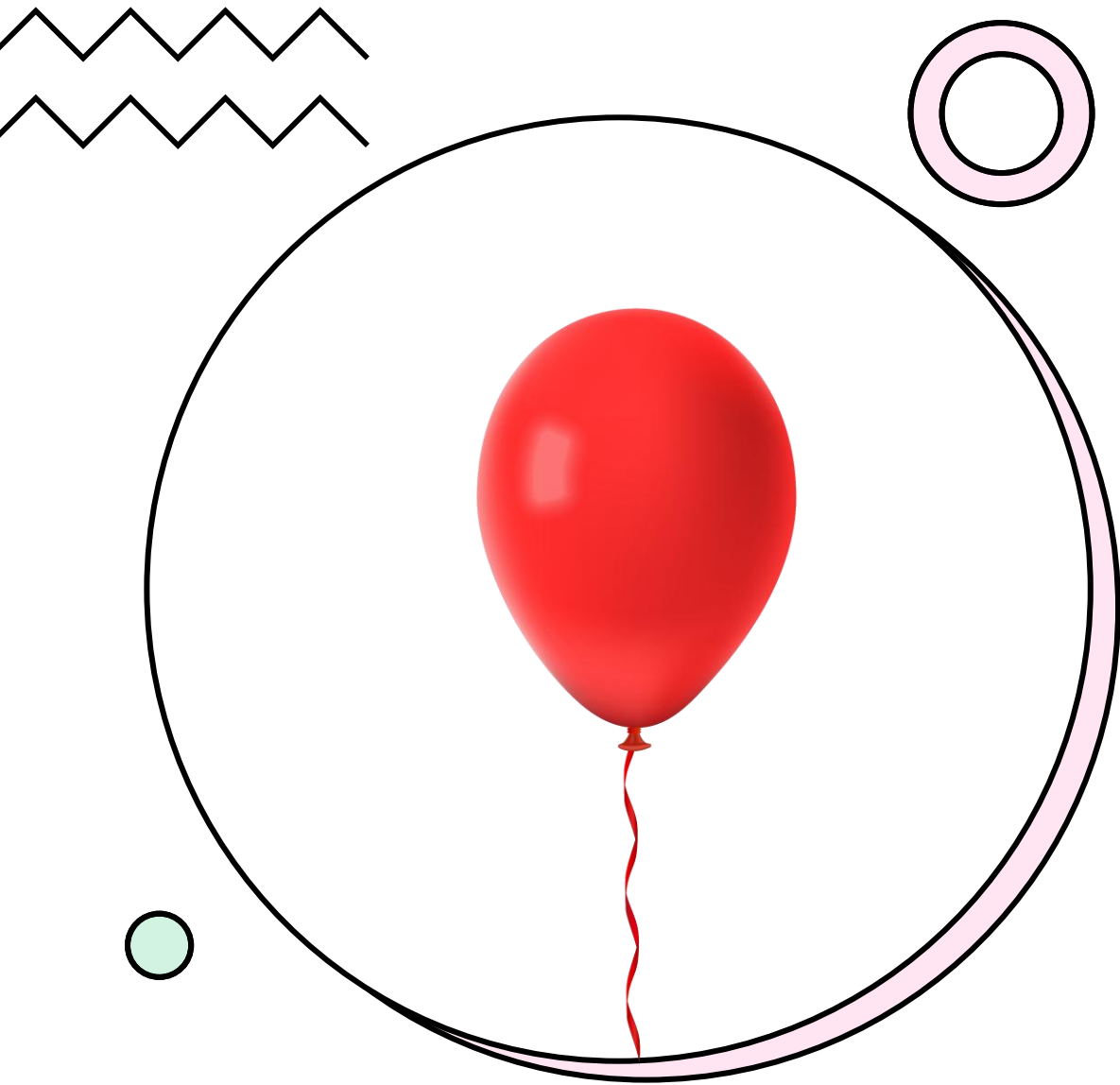
- Violence (deliberate with intent to hurt)- hitting, kicking, shoving spitting etc.
- Use of foul, threatening or abusive language
- Use of homophobic, sexist or racist language




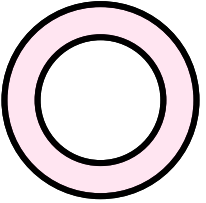

List is not definitive, and some behaviours may be classed as red for specific pupils if there have been previous occurrences of the behaviour, e.g. bullying type behaviour



Following a red behaviour, the child may need a few minutes to calm down, breathe and look at the situation from a different perspective. This could be in the class calm area, or out of class if necessary. If calming time is needed outside of the classroom, an adult will always be with the child.



At breaktime or lunchtime, red behaviours will need a Reflect, Resolve, Move on session with the member of the leadership team on duty. If in between a duty slot, the pupil should have calming time and then time out before the RRM session. Please ensure that as much information is provided as possible to the member of SLT on duty.



# What does a reflect, resolve, move on session look like?

## R.R.M Script

### **REFLECT**

1. "What happened?" Listen carefully and dispassionately. Give your account from your perspective without judgement. Go slowly.
2. "What were you thinking at the time?" This helps the child to reconsider their actions. Do not accept a shrug of the shoulders; give them time to fully reflect.
3. "Who has been affected?"
4. "How have they been affected?" It is important that the child considers others and the impact of their behaviour.
5. "What do you think about what happened now?"

### **RESOLVE (see information on 'consequences' that follows)**

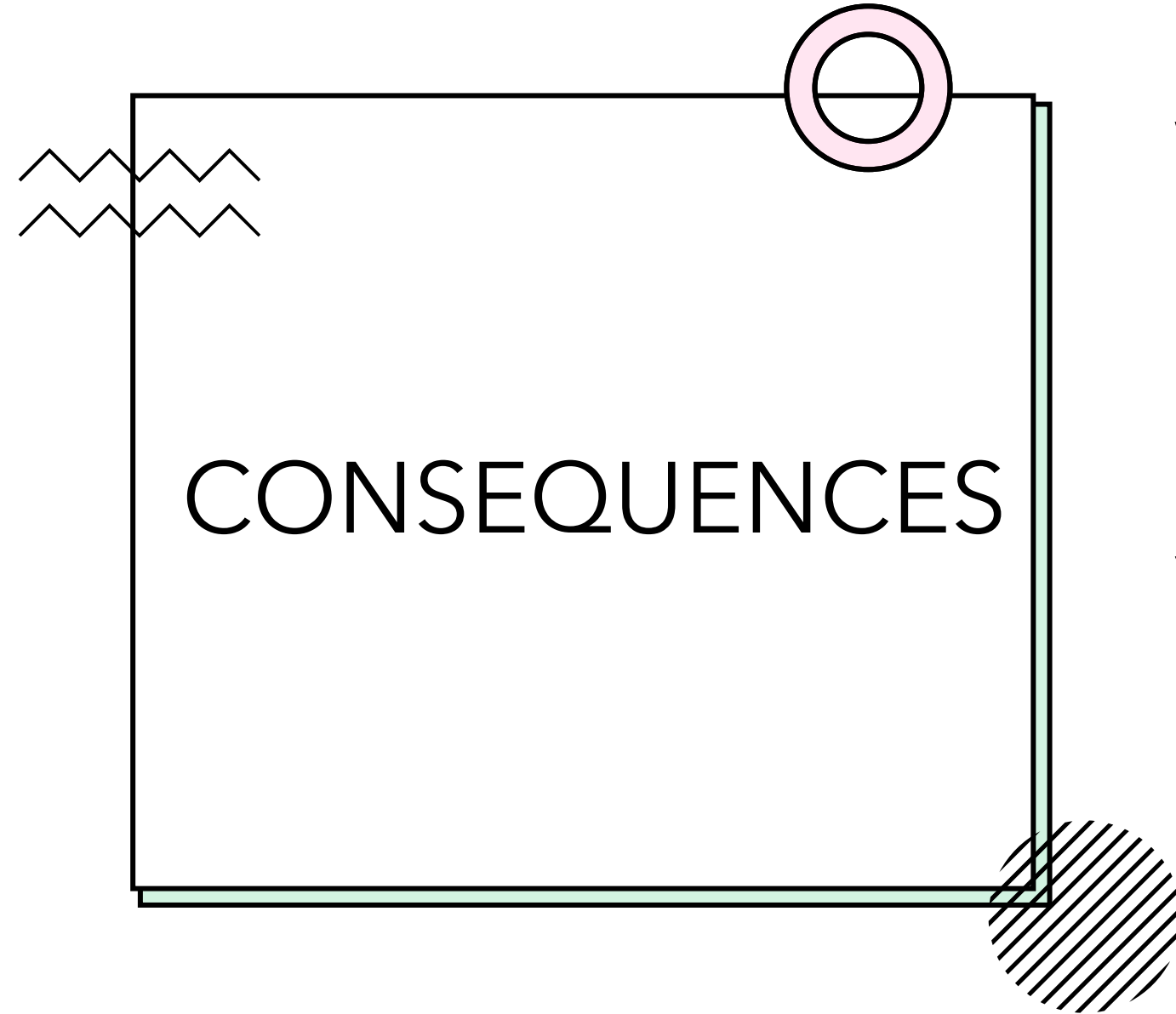
6. "What should we do to put things right?" This may not always be an apology as a forced apology is worthless.
7. "How can we do things differently in the future?"

### **MOVE ON**

8. Important to emphasise to children that once 'resolve' has taken place, including any consequence, the children start again on the process- no further sanctions and that their day/week/term does not need to be dictated by this event

"We have dealt with the issue now. Let's remember our school rules, and move on!"





Within the 'resolve' part of a R.R.M session, it may be that a consequence needs to be decided upon. Consequences will of course vary, depending on the reason for the R.R.M session being needed.



# 'Make Amends' session



We want all our pupils to feel that they are an important and valued member of our school community. Children at our school have a clear understanding of what a community is and what it means to be a 'good' citizen.

If a member of our school community acts in a way that could negatively affect other members, then it may be appropriate for them to take part in a make amends session. The idea of these sessions is that the pupil spends some time 'giving back' to the school community. This could be in a variety of ways such as - helping in the dinner hall, tidying the library, organising classroom equipment. Every class will have a list of jobs that could be done in a 'Make Amends' session. These sessions may happen on a different day to the RRM. However, the 'move-on' part of RRM applies straight after the RRM meeting.





**Finishing  
uncompleted  
work**

**Helping in  
the dinner  
hall**

**Writing an  
apology card**

Example 'Make  
Amends' activities

**A litter pick**

**A classroom  
task- e.g.  
sharpening  
pencils**



**If the implementation of our behaviour management system has not addressed the poor behaviour, the following options are available:**

- A formal meeting with parents/families to form a plan for behaviour improving
- Where appropriate, fixed-term 1:1 behaviour supervision (referred to as 'internal exclusion' in DFE guidance) or internal alternative class placement may be used. Where staffing allows, the pupil will be provided with an adult to support with their behaviour choices (this may include supervised 1:1 breaktimes) or placed in an alternative class for a fixed term period.
- Fixed-term suspension
- Permanent exclusion

**Exclusion and suspensions** are solely the responsibility of the headteacher or, in their long-term absence, the Deputy Head. The decision will be taken with input from senior staff and with the agreement of the Chair of Governors where possible. On occasions, it may be deemed via risk assessment that a suspension or exclusion can not be implemented. In this case, an alternative option from above will be used. Staff should not discuss or threaten exclusion or suspension with a pupil or parent.





# ○ Supervision and Responsibility

- There should be a minimum ratio of 1 member of staff to 50 pupils in the playground. Teachers will supervise pupils in the classrooms from 8.45am when there is wet play. Pupils delivering registers and lost property should work in pairs.
- **It is negligent and unsafe for pupils to be in the playground or buildings without supervision or careful monitoring.**
- Groups of pupils must be **led** by a member of staff when moving between different areas of the school. Movement must be quiet, calm and orderly.
- **Staff must insist that pupils line up and enter the buildings calmly and quietly at the end of playtimes. We encourage 'Lovely Lining-up and Wonderful Walking'.**



# Pupil restraint

- We are committed to a positive behaviour policy, which encourages children to make positive behaviour choices. We do however recognise that children sometimes do make the negative choices. On rare occasions this may result in a situation that requires some form of physical intervention by staff. Our policy for physical intervention is based upon the following principles:-
  - Physical intervention should be used only as a last resort when other appropriate strategies have failed.
  - Any physical contact should be only the minimum required.
  - Physical intervention must be used in ways that maintain the safety and dignity of all concerned.
  - Key legal words when using force are 'reasonable, proportionate and necessary'.
  - Incidents must be recorded and reported to the headteacher as soon as possible
  - Parents will be informed of incidents.

The Legal Framework – Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persons who are authorised by the Head Teacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:-

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether during a teaching session or otherwise.



# ○ Pupil restraint

- Examples of possible situations and further information are given in the document 'The use of force to control or restrain pupils'.
- Physical restraint is the positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property. The proper use of physical restraint requires skill and judgement, as well as knowledge of non-harmful methods of restraining.
- Physical restraint should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm himself/herself or others. Physical restraint skillfully applied may be eased by degrees as the child calms down in response to the physical contact. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour.
- We have Staff who receive regular **Team Teach** training which provide the understanding and skills to prevent and de-escalate challenging behaviour. Staff should work within the guidance using the Team Teach positive handling strategies. Wherever possible **two staff** at least should carry them out. In addition, a witness (need not be Team Teach trained) can ensure that the pupil and staff are acting safely and other pupils are managed.
- As part of a pupil's Behaviour Support Plan we will complete a **risk analysis** and put in place strategies to minimise the risks in identified locations. If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, it is our intention to plan how to respond if the situation arises. Such planning needs to address:
  - Managing the pupil (e.g. reactive strategies to de-escalate a conflict, specific holds to be used if necessary, staff to be involved);
  - Involving the parents to ensure that they are clear about the specific action the school might need to take; they should sign their agreement of the plan
  - Briefing staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance);
  - Ensuring that additional support can be summoned if appropriate.



# Pupil restraint

- Staff should **record** all incidents of restraint in the Team Teach Record Log and report these to the headteacher. Parents/carers should be contacted as soon as possible and the incident explained to them. This action should also be recorded.
- Staff involved in pupil restraint incidents should be supported by the headteacher / deputy headteacher to enable them to reflect on and review the incident. Governors should be informed of incidents involving physical restraint.
- We all have a duty of care to the young people in our school and cannot escape our legal responsibilities by avoiding taking appropriate and necessary action. Involving parents when an incident occurs with their child, together with a clear policy adhered to by the staff, should help to avoid complaints from parents. It will not prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police and social services department under child protection procedures.
- Staff, subjected to physical violence or assault, have the right to be supported in making a formal complaint to the police and, if necessary, taking private action against an assailant. It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.
- **Disclaimer.** The Team Teach skills and techniques used by staff result from legal and medical considerations in an effort to safeguard everyone involved in a violent incident. Whilst some physical injury potential can be reduced there always remains some risk when two or more people engage and force is used to protect, release or restrain. It is also recognised that staff may choose to respond with a technique that is outside the Team Teach framework. This does not automatically render the use of this technique necessarily improper, unacceptable or unlawful. Its use must be judged on whether or not it was reasonable and proportionate in those particular circumstances.



# Dealing with bullying



Unfortunately, from time to time, people are the victims of bullying. It happens in the home and workplace as well as in the playground. The aim of the bully is to exert power and to abuse. It leaves the victim feeling hurt, anxious, afraid or excluded. Typically children feel reluctant to come to school and may become withdrawn or uncharacteristically aggressive. Kea School does not tolerate bullying. Such behaviour by any member of the school community is unacceptable. No person has the right to make another feel uncomfortable or unhappy.

- Bullying is defined as behaviour that is:
- -repeated
- -intended to hurt someone either physically or emotionally
- -often aimed at certain groups, for example because of race, religion, gender or sexual orientation
- -Involves an 'imbalance of power'

The main types of bullying are:

- Physical (hitting or pushing)
- Verbal (saying things about people)
- Emotional (doing things to make people feel bad like leaving people out)
- Prejudice-related (because someone has a different skin colour, or background or is lesbian or gay, or has a disability)
- Sexual (touching someone in a way they don't like, or saying things)
- Written (sending notes or graffiti)
- Cyber (bullying that happens on the internet or on a mobile phone).



Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

# Dealing with bullying

How we prevent bullying:

- A consistently applied behaviour policy
- Effective PSHE programmes to develop understanding of the problem and the skills to deal with it. Pupils are told to tell someone immediately they think they are being bullied. Staff and parents will listen and act.
- If intimidated by another child, we encourage the victim to firmly say, 'No! Stop! I don't like that.' If the bully does it again a member of staff should be asked for help. The child is encouraged to tell an adult about it as soon as possible
- All children to be encouraged (supported during PSHE lessons) to challenge behaviour they disagree with - e.g. watching a child bully another child - by telling them to 'Stop it,' and reporting it to an adult.
- Effective teaching of internet safety (including the report button)
- Sharing information about internet safety/filters/setting security on social media sites/parental filters etc. with parents.
- Effective supervision of pupils
- Safe and stimulating grounds to promote co-operative play
- Clear communication of this policy to pupils and adults
- Consistently followed procedures to deal with bullying
- Regular circle time for pupils to raise issues of concern





We want all pupils and families to clear on what constitutes 'bullying' as opposed to one-off incidents caused by friendship issues or relational conflict. Bullying is defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation
- Involves an 'imbalance of power'

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

If a pupil, pupil's family or staff member believe that bullying could be happening, the actions on the flowchart will be followed. We are committed to supporting both the target and instigator of bullying. We encourage all families to engage with the Anti-Bullying Alliance's

[Parent Tool](#)



## HOW WE RESPOND TO REPORTS OF BULLYING IN SCHOOL

We will ask the pupil, or family on their behalf to provide the names of who they feel are the instigators of the potential bullying. We will strongly encourage the target to report incidents, preferably in school to a trusted adult or if not possible, to a trusted adult at home to report on their behalf.

The target will be added to our 'pupil to monitor' list. This means that the class teacher will be informed of any incident that the pupil reports to any staff member across- regardless of how 'low level' it might be.

We will review any incidents on a weekly basis that involve both the target and the named instigator/s. If there are concerns at this point, the family of the instigator will be informed by the class teacher that bullying has been reported.

Another incident being reported will mean that our behaviour policy needs to be followed and it is likely that bullying will be deemed as the probable category with which the behaviour is managed. This will result in a significant sanction such as 1:1 behaviour supervision or in severe cases, fixed term suspension. Future incidents will now be flagged as 'bullying' and treated extremely seriously.

This will continue to be monitored and if after review there are concerns, a meeting will be arranged with the family of the instigator and the headteacher or deputy headteacher. A plan will be put in place to support the instigator. The instigator will also meet with their class teacher and any support that can be offered will be planned.

The name of the instigator will now be added to the PTM list. Again, any incident reported will be fed back to the class teacher, no matter how 'low-level'. It will also be flagged as 'Potential Bullying' on our concerns reporting system CPOMS.

Please note:

Incidents that involve 'red behaviours' within our behaviour policy (violence, racist, homophobic, sexist abuse or hate speech) will result in this process being expedited.

Throughout the process, both the instigator and target will be offered support which includes identifying adults on their 'trust team', who they are able to talk to in school if worried or concerned.

The flowchart helps us to identify the root cause of the issue- which may be relational conflict. If that is the case, support will be provided to the children on resolving conflict.



# Racist incidents

- Kea school has a deep commitment to providing a safe, secure and happy learning environment in which all children feel valued and respected. A respect and understanding of the cultural diversity within the school and its community is actively promoted. The school takes racism very seriously and will take appropriate action to combat any incidents deemed to be racist in nature.
- The Governing Body has a legal obligation to ensure that the school fulfils its duties with reference to anti-racism policies and procedures. The governors will also ensure that these are effective and monitored regularly.

## Definitions:

- *'A racist incident' is any incident which is perceived to be racist by the victim or any other person' - Stephen Lawrence Inquiry*
- *Behaviour or language that makes a pupil feel unwelcome or marginalised because of their colour, ethnicity, culture, religion or national origin.*
- 'Racism' is something someone does or says that offends someone else in connection with their colour, background, culture or religion.
- It is:
  - when a person is teased or called names because of their culture or the colour of their skin, their religion, the country they come from, their language and the way they talk, the food they eat, clothes they wear or their background
  - when people are stereotyped by their colour or religion
  - when a person is rejected or excluded from a group because of their colour or religion
  - when people make fun of a person's family
  - when a person is treated unfairly because of their way of life.





# Racist incidents

- All staff have a responsibility to deal with any incident of bullying or harassment if they come across it around the school. In dealing with such incidents, it is essential that the member of staff challenges beliefs and views of the child or group who have carried them out. In this way the education and understanding that another person has the right to equality and freedom from harassment will be effective.
- The child's behaviour should then be dealt with according to the behaviour policy. The Headteacher or senior member of staff should be informed immediately, and a form completed. These forms are kept in the Behaviour Records File. The Headteacher or senior teacher will also decide whether to inform the parents of the children involved. When using Tootoot, the online reporting site, details of how the situation is followed up and any outcomes also need to be recorded.
- A sensitive approach in dealing with such incidents should leave the child who has been bullied or harassed feeling that the incident has been dealt with fairly and that they feel supported by that adult. The child should be reassured that in the unlikely event of a repetition of such an incident they can feel confident to report it to any member of staff and know that it will be dealt with properly.
- If discussions between the Headteacher and parents regarding an alleged racist incident cannot be resolved, the school has a formal complaints procedure which can be taken up with the governing body.
- The curriculum will also be used by staff as an effective means of promoting an understanding of cultural diversity and equal opportunities. It is important to consider during the planning stage of work, the implication for equality of opportunity and taking advice on resources available. Our religious education takes account of the teaching practices of other principle religions through stories and the celebration of a variety of festivals during the year through the assemblies. Use should be made of discussion times (formal or informal) for children to raise concerns about their feelings (Circle Time is an ideal opportunity as well as PSHE, citizenship, religious and moral education).





### **Support system for pupils**

If there is a persistent problem, the Head Teacher and class teacher draw up a **Behaviour Support Plan** to support the pupil in partnership with parents. If a pupil needs a behaviour support plan, they will be added to our 'Keep an eye-on' list (see identification of SEN document). All staff working with the pupil will be informed of the plan, including midday supervisors. This will give a consistent approach throughout the school day. If the problem continues, together we will work with outside agencies to seek solutions to support the pupil. For pupils who are having these difficulties the school will provide targeted pastoral support or mentoring by adults or peers. (i.e. refer to our pupil wellbeing lead, positive play, circle of friends, peer buddies/mentors etc)

### **Support system for families**

Regular meetings will be organized to de-brief and update parents of pupils showing challenging behaviour. Teachers should only inform parents of **significant** behaviour incidents on the day of the incident. Teachers should not provide parents with daily reports of behaviour. A weekly or fortnightly meeting enables teachers to report and discuss progress in a more measured way. Discussion should be around progress against agreed plans.

If not already in place through TAF (Team Around the Family) meetings, the school will arrange an annual workshop and surgery each year for parents who require guidance on child behaviour.





## **Recording Incidents**

Staff should keep appropriate records of incidents via the use of CPOMS. Some pupils will have a behaviour related log, which will be added to via CPOMS>

Behaviour plans will be attached to individual pupil records via CPOMS

## **Exclusions**

- The school will carry out a risk assessment prior to making a suspension or permanent exclusion. All notifications to the governing board and LA include the reasons for exclusion or suspension and the duration of any fixed-period exclusion. A letter will be sent to families in all cases of exclusion and suspension, outlining the reason for exclusion and next steps.
- We follow DFE guidance on suspensions and exclusions. Please find that [here](#)

## **Monitoring and Review**

Behaviour management will be under constant review informally and formally throughout the school on a class and individual basis. This policy will be evaluated and updated annually with involvement by staff, pupils, parents and governors. Staff will be briefed about Behaviour Policy at the start of the Autumn term each year.

