



BEHAVIOUR PROCEDURES DOCUMENT

Elmstead Wood Primary School Behaviour Procedures

	Name	Date
Version 1.2	Rhiannon Sampson	August 2023

Behaviour in school is inseparable from academic achievement, safety, welfare and wellbeing, and all other aspects of learning. It is key to all other aims and, therefore, crucial.

Tom Bennett, Creating a Culture 2018

Our behaviour procedures 2023

These procedures have been produced in line with The Spring Partnership Trust Behaviour Policy 2023. They have also been in response to feedback from pupils, parents, carers and staff. The new procedure plan will be reviewed with all stakeholders. Strategies have been guided by evidence based practice and current research into the most effective behaviour management approaches. It is largely based on the Paul Dix Behaviour Change programme.

"You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression."
Paul Dix

1. Statement of Intent

Elmstead Wood Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We aim for our procedures to support the school community by adhering to our school rules of; Ready, Respectful and Safe so we can regulate our behaviour to keep ourselves and the environment safe. These support us to make positive steps towards long term improvements, whilst building positive relationships. Poor conduct is managed through a graduated approach; with behaviour understood as communication and with restorative justice enabling pupils to reflect on the impact of their behaviour. Positive intervention should be used to teach appropriate behaviour. We aim to encourage children to recognise that they can and should make 'good' choices by promoting self-esteem and self discipline. It is paramount that the procedures are clear and with practical guidance for staff so that there is a consistent positive approach.

Our behaviour procedures are based on the Five Pillars of Pivotal Practice taken from 'When the adults change, everything changes' by Paul Dix.



2. Aim of these procedures

- ☐ To provide a safe, comfortable and caring environment where everyone can learn well
- ☐ To provide a consistent and calm approach in which adults take responsibility and ownership and follow up personally
- ☐ To ensure that all children are treated fairly and consistently by all adults, that they are shown the respect we expect from them to promote equal relationships
- ☐ To create a culture of exceptionally good behaviour for learning, for community, for life
- ☐ To provide clear guidance and consistency across a range of situations for all stakeholders

- To help children take control of their own behaviour and be responsible for the consequences
- To embed restorative justice throughout the school – resolving issues not simply reacting to them
- To ensure procedures are well communicated to all parties (including parents) with clear outcomes
- To develop a culture of respect for all – regardless of age, status or role within our school community
- To ensure that all staff are confident in responding to and interpreting children’s behaviour
- To enhance the relationships between pupils and all staff, promoting and enabling positive and respectful relationships
- To provide clear support to the management of pupils during transitions and at unstructured times

3. Purpose of procedures

- Recognise and reinforce good behaviour across the school
- Promote self-management of behaviour
- Teach appropriate behaviour through positive intervention

4. Our School Expectations

4.1 Elmstead Wood Primary School - School Rules:

We show we are **READY** We are **RESPECTFUL** We keep ourselves and others **SAFE**
 These help us to **REGULATE** ourselves so that we are **READY** to **LEARN** and to have positive **RELATIONSHIPS** with others.

4.2 All Staff at Elmstead Wood Primary will work:

Consistently – Whilst every child may not be supported in the same way, attitudes and values are consistent. Professional judgements in how to support poor behaviour are supported by well understood, consistent procedures and guidance

Positively – Using language that continually reminds children of how to behave in a positive manner. Re-enforcing the steps and rules as to what our expectations of good behaviour is.

Respectfully – They demonstrate respect in the way they communicate and deal with pupils and other adults. Continually modelling high expectations of behaviour themselves dealing with incidents with authority and calmness. They are decisive and deal with incidents immediately.

4.2 All staff, every day:

- Model **READY, RESPECTFUL and SAFE** referring to them throughout the day
- Welcome the children by name as they come into their class every day - a member of staff will be ‘at the door’ to welcome them and others as they pass (**Meet and greet**)
- Expect high expectations, praising positive behaviours linked to **READY, RESPECTFUL and SAFE**
- Talk in a **calm** way and **regulate** their emotions and behaviour
- **Model** and actively encourage manners and kindness, recognising those who demonstrate these
- Take pride in **building strong positive relationships** with all children
- Follow up concerns regarding behaviour – not passing it onto others or ignoring (with support from SLT when needed) using reflective conversations and restorative justice
- Restore and repair **relationships** when damage has been done

4.4 The Senior Leadership Team and The Pastoral Team will:

- ☐ Meet and greet children and their families at the start of the day
- ☐ Celebrate and reinforce positive behaviour – celebrate successes
- ☐ Encourage the use of positive praise, phone calls home, star of the week, postcards home
- ☐ Are responsible for ensuring procedures are being followed across the school
- ☐ Have a visible presence every day
- ☐ Provide staff training to understand aspects that underpin the behaviour procedures
- ☐ Initiate outside agencies where required and monitor service provision
- ☐ Have responsibility for monitoring staff implementation
- ☐ Build positive relationships with the children and staff across the school
- ☐ Review the plan, do, review cycle to support behaviour within school
- ☐ Support teachers in managing children with more complex / challenging needs
- ☐ Communicate serious concerns around behaviour when children are unable to keep themselves and others safe with parent and carers
- ☐ Support class teachers when dealing with non-negotiables e.g. racism, discrimination, bullying, physical violence, peer on peer abuse

4.6 Parents will:

- ☐ Work in partnership with the school to ensure consistent messages are given
- ☐ Inform school about any issues at home that might affect a child's learning or behaviour
- ☐ Model our behaviour rules of Responsibility, Respect and Safe when on the school premises

4.7 Peer Mentors/ Pupil Behaviour Champions:

- ☒ Will act as role models for other pupils
- ☐ Will work with Senior Leaders and The Pastoral Team to review these procedures

5. Ways we recognise that behaviour demonstrates the rules and when it is 'over and above':

These positive strategies will be used consistently by all adults in the school. They are designed to ensure that first attention goes to the best conduct and create routines and expectations that ensure children feel like valued members of the learning community and are motivated to reach their personal best.

Dojo points consistently used to recognise positive behaviour including:

- ☐ Attendance
- ☐ Reading/ Home Learning
- ☐ Following READY, RESPECTFUL and SAFE
- ☐ Making a positive contribution to their class
- ☐ Play time recognition
- ☐ Showing kindness to another
- ☐ Polite manners

Rewards/ incentives – class stickers, rewards or privileges will be personal to the class but shouldn't replace Dojo.

Positive Note Home via Dojo - to share positive behaviour with parents and carers.

Head Teacher certificate sent Home - these are posted to the pupils home to share exemplary positive behaviour or learning with their parents or carers. These will include a sentence with the child's name and reason for getting it.

Fantastic Phone Call Home - Every week we ask the Teachers or TA and each member of staff in the Pastoral Team and Senior Leadership Team to make a 'Fantastic phone Call.'

Out of this World point - If all the class are noticed for following READY, RESPECTFUL and SAFE as a team then they will be awarded an Out of the World point by a member of staff who is not working with the class at the time. When the class has collected 15 points they are rewarded with an own clothes day.

Excellence Awards - Half Termly, class teachers will select two children per class to receive an excellence award. These awards are displayed in school and parents are invited into school to celebrate.

Celebration Assembly Fridays –

- Star of the week (1 per class) - related to READY, RESPECTFUL and SAFE
- Staff Star of the week – (Nominations can be given to SLT by pupils and other staff members)

6. Support beyond the classroom and key partnerships:

6.1 Unstructured times

- OPAL approach at play times. Children are genetically programmed to play - when their need to play is not met they exhibit behaviours that might be perceived as challenging. The OPAL approach helps adults to understand the depth and complexity of play and what is needed to make sure every child is fully engaged throughout playtimes.
- Morning Meet and Greet (a.m. drop off) There are individual meet and greets in place for identified children. There is also a selected intervention group which focuses on PawsB and starting the day with mindfulness activities.
- The LunchTime Club (selected attendance) This is a quiet space for identified children to eat their lunch. There is an opportunity to talk to a member of the Pastoral Team. Children are then supported back on to the playground for a reduced amount of time.

6.2 Pastoral Support

- The Pastoral Team runs the wellbeing and Transition activities outlined above. This team includes the Pupil Support Lead, Pupil support HLTA and SENCO Assistant. The Team runs a Paws.b mindfulness, group and individual interventions, social skills clubs, listening and attention skills groups, self-esteem groups and academic support.

6.3 External Support

- As a school we have a number of outside support agencies that regularly come into school to help us meet individual pupil's needs when they are struggling with their behaviour for a number of reasons. These include Gate Way Outreach/Bromley Children's Project/Bromley-Y/ School Counsellors/Speech and Language Therapists and Therapy Assistants (SALT and SALTA)/Educational Psychologists/ Clinical Psychologist/Dyslexia Specialist Teacher/Early Years SEN Advisory Teacher (EYSAT) and Inclusion SEN Advisory Teacher (ISAT) worker/Living On/Neuro-linguistic Therapist (NLP)/EHCP Coordinators/ Complex Needs Team Bromley Young Carers.

- As a school we will refer to external services for assessments if deemed suitable and necessary e.g. to Community Paediatricians, Occupational Therapists, SALT etc.

6.4 Break Out Space/ Safe Spaces

- Spaces are identified and made accessible for all children that require such interventions in order to regulate their behaviour. Risk assessments and guidance, as well as training of usage is run across the year and available on the shared drive. Safe space chairs are within easy access to most classroom locations around the school.

6.5 Parent/ Carer Partnerships

- Partnerships with parents and carers are crucial in the effective long term management of behaviour. Parents and carers are communicated with from stage 5 of the graduated response outlined below.

7. Alternatives to exclusions as consequences/how internal exclusion will be managed:

- Direct restorative justice
- Tailored Personal Support Plans (PSP) based on the needs of the child
- Time for repair activities
- Pre-planned formats to teach how to follow the 3 rules; activities, social stories, team building activities
- Consistent follow up – using consistent reporting processes on Arbour.

8. Consistency:

All Staff:

- One voice rule to be followed at all times (staff to know what this means)
- Will refer to READY, RESPECTFUL and SAFE to **REGULATE** ourselves to be able to **LEARN** and build **positive RELATIONSHIPS**.
- Follow up behaviour identified as needing support, supported by other staff where necessary.
- Retain ownership and engage in reflective dialogue
- Give 'take up time' when going through the steps – prevent before sanctions
- Persistently catch children doing the right thing and praise them in front of others
- Know the class well and build positive relationships
- Remain calm and demonstrate unconditional care and compassion
- Consistent expectations and strategies

9. Managing behaviour using a graduated response:

Calm and easy at every step with plenty of take up time

The ZONES of Regulation

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone Overjoyed/Elated Panicked Angry Terrified

The below steps will be used to support the children to regulate their emotions for positive behaviour.

Step 1 - redirection Distraction/deflection/de-escalation strategies phase	A gentle reminder, a 'nudge' in the right direction, a small act of kindness. Allow time for the child to 'take up the opportunity you are offering' and room to be flexible and adjust/ try another strategy before moving on to a 'Look' 'Catch' them making the right choice as soon as you can then praise.
Step 1b Look with a pause	Look with pause using clear positive body language and facial expressions - modelling respect at all times . Whilst teaching younger children to recognise and respond to a 'look' staff may choose to verbalise what they are doing e.g. 'I have stopped and am looking at you because I would like you to be quiet whilst I am explaining this activity - thank you.' You may also want to use the Makaton sign for 'look' to help.
Step 2 The reminder	Verbal Reminder of expectations relating to Ready, Respectful, Safe (simple and clear / Quiet and Personal) Focus language on desired/safe behaviours you want to see. 'Billy, I want to remind you of our rules: Ready, respectful and safe. You need to take responsibility for being quiet and listening whilst I am teaching you this part. I would like you to respect that I am talking and listen, thank you.' Rose, I'm talking to you because you are not being ready, respectful and safe. Remember our school rule is to be respectful. When you tap your pencil while I am talking, that's not respectful. I need you to put the pencil down, thank you. Make sure you walk away a little and give the child time to follow your request.
3 - Caution / Two minute intervention	Two Minute intervention – a one-to-one short intervention (Quick, eye-level or lower, non-threatening, distance between you) Ask the children to step outside or away from others so it is delivered privately. Primary objective: How can we return to learning? This is a gentle approach, personal and non-threatening. Don't enter into challenging conversations, keep control of the situation by holding the conversation:

	<p>1) Name, are you ok? I thought it would be better to talk away from everything. I asked to speak to you as you were struggling to keep to our rules and I want to help you to get back on track so that we don't have to consider the consequences.</p> <p>2) We've agreed that is one of our rules. I need you to if you continue to then the consequence will be</p> <p>3) What do you need right now to get back to learning?</p> <p>4) I'm going to make it easy for you to return to the classroom.</p> <p>5) I'm going to make it easy for you to return to the classroom.</p>
Step 4 - Time out / blue chair	<p>A child needs more support and this is the focus for the time. A child should be supported in a safe space to get them back to learning. The member of staff could be a TA, PSL or SLT. The child should be listened to, soothed and calmed. The child should then return to learning and the behaviour should be addressed by the teacher after the lesson. The matter shouldn't be resolved by another member of staff. The responsibility stays with the first adult. e.g. Paws.b breathing (independent)/time with a trusted adult. This should be related to Ready, Restful and Safe as well as the Zones of Regulation and specific and individual to the child. It could also be a choice from their pre-arranged de-escalation activities.</p> <p>The behaviour should be logged and parents informed.</p> <p>Name, you have continued to...you will now also have a time out to reflect on your behaviour. I know you will make the right choice when you return.</p>
Step 5 - Consequence	<p>If the child continues to make the wrong choice, privately and respectfully tell them what the consequence will be.</p> <p>Name, you have continued to....Now you will have to ...</p> <p>The behaviour should be logged.</p> <p>Child may use the blue chairs again if needed.</p>
Step 6 - Repair / Restorative conversation	<p>A restorative conversation should take place after a behaviour incident to repair. This must happen with the adult who was involved with the incident and gave the consequence. This will be done at a time when the child is able to engage in the conversation and not if they are not in a calm state.</p> <p>During the conversation choose 2 / 5 restorative questions are asked, these can be any of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What happened? <input type="checkbox"/> What were you thinking at the time? <input type="checkbox"/> What have you thought since? <input type="checkbox"/> How did this make people feel? <input type="checkbox"/> Who has been affected? <input type="checkbox"/> How have they been affected? <input type="checkbox"/> What should we do to put things right?

	<p>□ How can we do things differently in future?</p> <p>Questions meet the need, rather than using assumptions linked to age. For some situations, two are enough.</p>
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Step 6) Personal Support Plan – created with the class teacher, other significant adults to the child, SENCO/PSL the child and their parents/carers. There will be an element of follow up and monitoring of this. This will require regular reviews and may require referrals for outside agency support.

Step 7) Suspension (Internal and external) – this is an ultimate last resort and must never be discussed with the child as a sanction.

Consequence Option

We aim to be positive in our behaviour management, praising good behaviour and encouraging children to behave sensibly. At times a pupil's behaviour may fall short of expectations, and it needs to be corrected swiftly. A simple reminder and expression of disapproval is often adequate in correcting a child's behaviour. At other times, a sanction may be necessary to encourage pupils to recognise that their behaviour has consequences.

The use of consequences should be characterised by certain features:

- A consequence involves the adult and pupil involved; staff should avoid bringing public attention to a reprimand or sanction
- It should be the behaviour rather than the person that is sanctioned.
- It must be clear why the consequence is being applied.
- It must be made clear what changes in behaviour are required to avoid future consequences.
- Group consequences are avoided
- There should be a clear distinction between minor and serious breaches of discipline
- Children are given the opportunity to reflect on their behaviour through a restorative conversation.

It is important that warnings and consequences are administered fairly and consistently. The behaviour chart below highlights which behaviours are considered minor, concerning and serious breaches of discipline, and the consequences of each. It is implemented consistently by all staff members.

Option 1) Restorative Justice Activity – tailored to the situation and the needs of the child with an adult who has a close relationship with the child/children, with support of PSL/SLT if needed. This must include communication with the child's parents/carers to include them in planning how to address the behaviour. There will be an element of follow up and monitoring of this. See Restorative Guidelines
Key questions: What happened? What were you thinking? Who has been affected and why? What needs to happen to put things right? What are you going to do differently next time?

Option 2) Natural Consequence - This is where the consequence repairs the action. For example if a child has drawn on the table they would clean the table at break time. If a child has said unkind words to another they would write an apology during their time. If a child has refused to listen to an adult during learning and has missed learning time they could make up for that missed learning or write an apology as reflection.

Option 3) Restricted Activity - If a child has shown on more than one occasion that they can't be trusted to show Ready, Respectful and Safe then the activity may be restricted. For example, if a child is unable to share the OPAL equipment they may have to stay in a small, highly supervised area of the playground where the adults will support the child until they can consistently show they are Ready, Respectful and Safe. If a child is playing

with equipment on their table when they should be listening, they may only be allowed access to essential items.

<p><u>Give back time</u></p> <p>This can happen at play or lunch time.</p> <p>The amount of time given back is at the adult's discretion and will depend on how serious the behaviour is.</p> <p>This will usually happen in class with the teacher, but can happen with SLT. It should be with the adult who dealt with the behaviour.</p> <p>This time can be used to complete missed learning, tidy up any mess they have made, etc.</p> <p>If children 'give back' time 3 or more times in one week, parents will be called.</p> <p>The behaviour must be logged.</p>	<p>Minor breaches of discipline include, but are not limited to:</p> <ul style="list-style-type: none"> ● Shouting out (disrespectful and unsafe) ● Not listening (not ready and disrespectful) ● Not following routines (unsafe and not ready) ● Not carrying out the work during the lesson (not ready) ● Attempts to distract others (not ready and disrespectful) ● Being noisy in the corridor (not ready and disrespectful) ● Talking during lessons (not ready and disrespectful) ● Talking at the end of play and lunch or during assembly (unsafe, disrespectful, not ready) ● Not following instructions first time (unsafe) <p>Concerning breaches of discipline include, but are not limited to:</p> <ul style="list-style-type: none"> ● Not following instructions first time (unsafe) ● Turning away when being spoken to (disrespectful and unsafe) ● Use of bad language (disrespectful) ● Gossip about peers/adults (disrespectful) ● Provoking peers (disrespectful) ● Sneering, staring when being spoken to (disrespectful) ● Answering adults back (disrespectful and unsafe) ● Ill treatment of equipment (disrespectful and unsafe) <p>Serious breaches of discipline include, but are not limited to:</p> <ul style="list-style-type: none"> ● Persistent refusal to follow instructions to correct behaviour (unsafe) ● Persistent defiance and answering back (unsafe) ● Verbal abuse or physical assault resulting in a mark. (punching, slapping, hitting, biting, kicking) (disrespectful and unsafe) ● Threatening or aggressive behaviour (including spitting and shouting) (disrespectful and unsafe) ● Bullying, verbal/physical or cyber-bullying (disrespectful) ● Theft (disrespectful) ● Deliberate vandalism to school property (disrespectful and unsafe) ● Possession of prohibited substances on site (including dangerous weapons) ● Discrimination including racist, sexist, homophobic or transphobic abuse (disrespectful) ● Leaving the building without permission (unsafe) ● Sexual abuse or assault (disrespectful, unsafe)
<p><u>Time out</u></p> <p>A short time away from the classroom with TA, ISA, PS or SLT</p> <p>Parents must be informed.</p> <p>The behaviour must be logged</p>	
<p><u>Monitored and Supported by Pupil Support Team</u></p> <p>Children who are having several time outs will be identified and supported by the Pupil Support Team. They will have individual support plans that are shared with parents.</p>	
<p><u>Internal suspension</u></p> <p>This can be half a day or a full day and will be decided in consultation with the Headteacher.</p> <p>Parents must be informed</p>	
<p><u>Suspension</u></p> <p>A suspension for the shortest time necessary will usually be imposed when the school has offered and implemented a range of support and management strategies. However, there will be exceptional circumstances where it is appropriate to suspend for a first or 'one off' offence.</p>	

Parents must be informed.	
<p><u>Exclusion</u></p> <p>A decision to permanently exclude is a serious one and will usually be the final step if the school has tried a range of consequences and other strategies to improve behaviour that is consistently falling below what is expected. However, there will be exceptional circumstances where it is appropriate to exclude for a first or 'one off' offence.</p> <p>Parents must be informed</p>	

10. Restorative Justice

10.1 What is it?

Restorative justice actively engages participants in a process allowing them to make amends for the harm caused by their behaviour. Restorative approaches acknowledge the intrinsic worth of the person and their potential contribution to the school community. Restorative approaches aim to:

- Improve behaviour and attitudes
- Provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm
- Improve relationships; establish rights, accountabilities and responsibilities to the community
- Provide a safe philosophical basis for staff, pupils and parents to share ideas and discuss issues

10.2 What does it look like in school?

A restorative conversation between a key adult/s and pupil/s involved. A 'walk and talk' or 'task and task' activity is used to engage children in conversations, encourage collaboration, honesty whilst removing fear to address their behaviour. If children clam up, prompts, scaling emotions or postponement and support can be offered.

10.3 Why do we need to do it? (Research or evidence base?)

'Punishment doesn't teach better behaviours, restorative conversations do'

Paul Dix – When The Adults Changes, Everything Changes, Chapter 8: Restore, Redraw, Repair.

Restorative approaches aim to build the school community and to repair and strengthen relationships within it. These approaches foster an awareness of how others have been affected by inappropriate behaviour. We use it to embed an ethos that all mistakes can be a learning process and are a natural part of human nature and life; that they can always be repaired and made safe again.

10.4 When is it used?

Restorative Justice is used as part of the graduated approach to managing behaviour and as a default mode that underpins all responses to negative behaviour. It is used to focus the response to understanding the impact of someone's behaviour, not the shame of the behaviour itself. Not every incident needs to be resolved with a restorative conversation. It is needed when:

- Trust has been broken
- Behaviour has gone below the minimum expectations

- Tempers have been frayed
- Manners have disappeared
- Things have been said that should not have been said

11. Anti Bullying

Children and young people have many rights and one of them is the right to be safe. We value and work towards supporting the emotional health and wellbeing of all children and young people. We aim to create a climate of respect where anti-social and bullying behaviours are not accepted or tolerated. We work towards reducing bullying, harassment and anti-social behaviour.

- Bullying is wilful behaviour (physical or emotional) which repeatedly and purposely aims to hurt, intimidate, frighten, harm or exclude another individual or group.
- Harassment is intentional threatening or disturbing behaviour. It is the unwanted conduct on grounds of race, gender, sexual orientation, which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It is commonly understood as behaviour intended to disturb or upset, and it is characteristically repetitive.
- Anti-social behaviours are actions that harm or lack consideration for the well-being of others.

It can take many forms including racist, homophobic, gender and cyber bullying.

There are three common aspects of bullying:

- a. it consists of deliberately hurtful behaviour,
- b. it occurs repeatedly over a period of time,
- c. it is difficult for those being bullied to defend themselves.

Bullying may take many different forms:

- Physical – hitting, kicking, taking belongings
- Verbal – name calling, insulting, making offensive remarks
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours,
- Cyber-bullying - sending malicious emails or text messages on mobile phone, misuse of any technology e.g. camera and video facilities

We explain to children that:

- Bullying is when a person or persons repeatedly use words, strength or actions to hurt them and make them unhappy.
- A bully is someone who deliberately uses words, strength or actions to hurt someone when they know they cannot or will not stop them.

All staff are alerted to the signs of bullying and children are encouraged to tell their class teacher or other adults working in the school. This is shared in confidence with other staff. Teachers always take bullying seriously and deal firmly with such behaviour. If a child persists in bullying, the formal consequences outlined earlier in these procedures, will be brought into play. The ultimate consequence of bullying could be permanent exclusion. Victims of bullying will be reassured, offered further support and their parents involved if necessary.

Raising Awareness and Recording Incidents

Personal and Social Education is one method used to raise awareness and promote mutual respect, self-discipline and social responsibility which underlie good behaviour. Opportunities are given in circle time, role-play situations and within PSHE lessons to discuss and understand the problem of bullying appropriate to the age of a child. Procedures to follow, who to tell and consequences given are an important part of these discussions.

All incidents of bullying, offensive behaviour regarding sexual orientation or racial incidents are noted in the relevant log in the Behaviour folder of the shared drive.

Anti-Bullying Procedures

Staff will:

- Investigate reported bullying incidents thoroughly and talk to those involved, witnesses and appropriate staff.
- Record the incident.
- Respond to the child who is being bullied by;
- Listening actively
- Offering support and strategies to deal with unacceptable behaviour
- Protecting the child and ensure their safety as and when necessary
- Involving parents if necessary
- Involving external agencies to support the child as appropriate
- A Pastoral Support Plan may be required

Respond to the child who is being bullied by;

- Ensuring he/she recognises his/her behaviour and how it affects others
- Applying appropriate consequences
- Guiding, supporting, advising and offering strategies to change behaviour
- Considering whether the bullying behaviour reflects an unmet need of the bully
- Encouraging him/her to take responsibility for actions and help them to make amends
- Involving parents
- Prevent further situations by providing opportunities for children/young people to explore the issues.
- Review the situation with the child or young person and parents and others, throughout the investigation and afterwards.
- Review policies and procedures - consider changes that can be made to environment, groupings, rules and codes of conduct etc.
- Monitor the situation;
- Provide opportunities for children and young people to say how safe they feel and if the procedures are working.
- Provide opportunities for staff to comment on their confidence and strategies for dealing with incidents

Monitoring by all staff is an essential element in the effectiveness of good behaviour and low incidences of bullying within our school. All children have an important role to play too. School Council representatives in each class report back any behavioural issues to the full meeting and any issues and actions arising are agreed. Regular class and Key Stage behaviour reminders and reviews form an integral part of monitoring our procedures.

Anti-Bullying Charter

12. Children and young people are encouraged to report bullying and discrimination.
13. Children and young people who are victims of bullying and harassment are given support.
14. The anti-bullying procedures are regularly reviewed and monitored.
15. Action is taken to challenge and reduce bullying and discrimination and other anti-social behaviour by children and young people.
16. Agencies provide training, advice and support to staff to help to identify, prevent and manage bullying and harassment.
17. There is a commitment to working with other agencies to support a child and young person to minimise bullying and its impact.
18. There is regular monitoring of incidents of bullying and harassment

12. Communication regarding behaviour:

12.1 To parents/ Carers

- Introduction letter to Behaviour Procedures Review and Questionnaire link/ QA opportunity
- Parent Workshop to share finalised NEW Behaviour Procedures
- Marvellous Me
- Gate conversations

- Note home, Postcard Home

12.2 To staff

- INSET Day presentation
- Staff Meetings (Teachers, TA's, Lunch Time Staff, other support staff)
- Staff Training (Ongoing)

12.3 To children

- Introduction Assembly
- Class Briefings run by class teachers
- Assemblies (3 rules teacher involvement and the Celebration Assemblies)