

Behaviour & Anti-Bullying Policy

Carleton Rode CEVA Primary School



Head teacher: Judith Jones

Chair of Governors: Kirsty Byrne

This policy is reviewed annually.

Reviewed & Updated September 2019

This policy will be next reviewed in: September 2020

1. Introduction

In the document 'Ensuring Good Behaviour in Schools', the Department for Education (DfE) set out the legal powers and duties that govern behaviour and attendance in schools and explains how they apply to teachers, governing bodies, children and parents/carers.

Every school must have a behaviour policy in order to meet the requirements of Section 89 of the Education and Inspections Act 2006 (maintained schools) Independent Schools Standards Regulations 2010 (Academies).

The Governing Body is responsible for setting general principles that inform the behaviour policy. Head teachers are responsible for developing the behaviour policy and deciding the standard of behaviour expected of children at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary penalties for breaking the rules. The behaviour policy must include measures to prevent all forms of bullying.

This Policy should be read in conjunction with the following school policies and procedures:

Special Educational Needs Information Report

Health and Safety Policy

Admissions Arrangements

Concerns and Complaints Procedure

Equalities Objectives and Equalities Statement

Safeguarding and Child Protection Policy and Guidance

Online Safety Policy

Whistle Blowing Policy

Hire of Premises Guidance

Administering Medicines Policy

Supporting Medical Conditions Policy

Educational Visits Policy

Staff Code of Conduct

Home / School Agreement

2. Governors' Statement of Principles

The governors of Carleton Rode CEVA Primary School, believe that every child should feel safe, happy and secure in school. We want every child to develop positive attitudes about themselves, others and towards their learning. We want our children to be empowered to manage their own behaviour and emotions and we view this as a crucial to ensuring they are able to make a positive contribution to society.

3. School Vision, Values, Definitions and Aims

As a Church of England Primary school, the foundation on which we base our vision is the 'golden rule' found in Matthew 22 to 'Love your neighbour as you love yourself'. We teach this golden rule through our three Christian values of kindness, honesty and responsibility. As a consequence, the way in which we manage behaviour and approach bullying incidents explicitly reflects these values. We work as a close team to ensure that our school ethos and practice conveys high expectations and presents a clear framework so that all our children can feel safe, secure and happy in school.

The definition of 'good behaviour' is complex. For the purposes of this policy, we see 'good behaviour' as the behaviour that is characterised by those who show good 'behaviour for learning' combined with that which is defined as good by Ofsted.

Together, we aim to...

- develop a sense of self-discipline in children, an acceptance of responsibility for their own actions and an understanding of the consequences of these actions
- create the conditions for an orderly, harmonious school community in which each individual can develop to their full potential

- Foster mutual respect for one another, the school and the wider environment
- promote a climate of trust, openness and security amongst the whole school community
- build and foster positive relationships between all with high levels of self-esteem and wellbeing
- regularly seek out the views of all and use our findings to drive improvements
- provide quality curriculum opportunities to teach the skills, knowledge, vocabulary and emotional literacy necessary for good behaviour
- support all in need of assistance regardless of their needs or behaviours
- provide excellent role models of good behaviour
- provide clear and fair rules, guidance, procedures and sanctions for managing behaviour
- celebrate good behaviour and promote it throughout the school community

4. Responsibilities

The commitment of staff, children and parents/carers is vital in order to develop a positive whole school ethos. The expectations of staff, children and parents/carers are outlined below.

4.1 What Children Can Expect from Staff

Children can expect staff and other adults in the school to:

- arrive at lessons on time;
- plan and deliver good and outstanding lessons which engage and motivate you to achieve;
- allocate sufficient time for each task;
- be enthusiastic and develop positive working relationships with you and your peers in their classes;
- celebrate the success of children in lessons, after school activities and worship times;
- encourage all children to contribute to the work in hand;
- communicate both successes and concerns with parents/carers;
- have a well organised, attractive room;
- mark or give feedback on work as soon as possible;
- set homework appropriate for your age and ability;
- treat you fairly and be sensitive to your feelings;
- eliminate or control hazards which may cause you harm;
- use a range of non-verbal and verbal cues to encourage good behaviour and limit inappropriate behaviour;
- be approachable and listen to you at appropriate times;
- always take seriously any complaints of bullying or inappropriate behaviour reported to them;
- display your work;
- set high expectations, clear boundaries and regularly agree classroom and behaviour expectations;
- use rewards and, where necessary, sanctions consistently;
- model the behaviours you wish to see;
- have PSHE/C and SMSC based lessons including collective worship, British values, school values, SEAL, Philosophy and Circle Time to help you to develop good behaviour;

4.2 What Staff Can Expect from Children

Staff can expect children to:

- arrive at school and at lessons on time;
- move around classes and corridors quietly and calmly (unless told otherwise);
- wear appropriate clothing;

- sit where you are asked to;
- have a full PE kit and books needed for lessons;
- follow classroom rules and procedures and not disrupt the learning of other children;
- follow instructions given;
- listen attentively to the lesson and what you are going to do, why and how;
- put up your hand to indicate you wish to speak, unless told it is not necessary;
- use appropriate language;
- listen to others' ideas and work co-operatively;
- tell the truth and try hard to learn from your mistakes;
- care for the classroom and resources, respecting others' property;
- value other individuals and their contributions to lessons;
- lead by example creating a good role model for younger children in the school;
- accept responsibility for your behaviour;
- consider the needs of all the other people in the classroom;
- use ICT in accordance with school policy and e-safety;
- be responsible when using online technologies and not compromise the professional integrity of staff or other adults in the school community;
- report to a teacher or other adult any bullying behaviour by others including bullying with the use of technology (online-bullying);
- behave appropriately when outside school;
- be an ambassador for the school.

4.3 What Staff Can Expect from their Colleagues

You can expect your colleagues and other adults in the school to:

- treat you with respect;
- work and co-operate with you for the overall good of the school community;
- respect your right to have your own values, opinions and individual beliefs;
- treat all child and staff issues with the highest standards of confidentiality;
- offer support when appropriate;
- be aware of your job remit and respect its boundaries;
- use ICT appropriately and in accordance with the school's policy;
- be aware of and consider the possible implications for the school, colleagues and themselves when posting on Social Network Sites;
- use on-line technology appropriately and not compromise the professional integrity of colleagues or other adults in the school community.

4.4 What Staff Can Expect from Parents and Carers

Staff and other adults in the school may expect parents/carers to:

- treat you and your colleagues with respect;
- treat other parents/carers, children and visitors to the school with respect;
- behave responsibly whilst on school premises;
- park responsibly and safely when using the roads around the school;
- report any incidents of bullying including cyber bullying as soon as they are discovered so that the issue can be dealt with promptly by school staff;
- ensure that their child arrives at school on time;
- ensure that their child is dressed appropriately, in school uniform with any necessary equipment e.g. P.E. kit;
- ensure that their child attends school regularly and contact the school in the event of an absence or lateness;
- encourage their child to achieve their very best in school;
- encourage their child to have high standards of behaviour in and out of school;
- support the school's policies, strategies and guidelines for behaviour;

- work with school staff to help their child accept responsibility for their behaviour and actions;
- inform the school of any concerns or problems that may affect the child's work or behaviour;
- support their child's homework and other home-based learning activities;
- support the school in its use of rewards and sanctions;
- take a proportionate responsibility for the behaviour of their child;
- discuss any issues of concern with the class teacher or Executive Headteacher in a calm and non-aggressive or threatening manner;
- consider the implications of posting inappropriate or defamatory details on Social Network sites and the detrimental effect inappropriate comments can have on individuals and the school as a whole;
- support the school's approach to e-safety which includes not uploading or posting to the internet any pictures, video or text that could upset, offend or threaten the safety of any member of the school community or bring the school into disrepute;
- recognise the need for security and not create online media 'on behalf' of the school without the Executive Headteacher's express permission.

4.5 What Parents and Carers Can Expect from Staff and Other Adults in the School

Parents and Carers can expect staff and other adults working in the school to:

- treat you with respect;
- set high standards of work and behaviour for all children in their care;
- encourage your child to do their best at all times;
- deal promptly with any incidents of bullying regardless of whether your child is seen as either the bully or the victim;
- impose sanctions consistently in accordance with this policy and the school system;
- promote positive behaviour and reward such behaviour in accordance with this policy and the school system;
- promote positive behaviour beyond the school gates and impose sanctions for inappropriate behaviour which reflects negatively on the school and its values;
- discuss your child's actions with them, give a warning and ensure that your child knows what the penalty will be should they continue to misbehave. All penalties will be carried out;
- provide a balanced curriculum in order to meet the needs of each child;
- keep you informed about general school matters, and your child's individual progress;
- let you know if there are any concerns about a child's work, attendance or behaviour;
- support your child's homework and other home-based learning activities;

5. Celebrating Success

We regularly celebrate the success of all children in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school. There are many ways we celebrate success, most are listed below and will be reviewed by children, parents/carers and staff during the academic year.

- Verbal praise in class
- Written praise in marked work
- Sharing and celebrating success during lesson time e.g. use of circle time for children to discuss their own behaviour related concerns
- Golden Time, class reward charts or certificates
- Sharing and celebrating success in worship time e.g. Celebration Assembly
- Dojos and house-points for good behaviour, homework, good class work, being on time regularly, caring for others, helping others, being thoughtful or considerate etc.
- Being awarded 'half-term hero'

- Special work of the week
- Certificates in collective worship time which are awarded for a wide range of reasons such as exceptional work, improvement, kindness etc.
- Headteacher awards for excellence
- Star achievement board/work displays

6. Strategies, Sanctions and Consequences

Although this school aims to focus on positives at all times, there are unfortunately occasions when a minority of children let themselves, the school and others down through their unacceptable or inappropriate behaviour.

When bad behaviour does take place there is an expectation from children and adults alike that appropriate sanctions should be applied. These are clearly understood by children and adults and are consistent across all classes, with due regard to the age of the child. They are progressive and are relative to the frequency or severity of the inappropriate behaviour:

Stage one - Early Warnings

Non-verbal signals to the child (so that the flow of the lesson or activity isn't interrupted), which indicate that you have noticed the behaviour but are not going to respond to it at that time. For example – open hand gesture or a glance or look. These may followed up with verbal prompts such as saying the child's name. These behaviours may be followed up at the end of the session by speaking privately to the child about what was seen to check they understood what they should have been doing.

Stage two - Rule reminder

If the child has not responded to the early warnings above they will be reminded of the class rules.

'Bill, what is the rule for sitting on the chairs?' or 'Sally; what should you be doing?'

If child says 'Don't know/don't care' – or no response adult says

'Well, I will tell you, remember to... or 'the rule is...' or Amir, can you tell Bill/Sally what the rule is please?'

If we have to remind them of the class rules more than once, we point out the choices they are making. For example, 'I have had to remind you of the class rules once already, it's up to you if this goes any further/you have a choice, either you keep the rule, or lose 5 minutes golden time.' (or whatever is considered appropriate taking account of age/maturity). We will follow up any secondary behaviours such as the child groaning or answering back afterwards in private.

Stage three - Separation inside the classroom

- If the child does not respond to the rule reminder and choice, the child will be seated in a pre-designated area in the classroom (the chill out/time-out area) for up to ten minutes (this time will vary greatly according to age/understanding). They can still see and hear what is going on but they are not 'part of the group'. They will be reminded of the choices they are making. If they refuse to go, the adult will move to stage four. When the child is calm and ready to return to the group adults will try to 'catch them being good' and praise them. This rebuilds the relationship, reduces any tension and helps settle the child back into the group. Later the teacher will see the child and it may be necessary to complete a 4W's sheet (what I did, what rule I broke, why and what can I do to put it right) with the child and give a sanction.

Stage four - Removal from the classroom

This sanction is used sparingly otherwise children will lose their entitlement to a broad and balanced curriculum and it will lose its impact. However, the basic principles are...

- Send for someone to collect the child. Staff have an agreed red exit card and send it with a responsible child to get help
- When the child leaves the classroom, the adult collecting is not there to 'tell them off' simply to take them out to a designated safe, quiet place. They are supervised and use the time to cool off and calm down. The focus is on de-escalation
- The child should not be out of the classroom for more than fifteen minutes, usually ten minutes is right depending on age. During this time the child, if judged calm enough, will be asked to complete a 4W's sheet. When they are ready and calm, they return to the classroom where the teacher accepts them, if they indicate that they can now follow the class rules. The teacher will then follow up with the child at the earliest opportunity and any sanctions will be given
- If a child has to leave the classroom, brief details of the incident should be recorded in addition to the 4W's sheet
- Relationships are then quickly rebuilt as in stage 3 above

At any time considered appropriate during stages 2-4, the adult will see the child 1:1 after the incident to discuss it and to model back to them, through role play the inappropriate behaviour. This helps the child to see what it looks like for themselves. Rarely, some forms of poor behaviour are such that the stages are not appropriate and immediate removal or time out to cool off is necessary. Very rarely a child may refuse to leave the room, in which case, the class will leave while the adult who came to help stays in class with the child until all is calm. Follow up will then happen when appropriate.

In the case of inappropriate behaviour in the playground, the Midday Supervisors (MSA's) will use the same strategy by using steps 1 - 4 as for indoor use. However, at stage 3, the child may have time out with the MSA by accompanying them on their duty, not being allowed to play for a given number of minutes *or* be asked to sit on the bench for time out. If it is necessary to go to Stage 4, an able child will be sent with a red exit card to fetch another member of staff who will come and escort the child indoors.

The Executive Headteacher will be informed and become involved with the management of any behaviours which are serious e.g. Stage 4 or are frequent at lesser stages. The school will ensure that any behaviour which is serious or frequent will be discussed with parents and carers. School and home can then work in partnership with the child to help change the behaviour (unless it is believed that telling the parent/carer will result in harm to the child). The school will signpost outside help and support for parents and carers who are finding their child's behaviour management difficult.

We want our children to take responsibility for their behaviour and will encourage them to do this through restorative justice approaches such as peer mediation/conflict resolution which enables them to reflect on their behaviour and to make amends. This process does not, however, replace consequences. At our school, we know that consistency is essential for children to understand what is expected of them and to avoid mixed messages. It is vital that children learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community. We follow the saying 'It is not the severity but the certainty' when it comes to the effective use of sanctions and modelling to teach new, positive behaviours.

6.1 Restorative Justice, Reflection on Actions, Forgiveness

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a solution. Where there has been an issue the individuals involved will meet with a mediator (peer or adult depending on the circumstances) who will ask them four main questions: What happened? How did it make you feel? Who else has been affected by this? What can be done to prevent this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other children and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative justice works extremely well if there has been a repeated problem for a child and member of staff or staff and parents/carers. This is because it gives everyone an opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again. Restorative justice also works very well when children fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them. Meetings are always held in a neutral place with a mediator who is not involved. The mediator's job is to keep everyone calm and civil and help those involved to move forward to restore the relationship. Children and adults are never forced to go to mediation.

Reflection on actions is normally used to allow the individual to reflect on their behaviour and to allow the person to decide for themselves why their behaviour was inappropriate and how it might have affected others in the school community. Sometimes children are asked to write down their reasons for the behaviour and how that behaviour could be improved or what alternatives to the inappropriate behaviour might have been possible if the same circumstances arise again.

The Christian values of reconciliation and forgiveness are a key aspect of these meetings and children and adults are encouraged to resolve their differences and let go by forgiving so that both parties can move on.

6.2 Looked After Children

Looked After Children (LAC) are especially vulnerable with regard to behaviour and inclusion, therefore they need special consideration here; we know that LAC are at a significantly higher risk of permanent exclusion - 10 times more likely than non-LAC. We know that we might expect trickier behavioural needs, given that this group may have experienced poor modelling, significant emotional trauma, and other challenging issues.

At Carleton Rode, we aim to familiarise ourselves with any LAC history and needs as soon as possible before or on entry into school, and, in a sense, 'risk assess' for behavioural needs. In this way, we can plan ahead, in order to prepare for behavioural/emotional needs and potential challenges in this area, and hopefully pre-empt, problems.

Our Behaviour Policy is underpinned by the belief that secure, well-informed and meaningful relationships between children, staff and parents/carers are key to the likelihood of success in behaviour modification; if we establish this first, and build this relationship with our LAC and their Foster Carer, we are most likely to succeed in all outcomes. The inclusion of the Foster Carer is also key, as there is a great deal of evidence to show that a breakdown in the LAC's school relationship is very often accompanied by a breakdown in their Foster Care placement, a double blow to an already-vulnerable child.

6.3 Radicalisation and the Prevent Strategy

We are required, by government, to look out for certain kinds of behaviour which may indicate that a child is at risk of radicalisation. At Carleton Rode, we have prepared for this by

nominating a named member of staff who can raise awareness amongst all staff around the specific behaviours which may alert us to radicalisation. The pathway for concerns is the same as that for other Safeguarding issues; the Executive Headteacher Judith Jones is the Designated Safeguarding Lead and the Safeguarding Monitoring Governor is Liz Service.

6.4 Disciplinary Action

There is a clearly defined process for issuing sanctions in this school (see above). Wherever possible children are issued with a warning to enable them to rectify their behaviour though there are times when the nature of the behaviour does not warrant a warning as it is so serious. Over and above strategies already mentioned, the school uses a range of consequences for poor behaviour which are outlined in more detail below:

Child Behaviour Plans

Where the child does not respond to regular warnings and actions, they are issued with a behaviour plan which is made in partnership with parents/carers, staff and the child. The plan is for a set time (usually four weeks initially) and has clear targets and rewards for success both inside and outside school which are small but meaningful e.g. a few minutes of i-pad time or having an extra half-hour up before bedtime at the weekend etc.

PSP - Pastoral Support Plan

Plan similar to above but involving outside agency support if necessary, to bring in further expertise.

The school will always seek to gain expertise and advice from leading behaviour specialists in the County if needed. It may also make a referral to Early Help, the school pastoral worker or begin the Family Support (FSP) process to support the child and family. The school believes that there is always a reason for poor behaviour and is committed to finding a way forward for all its children.

Fixed-Term Exclusion

Exclusion will always be seen as a last resort in our school and will usually follow a lengthy period of work with the child, parents/carers and outside agencies. A decision to exclude a child for a fixed period is taken only in response to serious breaches of the school's Behaviour Policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and where lesser sanctions such as removal of privileges are considered inappropriate.

Permanent Exclusion

A decision to exclude a child permanently will be taken only:

- In response to serious breaches of the school's Behaviour Policy;
- and
- If allowing the child to remain in school would seriously harm the education or welfare of the child and/or others in the school

A decision to exclude a child permanently is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and taking into account all the circumstances, the evidence available and the need to balance the interests of the child against those of the whole school community. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and will normally be used as a last resort. There will, however, be exceptional circumstances where, in the Executive Headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one-off' offence.

Exclusions - The Right of Appeal and Legal Duties

Depending on the type of exclusion, in most cases, parents and carers have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion, parents and carers have the additional right to appeal to an independent appeal panel. The school has a duty to provide suitable full-time education for the excluded child from the sixth school day of any fixed period of exclusion of more than five consecutive school days. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

6.5 - Screening, Searching and Confiscation

The school follows Government advice when confiscating items from children which is outlined in their document "Screening, Searching and Confiscation – Advice for Head teachers, Staff and Governing Bodies – April 2012 (A copy of this document is available from the school on request or to download from the DfE Website).The following items are what are termed 'Prohibited Items' and their presence on school premises or if found on an individual child will lead to the highest sanctions and consequences:

- Tools e.g. scissors, screwdrivers, needles (not used for a legitimate purpose)
- Knives
- Firearms/weapons
- Illegal drugs or medications
- Alcohol
- Fireworks
- Tobacco and cigarette papers
- Pornographic images
- Stolen items
- Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:

i) to commit an offence,

ii) to cause personal injury to, or damage to the property of, any person (including the child)

Where items are 'prohibited' as outlined above, these will not be returned to children and will be disposed of by the school according to the DfE advice and statutory guidance 'Screening, Searching and Confiscation – Advice for Headteachers, Staff and Governing Bodies'. Children must not bring any of the items listed above on to school premises. The school will automatically confiscate any of the 'prohibited' items and staff have the power to search children without their consent for such items.

There will be severe penalties for children found to have prohibited items in school. In certain circumstances this may lead to permanent exclusion. Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The following items are not allowed in school unless special permission has been given (e.g. school visit, demonstrating something done at home, some educational visits etc.)

- Mobile phones
- MP3 players, ipods, ipads, etc.
- Cameras
- Jewellery/accessories not in accordance with the school policy

Any of the above items will be taken from the child and kept secure until the end of the day when parents/carers can collect it.

7. Home School Agreements

The school has a Home-School Agreement that outlines the responsibilities of parents and carers and the school; including those around behaviour and attendance which is given to all families when they join the school.

8. Attendance and Punctuality (see Attendance Policy)

The school is required by law to keep a record of child attendance. In an emergency, such as a fire, it is essential that we have an accurate record of who is in school so all children must be signed in/out if arriving or leaving before the set times of day. Good attendance and punctuality are essential for good learning. They are also essential skills for later life.

Serious lapses in punctuality e.g. unexplained late arrival in the morning will be followed up with parents and carers and any repeated late return to class from playtimes may lead to the child making up missed lesson time in some of their playtime or as homework.

9. Homework

The purpose of homework is to support and extend learning at home, involving parents/carers wherever possible. Appropriately set homework also develops children's independent learning skills and their spirit of enquiry. We expect that children will complete their homework wherever possible. Homework should always be age and ability appropriate both in terms of tasks and time spent. The school is increasingly using the internet to make homework more appealing whilst making the most of the safe educational internet sites. For further information – please refer to the Homework Policy.

10. Child Conduct and Misbehaviour Outside the School Premises

10.1 What the Law Allows

Teachers have a statutory power to discipline children for misbehaving outside the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers a specific statutory power to regulate children's behaviour in these circumstances "to such extent as is reasonable." Subject to the school's behaviour policy, the teacher may discipline a child for:

any misbehaviour when the child is:

- taking part in any school-organised or school-related activity; or
- travelling to or from school; or
- wearing the school uniform; or
- in some other way identifiable as a child at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school; or
- poses a threat to another school child or member of the public; or
- could adversely affect the reputation of the school.

10.2 Out of School Behaviour

This school is committed to ensuring our children act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good order on all transport (including the school taxi) to and from school, educational visits or learning opportunities in other schools.
- Good behaviour on the way to and from school.
- Positive behaviour which does not threaten the health, safety or welfare of our children, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over children in order to protect the reputation of the school.
- Protection for individual staff and children from harmful conduct by other children of the school when not on the school site.

The same behaviour expectations for children on the school premises apply to off-site behaviour.

10.3 Sanctions and Disciplinary Action – Off-site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed-term exclusion or

in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- Whether the children were directly identifiable as being members of the school.
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another child or member of staff (e.g. bullying another child or insulting a member of staff).
- Whether the misbehaviour was whilst the child was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the child is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other children in the future.

10.4 Support

We aim to support all our children to ensure that every one succeeds during their time at Carleton Rode CEVA Primary School. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support them:

- Behaviour charts to enable celebration of good behaviour
- Increased communication between home and school
- Individual behaviour plans
- Support from the SENCo (Special Educational Needs Co-ordinator), identified teaching assistants, teachers
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, mental health and wellbeing
- Nurture-style group sessions where possible.
- Additional English or maths support where this is identified as a barrier to learning and impacts on the child's behaviour
- Alternative curriculum provision
- Reduced timetable
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, LA, Behaviour Specialists etc.

11. The Use of Reasonable Force

In order to maintain the safety and welfare of our children, it may sometimes be necessary to use reasonable force on a child, as permitted by law.

The Governing Body have taken account of advice provided by the DfE - Use of reasonable force: advice for headteachers, staff and governing bodies and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

Force is generally used for two different purposes, either to control children or to restrain them. Control can mean either passive contact (standing between two children or blocking a child's path) or active physical contact (leading a child by the hand or arm or ushering them away by placing a hand in the centre of the back).

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Executive Headteacher has temporarily put in charge of children such as unpaid volunteers or parents/carers accompanying children on a school organised visit.

Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a child from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others

- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its children, whether that behaviour occurs in a classroom or elsewhere.

Force will *never* be used as a punishment.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the child and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold children with specific health needs, special educational needs and disabilities.

11.1 Action as a result of Self-defence or in an Emergency

All staff including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly, in an emergency, if for example, a child was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene. A volunteer helping in school would not be expected to work with a child who is known to need physical restraint as indicated in their Behaviour Management Plan.

11.2 Circumstances in which Reasonable Force might be used

Circumstances in which reasonable force might be used include the following:

- Children found fighting will be physically separated.
- Children who refuse to leave a room when instructed to do so may be physically removed.
- Children who behave in a way which disrupts a school event or a school trip or visit may be physically removed from the situation.
- Restraint may be used to prevent a child leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a child by the arm out of a classroom.
- Children at risk of harming themselves or others through physical outbursts will be physically restrained if deemed the only way to keep them or others safe
- In order to prevent a child from attacking a member of staff or another child
- To prevent a child causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object

11.3 Power to Use Reasonable Force when Searching Without Consent

In addition to the general power to use reasonable force, the Executive Headteacher and authorised staff can use such force as is reasonable, given the circumstances, to conduct a search for 'prohibited items'. See Section 6.5.

11.4 Unreasonable Force

The type of force which will never be acceptable in our school includes:

- holding round the neck or any other hold that might restrict breathing;
- kicking, slapping or punching;
- forcing limbs against joints (e.g. arm locks);
- tripping or holding by the hair or ear;
- holding face down on the ground.

11.5 Staff training

All members of staff will receive basic training about positive handling and the use of reasonable force appropriate to their role to enable them to carry out their responsibilities. This will include training on any restraint techniques which must *not* be used because they are known to present an unacceptable risk when used on children and young people. Some staff will receive additional nationally recognised training, such as 'Norfolk Steps', to learn the use

of appropriate techniques which may be used to physically restrain children who pose an immediate risk or danger to themselves or others.

11.6 Behaviour Management Plans

A child with a known challenging behaviour, a medical condition which affects behaviour patterns or who has special educational needs may be the subject of a Behaviour Management Plan. This Plan sets out specific ways in which the behaviour is controlled whilst on school premises and during any off-site visit. It may also include details on managing the child's behaviour whilst travelling to school on organised home-school transport.

In such circumstances, parents/carers will always be made aware of their child's Behaviour Management Plan and will be asked to contribute to the content and control measures implemented in an attempt to apply consistency of sanctions and rewards both in school and at home. Wherever possible and appropriate, the child concerned will also be involved in creating the Behaviour Management Plan.

11.7 Informing Parents/Carers when Reasonable Force has been Used

In accordance with current good practice, the school will speak to parents and carers about serious incidents involving the use of force and will record such serious incidents.

In making a decision about informing parents and carers the following will be taken into account:

- The child's behaviour and level of risk presented at the time of the incident.
- The degree of force used.
- The effect on the child or member of staff concerned; and
- The child's age.

All incidents when 'physical restraint' as opposed to 'physical control' is used will be recorded as soon as possible and details passed on to the Executive Headteacher (or senior teacher in the absence of the Executive Headteacher) who will follow up the incident where necessary.

The following must be recorded:

- all incidents where unreasonable use of force is used;
- any incident where substantial force has been used e.g. physically pushing a child out of a room;
- use of restraint;
- an incident where a child is clearly distressed though clearly not overreacting.

The following criteria will be used when considering the need for recording:

- Did the incident cause injury or distress to a member of staff or child?
- Even though there was no apparent injury or distress, was the incident sufficiently serious in its own right? Any use of restrictive holds, for example, fall into this category;
- Did the incident justify force? This is particularly relevant where the judgement is finely balanced;
- Does recording it help to identify and analyse patterns of child behaviour?

If the answer to any of the questions is 'yes', a written record should be made and kept in the 'Record of Physical Intervention file' and all other notes taken at the time are to be kept. In all instances of the use of physical restraint, parents and carers will be informed the same day, by phone and in writing, and invited into the school to discuss the incident unless to do so would result in significant harm to the child, in which case, the incident will be reported to the social care at the Local Authority.

All injuries will be reported and recorded in accordance with school procedures.

11.8 Post Incident Support

Serious incidents can create upset and stress for all concerned. After the incident ends it is important to ensure all staff and children are given first aid treatment for any injuries. Emotional support may also be necessary. Where required, immediate action will be taken to access medical help for any injuries that go beyond basic first aid. The school will then make a decision about how and when to contact the parents/carers of the child to engage them in

discussing the incident and setting out subsequent actions. After the incident the Executive Headteacher and/or other staff will:

- ensure the incident has been recorded;
- decide whether multi-agency partners need to be engaged and, if so, which partners;
- hold the child to account so that he or she recognises the harm caused or which might have been caused. This may involve the child having the chance to redress the relationship with staff and children affected by the incident. It may also mean the child is excluded. See Section 6.4.
- help the child develop strategies to avoid such crisis points in the future and inform relevant staff about these strategies and their roles;
- ensure that staff and children affected by the incident have continuing support as long as necessary in respect of:
 - physical consequences
 - emotional stress or loss of confidence
 - analysis and reflection of the incident

11.9 Follow up

In many cases there will be a follow-up meeting of key personnel to discuss the restraint incident and review the Behaviour Management Plan or other plans for children. It might also be appropriate to review the whole school behaviour and anti-bullying policy.

11.10 Other Physical Contact with Children

This school does *not* operate a 'no touch policy'. There are occasions when physical contact, other than reasonable force, with a child is proper and necessary, for example:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school for safety and guidance;
- When comforting a distressed child;
- When a child is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To administer first aid;
- To apply sunscreen to the arms, face or lower legs of very young children or those with special educational needs who might struggle to apply it appropriately themselves

The school teaches staff and children the safe, appropriate 'sideways school hug' and adults always try to get down to a child's level when giving a hug or comfort to avoid children making full-front contact with them. The school recognises that on the odd occasion this may be impossible to avoid (especially with the very young), in which case, adults will quickly reposition themselves and the child. The school does not believe any child in need or distress should ever be rejected or turned away if they spontaneously reach out to staff. All staff have annual safeguarding and child protection training as well as regular updates. They are all required to read the 'Safer Working Practices' and staff code of conduct documents annually and are instructed to adopt these safer working practices in their daily school life.

12. Allegations of Abuse against Staff and Other Adults Working in the School

12.1 General

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously.

The Governors of Carleton Rode & Forncett St. Peter CEVA Primary Federation have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (section 175 of the Education Act 2002). Our policy is to identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate, and in accordance with local inter-agency procedures. School staff have a positive role to play in child protection, as their position often allows them to be able to observe

outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious. In order to fulfil its commitment to the welfare of children, this school has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

In the event that a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the School reference can also be made to the school's Whistleblowing Policy.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in relevant DfE statutory guidance and the Norfolk LSCB procedures.

12.2 Action in the Event of a Malicious Allegation

If an allegation is determined to be unfounded or malicious, the Local Authority Designated Officer (LADO) will be informed and will refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Executive Headteacher will consider whether any disciplinary action is appropriate against the child who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a child. Such cases may be dealt with under the Protection from Harassment Act 1997. The disciplinary action taken against a child might include detention, fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/carer of the child concerned at an early stage.

13. Bullying

13.1 What is Bullying?

The Governors, staff and children at Carleton Rode & Fornsett St. Peter CEVA Primary Federation accept the following definition of "bullying" taken from the Primary National Strategy SEAL materials (2006) ...

Bullying may be physical, verbal or (in the case of online bullying) written and has three key characteristics:

1. It is ongoing (not the same as a conflict between two equals or a random, unprovoked, aggressive act)
2. It is deliberate
3. It is unequal – it involves a power imbalance (this can result from size, number, higher status, being 'different' or having access to limited resources)
4. Specific types of bullying include those relating to protected characteristics including:
 - race, religion, culture or gender;
 - SEN or disabilities;
 - appearance or health conditions;
 - sexual orientation;
 - young carers or looked after children or otherwise related to home circumstances;
 - sexist or sexual bullying.

Acts of bullying can include:

- name-calling;
- taunting;
- mocking;
- making offensive comments;
- kicking;

- hitting;
- pushing;
- taking belongings;
- inappropriate text messaging and emailing;
- sending offensive or degrading images by phone or via the internet e.g. via Social Networking sites;
- producing graffiti;
- gossiping;
- excluding people from groups;
- spreading hurtful and untruthful rumours.

Online bullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Online bullying that occurs while children are under the school's direct supervision will be dealt with in line with this policy (Whole School Behaviour Policy).

In cases where online bullying occurs while children are outside our direct supervision (i.e. at home), parents/carers will be encouraged to report these incidents to the police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. The school wherever possible will support parents/carers in this, and may impose a sanction upon the bully where this individual is recognisable.

13.2 Principles

Bullying happens in every school and the effects can be long lasting, sometimes devastating. We take bullying seriously in our school and will not tolerate it. We work proactively to address the issue explicitly with children and provide opportunities to develop understanding, empathy and self-esteem. We also react to bullying decisively and consistently with appropriate sanctions. Children are not 'bullies' or 'victims'. Bullying is not a character trait but a set of behaviours. Even 'perfectly nice' and popular children can use bullying behaviours on occasion. 'Witnesses' to bullying also have a role to play and are encouraged to not become bystanders or enablers but to come forward to tell. All 'sides' in a bullying incident will be listened to calmly and with respect. We involve and support all parents and carers in our approach to preventing or addressing bullying behaviours.

13.3 Strategies

Key messages about bullying are presented through materials such as the "Say No to Bullying" SEAL activities. Each November as part of the national anti-bullying week programme the school, has a big focus to teach and remind all stakeholders about bullying behaviours and how it can be prevented and stopped. The school has a spiral curriculum and through the school's collective worship and values programme and Safer Internet Day each February, children regularly receive information on how to recognise bullying and keep themselves safe. PSHE/C activities involve role-play, storytelling, charter/rule writing and debate. We address online bullying through texting or messaging over mobile or social media in Y5/6. Mobile phones are not allowed in school. The school takes part in National Anti-Bullying Week through Worship Time, Class Worship Time and PSHE lessons. Children are provided with a clear message about bullying "TELL" – this is reinforced and encouraged by an empathetic, listening culture amongst the adults in the school. Adults are alert to bullying behaviours both inside the school and in the playground and address incidents and reports immediately.

The Law

Carleton Rode CEVA Primary School endeavours to comply with the legal requirements placed on schools and the Governing body to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that 'encourage good behaviour and respect for others on the part of pupils and in particular preventing all forms of bullying among pupils' Education and Inspections Act 2006, section 89. The school will exercise its legal powers (as

outlined in section 89/5) and (section 91, Education and Inspections Act 2006) as deemed appropriate and practicable.

Schools are required to comply with the equality duty 'The Equality Act 2010'. The public sector equality duty has three aims:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

13.4 Reporting and Recording Incidents of Bullying

Children and parents/carers are encouraged to report bullying to any member of staff. Incidents are in the first instance referred to the children's class teacher to be investigated, appropriate action taken and parents/carers will be informed promptly using usual school procedures. Incidents may then be referred to the Executive Headteacher. The child's voice is important at this school and children are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of. This is reinforced via Collective Worship Times, Anti-Bullying Week, PSHE and during class/circle time. The Whole School Behaviour Policy also reinforces the school's expectation as to how members of the school community should conduct themselves. A log will be maintained of racist incidents and information on incidents of bullying.

13.5 Tackling Bullying

The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour

13.6 Strategies for Dealing with the Bully

- Disciplinary sanction imposed either time out, removal of privileges or in extreme instances exclusion
- Engage promptly with parents and carers to ensure their support and involvement
- Restorative justice approaches taken as appropriate
- One to one interviews with staff or peer mentors
- Counselling offered
- Work with the educational psychologist or other outside agency
- Anger management strategies discussed

13.7 Strategies to Support a Victim of Bullying

- Disciplinary sanctions as appropriate applied to the bully
- Counselling offered
- Mediation
- One to one parental/carer interview, parental/carer support and involvement
- Private diaries given
- Self-assertive strategies discussed

14. Behaviour of Parents/Carers and Other Visitors to the School

Carleton Rode CEVA Primary School encourages close links with parents, carers and the community. We believe that children benefit when the relationship between home and school is a positive one. The vast majority of parents, carers and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the school community.

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. When formulating our procedures, reference was made to the DfE document 'A Legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community'. A poster indicating that such negative behaviour is not acceptable is displayed in the school reception area.

Our school expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of the school community (including other parents/carers and visitors) have the right to visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence. We expect parents, carers and other visitors to behave in a reasonable way towards other members of the school community. The following outlines the steps that will be taken where parent/carer or visitor behaviour is unacceptable.

14.1 Types of behaviour that are considered serious and unacceptable

The following list outlines the types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting, either in person or over the telephone.
- Speaking in an aggressive/threatening tone.
- Physical intimidation e.g. standing very close to her/him.
- The use of aggressive hand gestures/exaggerated movements.
- Physical threats.
- Shaking or holding a fist towards another person.
- Swearing.
- Pushing.
- Hitting, e.g. slapping, punching or kicking.
- Spitting.
- Racist, sexist or any other derogatory comments against a protected characteristic or simply abusive.
- Sending inappropriate or abusive e-mails or letters to school staff or to the general school e-mail address.
- Publishing or posting derogatory or inappropriate comments which relate to the school, its children or staff/volunteers on a social networking site
- Circulating letters with derogatory or inappropriate comments which relate to the school, its children or staff/volunteers within the community or to others outside the school
- Breaking the school's security procedures

Unacceptable behaviour may result in the Police being informed of the incident.

14.2 Procedures for Dealing with Unacceptable Adult Behaviour

When a parent, carer or member of the public behaves in an unacceptable way during a telephone conversation, staff at the school have the right to terminate the call. The incident will be reported by staff to the Senior Management Team. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to verbal abuse. The school may warn the aggressor, ban them from the school, and/or contact the police.

When any parent/carer or visitor behaves in an unacceptable way in person towards a member of the school staff a member of the Senior Management Team will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedure should be followed. Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an extreme act of violence, the discussion will be terminated and the visitor will be asked to leave the school immediately. It is also an offence under section 547 of the Education Act 1997 for any person (including a parent/carer) to cause a nuisance

or disturbance on school premises. The police will be called if necessary. The perpetrator may also be banned from the school premises for a period of time, which will be determined by the school.

Prior to a ban being imposed, the following steps will be taken:

- Depending on the severity of the incident, the parent/carer/visitor may first be issued with a written warning stating that if a similar incident occurs, the individual concerned will be banned from the school premises.
- In more serious cases, the parent/carer/visitor will be informed, in writing, that she/he is banned from the premises temporarily, subject to review, and what will happen if the ban is breached.
- Extreme incidents will result in a permanent ban being enforced. The individual will be informed in writing of the permanent ban but will be given the right to appeal in writing against the decision.
- In all cases, parents/carers will still have the opportunity to discuss any issues relating to their child with school staff.
- Incidents of verbal or physical abuse towards staff may result in the police being informed, and may result in prosecution.

If a parent/carer/visitor is intimidating, threatening or aggressive towards a member of the school community any interaction will be terminated immediately and the person will be instructed to leave the premises. Further action may be taken by the school. Carleton Rode CEVA Primary School will take action where behaviour is unacceptable or serious and breaches this Whole School Behaviour Policy.

14.3 Unacceptable Use of Technology

Carleton Rode CEVA Primary School takes the issue of unacceptable use of technology by any member of the school community very seriously. We expect parents, carers and other adults within the school community to act responsibly when using on-line technologies. The expectation of parents/carers is set out on page 3 & 4. Failure to comply with these expectations could similarly result in parents, carers and/or other adults being banned from the school site, and the incident may be reported to the police.