

LANGLEY PRIMARY SCHOOL



BEHAVIOUR POLICY

Policy and procedures for promoting positive attitudes, values and behaviours

Version	Date Reviewed/ Amended	Next Review Due	Notes	Author
1.0	June 2016	June 2017	Consultation with phase behaviour leads August 2017. Added CFM and Support Staff roles and responsibilities Added links to useful sites for parents Added how we ensure pupils complete work p14 bullet 1 Added other consequences teachers may choose to apply p14 P9 added information about provision around anti bullying	SM
1.1			Pending consultation with parents @ parent council 29.9.17	SM
1.2	29.9.17		29.9.17 In 'Parents' responsibilities' p5, parent council suggested removing the reference to 96.4+% attendance, feeling that this suggested it was enough. It has been removed. Parent council discussed the type of home learning activities. This has been deferred to a discussion around the homework policy review.	SM
1.2	13.10.17		Sent to L Plews Governor	SM
1.3	18.10.17		Changes from governor review P8 discipline committee changed from 'meets regularly' to 'meets when required'	
1.3	26.9.18	June 2019	Reviewed and approved at FGB meeting	SM
1.4	7.1.19		Sections added on Classroom Disruption, Behaviour Expectations, Physical Contact Between Children, Playground Sport, How Children Speak to Each Other, Investigating Incidents and Support	SM

1.5	2.7.19	July 2019	Updates throughout the policy to: Responsibilities aligned to Home-School Agreement Added behaviour management strategies Added managing pupil transition Bullying	SM
1.6	October 2020	September 2021		SM

Our Philosophy

*Our job is to teach the pupils we have,
Not those we would like to have,
Not those we used to have,
But those we have right now,
All of them.*

At Langley Primary School, we are committed to supporting one another in achieving personal happiness, growth and excellence. Our core values, trust, respect, accountability, integrity, openness and proactivity, underpin how we relate to each other in providing this supportive ethos.

We believe that effective behaviour management is essential in cultivating such an ethos. Within this framework, a climate for learning can be achieved where teachers can teach and children can learn, to the best of their ability. Positive behaviour management in our school is based on respect for the individual, a balance of rights and responsibilities together with a fostering of a sense of community for all those involved.

All staff recognise that a positive, safe and healthy ethos is a consequence of high expectations and mutual respect where rewards, sanctions and restorative approaches nurture healthy relationships and positive behaviours.

The Governing Body of Langley Primary School, has agreed a set of behaviour principles which can be viewed in full on the school website. Link to governor principles <https://www.langleyprimary.solihull.sch.uk/behaviour/>

These principles include the following important beliefs:

- All members of our school community should be able to learn and achieve in a safe, secure and purposeful environment.
- There should be a commitment to eliminate all forms of discrimination, harassment and bullying.
- Unwanted behaviour will be dealt with in a culture of consistency and fairness
- Pupils should receive behavioural support according to their need.
- Where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount.

The headteacher has used these behaviour principles as the basis for our behaviour policy

Roles and Responsibilities

Pupils' responsibilities are to:

- Uphold the school's values
- Treat other people respectfully
- Tell a trusted adult in school if I am worried or unhappy
- Tell an adult straight away, if I feel somebody is showing bullying behaviours towards me
- Respect others' differences
- Practise resolving conflict and solving problems peacefully and to rebuild relationships that may have been temporarily harmed
- Come to school on time with the things I need
- Look after my own property, respect the property of others and the environment
- Wear my school uniform with pride and be tidy in my appearance
- Bring my PE kit for every PE lesson
- Always try my best
- Do class work and homework as well as I can
- Follow the school's behaviour policy.
- Follow the school's policy on the acceptable use of technology
- Pass on all messages between home and school

Parents' responsibilities are to:

- Support the school in its vision and values.
- Ensure that my child attends school regularly, on time and with everything s/he needs
- Let the school know of any concerns or problems that might affect my child's learning, behaviour or wellbeing
- Treat school staff with courtesy and respect
- Regularly attend parents' consultation meetings to review my child's progress
- Support the school's rules and expectations as set out in the behaviour policy
- Ensure that my child's homework is completed and returned on time, in line with the homework policy
- Inform the school immediately of any absence in line with the attendance policy
- Avoid arranging holiday in term-time, in line with the attendance policy
- Ensure the school is notified of any change in emergency contact numbers
- Ensure that my child wears the correct uniform each day as set out in the school prospectus
- Provide appropriate clothing and weather protection for both school and out of school events (e.g. Apply sun cream and provide a hat for hot weather, a waterproof/ warm coat)
- Support the school in the teaching of safe and secure internet use at school and home.
- Respond promptly to messages and letters sent from school to home

Class teachers' responsibilities are:

- To create a consistent, calm, respectful and safe learning environment
- To share, display, refer to the Class Code (class behaviour policy – see attached example) and use it consistently. Train children in what it looks like
- To provide a broad and balanced curriculum and through PSHE, RE, Collective Worship and Circle Time, teach the knowledge, skills and attitudes of positive and respectful behaviour and healthy, balanced relationships
- Apply rewards, sanctions and a restorative approach to nurture healthy relationships and positive behaviours
- To be first point of contact for support staff and parents
- To liaise with lunchtime supervisors in order to update them on individual children's needs.
- To complete the register, using the correct codes, in the timescales set out in the attendance policy
- To report attendance and punctuality concerns to the Attendance Officer without delay
- To log behaviour, to the behaviour lead, if the behaviour is serious or a pattern emerges and it happens despite support
- Discuss concerns regarding possible bullying concerns with the designated safeguarding lead

Support Staff responsibilities

To comply with the behaviour policy, in liaison with the class teacher when in class, and complying with the policy when on playground duty and when not under direct teacher supervision.

Discuss concerns regarding possible bullying with the class teacher immediately, who will decide whether a discussion with the designated safeguarding lead is needed.

Child and Family Mentor (CFM)

- During times of need, provide support to individual children and liaise with their family and teachers
- To work with individual children to secure the appropriate behaviours
- To mentor individual children in understanding and carrying out their responsibilities in line with this policy
- Discuss concerns regarding possible bullying with the class teacher immediately, who will decide whether a discussion with the designated safeguarding lead is needed
- To support staff in applying this policy

Lunchtime supervisors' responsibilities are:

- To build positive relationships with all children, treating them in a fair and consistent way
- To help to maintain a calm, safe and orderly environment throughout the lunchtime period by remaining alert to behaviours and safety and being sensitive to relationships
- To operate in the spirit of the behaviour policy
- To communicate effectively with teachers to share information about individual children and their needs
- Discuss concerns regarding possible bullying with the class teacher immediately
- To inform the lunchtime lead of any emerging and potentially serious relationship issues

Phase behaviour leads' responsibilities are:

- To provide a strategic lead for behaviour support through an understanding of individual children's needs
- To provide clear leadership and support for the class teachers and support staff in appropriate application of the policy
- To execute their responsibilities in the escalation process
- To liaise and communicate with parents and the Inclusion Manager (as required)
- To ensure the school's policies and processes are being carried out consistently and to good effect, where they may impact on behaviour
- To share effective practice

The Inclusion Manager's responsibilities are:

- To make decisions about any need to access relevant external and additional resources in order to meet children's needs
- To liaise and communicate with staff and parents in line with the school's system of support
- To support the teachers in setting, reviewing and implementing IBP targets at review meetings.

The Deputy Headteacher's responsibilities are:

- To provide clear leadership and support for the school's behaviour policy.
- To provide support to behaviour leads for the effective evaluation of provision and impact of the behaviour policy
- To execute their responsibility in the escalation process
- To liaise and communicate with parents and the Inclusion Manager (as required)
- To foster, lead and sustain an atmosphere of positive relationships and effective communication.

The Headteacher's responsibilities are:

- To safeguard the health, safety and welfare of all children in the school by:
- Ensuring that the behaviour policy is fit for purpose so that it is successful in securing high standards of behaviour and attendance
- Report to governors on the effectiveness of the policy
- Make informed decisions about fixed-term or permanent exclusions

Governors' responsibilities are:

- to work with the Headteacher and staff in formulating and monitoring the school's behaviour principles and policy
- to ensure the school's behaviour policy promotes and achieves positive behaviour
- to support the Headteacher in the monitoring of attendance and exclusions of different groups of pupils including Looked After Children.
- to form a Governors' Discipline committee which meets when required
- to give weight to the professional advice being offered by LA Officers and the Headteacher regarding exclusions and transfers
- to establish clear procedures for dealing with attacks on staff by pupils, members of pupils' families and intruders.
- to take account of the physical requirements of maintaining behaviour when planning structural changes to the school and its environment

Behaviour Management Strategies

At Langley Primary School, we follow a strategy of positive behaviour management. In partnership with parents, we teach children the difference between right and wrong and immerse them in an environment that encourages positive behaviour.

Through our provision and ethos, we ensure that children know what is acceptable and what is not and they are aware of the consequences of negative behaviour. As well as having clear boundaries and expectations of behaviour, we support the children to change and improve unwanted behaviour.

We believe the following strategies support positive behaviour:

Developing Positive Relationships

- Building positive relationships with the children
- Building positive relationships with families
- Exemplifying mutual respect
- Knowing the children and what works for them
- Praising good role models
- Spotting children doing the right things
- Valuing the child, correcting the behaviour

Creating a Positive Learning Environment and Ethos

- Teacher as a role model, showing enthusiasm for learning and having a positive attitude
- Use of our voices – no shouting
- Providing 'calm me time' and exercise breaks
- Making children aware of our high expectations
- Respond to small behaviours quickly so they do not escalate
- Giving children time to calm down and reflect on their behaviour
- Providing the opportunity to rectify the behaviour
- Carrying out reconciliation activities
- Providing visual behaviour prompts

Teaching and Learning

- Children are inspired because of the engaging provision, appropriate level of challenge, pace and high expectations for all children
- Staff are trained and/or supported in meeting specific needs
- Through performance management and evaluation, staff can access professional development
- Developing children as independent learners
- Teaching children life-skills such as: how to self-regulate; learning to work with a range of children; building resilience in the face of challenge; having strategies for managing anger and metacognitive learning
- Praising effort
- Consistent and appropriate use of rewards
- Children and staff respect the behaviour policy

Pupil Support Systems

- Providing 'take up time'
- Using strategies to communicate feelings, discreetly
- Giving time out to reflect
- Time to talk with your teacher
- Working closely with families e.g. communication books; what works at home; linked rewards with home
- Individual Behaviour Plans

- Individual Support Plans
- Pupil Profile and Provision
- Child and Family mentor support
- Teaching Assistant Support
- Calm places e.g. 'The Hideaway'
- Quiet spaces
- Safe spaces
- Involvement of outside agencies

Managing Pupil Transition

Transition between year groups and between Key Stages
In the summer term

- Comprehensive transition meetings between receiving and departing teachers
- Time with the new teacher before the end of the current year
- Receiving teachers observe children in their current class

Year 6 to year 7

- Children spend time in their new school
- Heads of year of some receiving schools visit this school to speak with the class teachers, the children and the SENDco.
- Transition programmes are in place for those children who need them

Bullying and Other Unacceptable or Unwanted Behaviours

'Peace does not mean an absence of conflicts; differences will always be there. Peace means solving these differences through dialogue, education, knowledge and through humane ways.'

Dalai Lama

What is Bullying?

Bullying is behaviour by an individual or group (imbalance of power exists) usually repeated over time (ongoing), that wilfully hurts another individual or group (deliberate) and makes them unhappy.

Bullying can be:

- Physical: pushing, hitting, kicking, punching or any use of violence
- Verbal: name-calling, sarcasm, making comments that are motivated by prejudice or actual or perceived differences on the ground of race, religion, gender, sexual orientation or because a child is adopted or has caring responsibilities
- Indirect (Emotional): spreading nasty stories or rumours, hiding or taking belongings, ignoring or excluding others from groups, making threatening gestures
- Cyber bullying: sending unwanted, abusive or threatening text messages, phone calls, emails, photographs or video clips or the use of the internet to humiliate

Bullying does not include one off aggressive acts, on the spur of the moment, retaliation or accidental hurt caused through thoughtless acts or words.

When deciding upon the appropriate action or response, members of staff will use their professional discretion and take into account particular circumstances.

However, we will:

- Take all bullying incidents seriously
- Ensure action is taken to prevent/reduce the potential for further incidents
- Investigate all incidents thoroughly
- Ensure that the victims are supported, the instigator is educated to develop empathy and both children will be supported to rebuild a healthy and balanced relationship.
- Keep written records of incidents, actions, outcomes

Actions Include:

- Informing parents of both victim and instigator
- Setting up plan for victim and/or instigator which may include:
 - I. applying proportionate consequences
 - II. restorative practice <https://restorativejustice.org.uk/resources/restorative-practice-schools>
 - III. mentor support
- Close monitoring
- Regular follow-up contact with parents

Our Proactive Approach

Children in our school know that bullying behaviour is not acceptable or tolerated. Action will be taken quickly to ensure the bullying behaviours cease immediately. However, we design our provision to encourage tolerance and respect for each other and we work pro-actively to prevent and identify bullying behaviour.

1. Through our curriculum, for example:

- Our assembly programme
 - Anti-Bullying Week <https://www.anti-bullyingalliance.org.uk/anti-bullying-week/anti-bullying-week-2019-change-starts-us>
 - History – Rosa Parkes and racism and discrimination
 - Parliament Week – rights and responsibilities, the rule of law and democracy
 - P.E. – Body image, fair play and team work
 - R.E. – Tolerance, understanding of others' cultures
 - Science – Changes in puberty
 - Computing curriculum – Cyberbullying and Safer Internet Day <https://www.saferinternetday.org/>
 - NSPCC Workshops – Speak out, Stay Safe <https://learning.nspcc.org.uk/services/speak-out-stay-safe/>
2. We know the children well so we will be aware of changes in children's behaviour that might indicate a child is being bullied (Appendix 2)
 3. We teach children strategies to be resilient to unwanted behaviours and to know that certain behaviours are unacceptable and they have the right to be treated with respect and a responsibility to treat others respectfully.
 4. We create an ethos of good and respectful behaviours. We notice children doing the right things. We value the qualities that create the ethos, such as kindness and compassion.

Malicious Allegations

Children that are found to have made malicious allegations against teachers and other staff, are likely to have breached our behaviour policy and sanctions will be applied in line with the policy and recorded on the child's file.

Consequences

Procedures for Unacceptable Behaviour

It is vital that, when dealing with unacceptable behaviour, all staff focus on the behaviour –not the individual – so that all pupils understand that it is the behaviour not the child that is unacceptable. It is imperative that the recording of behaviours is compliant with this policy.

The scaffolded approach to referral is:

Class teachers will apply the agreed procedures to positively manage any behaviour which is unacceptable or which hinders learning for the rest of the class and/or prevents effective teaching from taking place:

The procedures outlined below do not have to be followed in sequence – if behaviour merits it, then the sequence can be short circuited to ensure the safety and wellbeing of all concerned.

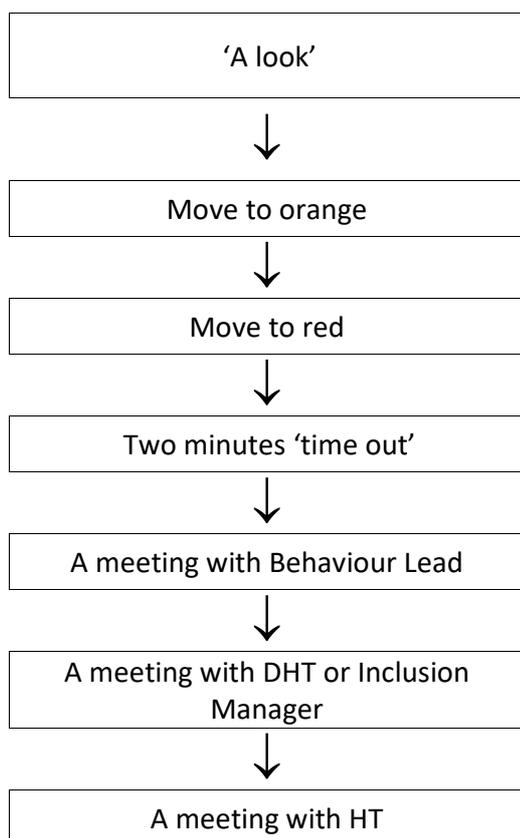
Other sanctions may include:

- Missing some playtime or lunchtime until the behaviours are corrected and/or to complete work missed during learning time.
- Discussing the behaviours with a member of staff or the senior leadership team during play or lunchtime
- Removal from a sports' team representing the school where the behaviours do not reflect the school's values or contradict the spirit and ethos of the school policy.
- Loss of privileges or positions of responsibility
- Removal from school trips and/or residential trips where staff, in agreement with a member of the senior leadership team, deem the child's behaviours warrant the consequence.
- Other consequences as required in the interests of restoration.

Teacher Action (classroom)

FKS – ‘The Behaviour Rocket’

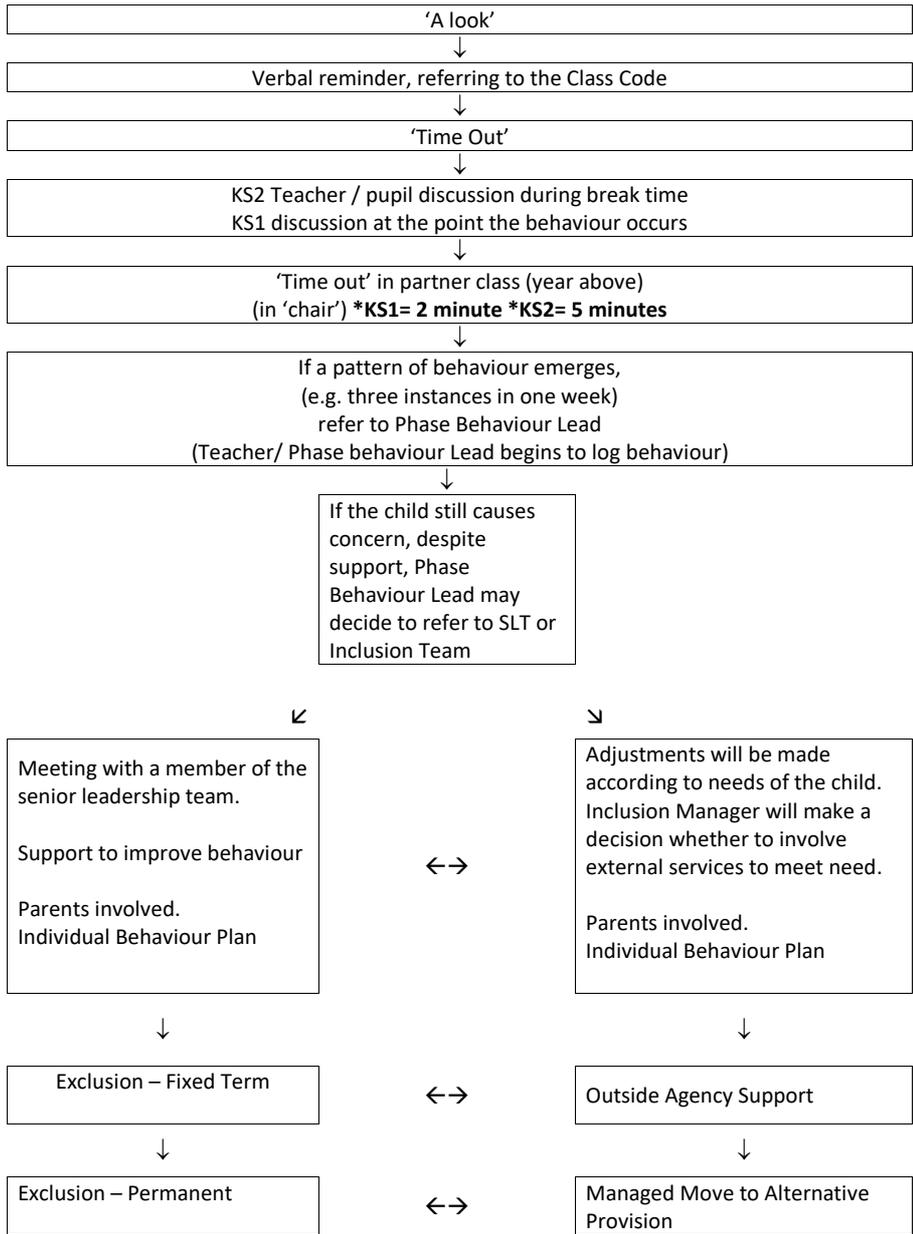
The teacher may decide that a conversation with parents is appropriate at any point.



Decision made with Inclusion Manager about writing an IBP (Individual Behaviour Plan), leading to SEN Support. IBP to be evaluated in review cycle of SEN

**Teacher Action (classroom)
KS1 and KS2**

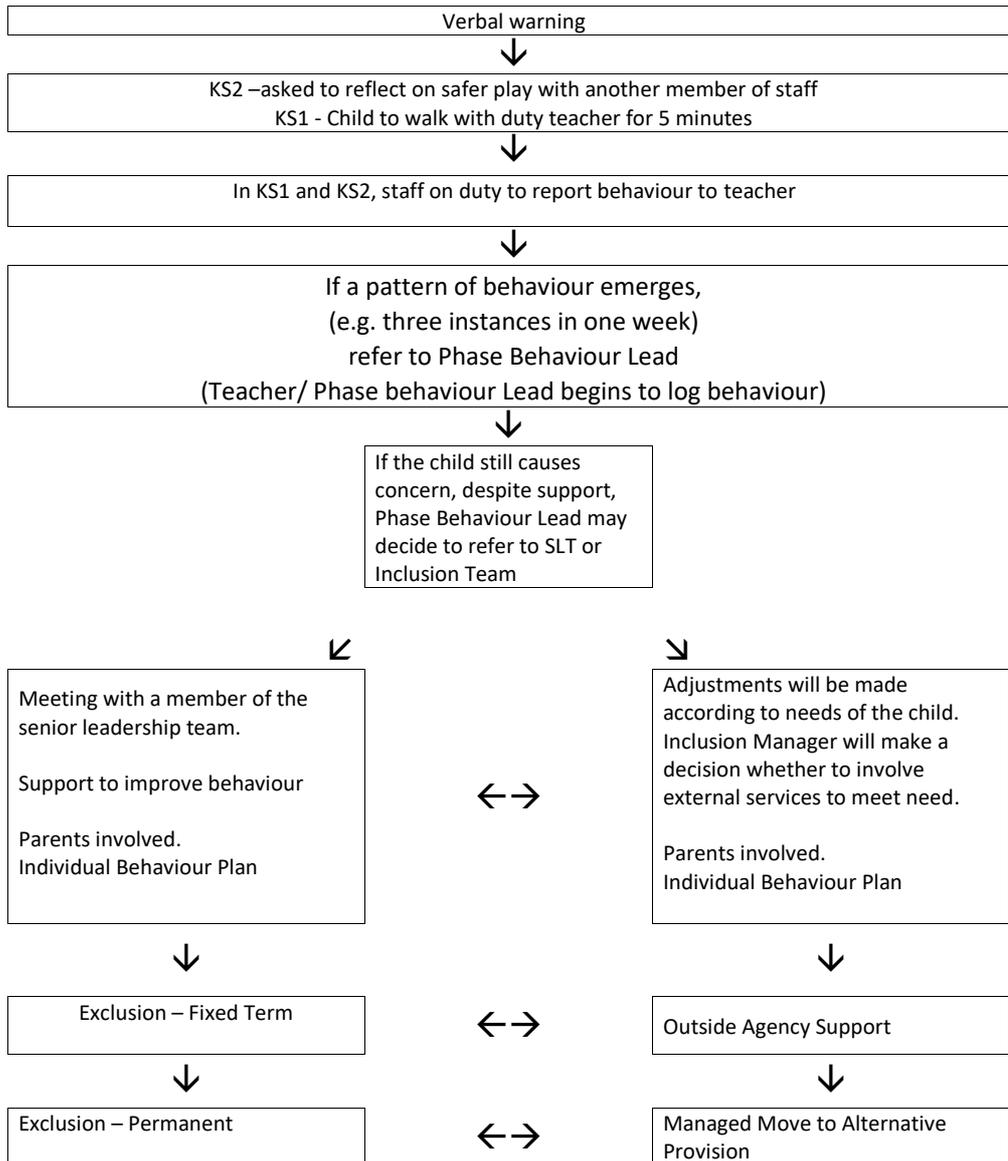
The teacher may decide that a conversation with parents is appropriate **at any point and works closely with parents, at an early stage, to bring about improved behaviours.**



Teacher action (playground)

The following procedures will be applied to provide safe and happy playtimes for all

Request to comply, referring to the behaviour policy – follow adult instruction first time



Behaviour Expectations

Although we do not have a list of school rules, there is a Class Code displayed in each classroom that children are expected to follow (Appendix 5). As well as this, the following expectations are made clear to children across the school.

Classroom Disruption

We do not tolerate children choosing to disrupt learning. While we strive to be an inclusive school and will endeavour to make reasonable adjustments for children who have specific needs, our behaviour principles make it clear that our school is a place where children can learn in a safe and purposeful environment.

Disruptive behaviour will be dealt with consistently and fairly but firmly through our behaviour policy. Where children continue to be disruptive, despite sanctions being applied, and support given, according to policy and parents being informed, children will continue their learning outside the classroom supervised by an appropriate adult for a period of time before being allowed to show they can behave appropriately back in the classroom.

Finally, further continued and persistent disruption may result in fixed term, and as a last resort permanent, exclusion.

Physical Contact Between Children

Physical contact between children, even though it might be consensual, without intent, controlled and appropriate in other situations is allowed only in very specific circumstances in school.

Acceptable Contact

Examples of when contact might be appropriate include times when it is not an act designed to control or hurt another person physically

- Tiggling
- Helping someone (get up for example)
- Holding hands as part of a game
- Hugging a friend

Or unless it forms part of a game to the extent that the rules allow it e.g. football

Unacceptable Contact

Examples of physical contact that is not allowed, even though it might be consensual, without intent, controlled and part of a game include:

- pushing and shoving
- play fighting
- grabbing and holding
- kicking
- tripping
- hitting and slapping
- pulling clothes

These situations (rough play, boisterousness, play fighting) may be appropriate and acceptable in certain situations but in school often lead to misunderstanding, escalation and, sometimes, injury.

Playground Sport

Playground sport is not covered by the same level of:

- supervision in the form of referees

- protection – such as shin pads
- equipment such as the surface the sport is played on

Therefore, playground sport cannot be played to the intensity that the same sports might be played in an organised match. Children are made aware of this and the expectation is that they will enjoy these games with due regard to the limitations of the playground environment. There are specific rules for playing football for example on the playground and field.

How Children Speak to Each Other

At Langley, adults do not speak to children disrespectfully and do not shout at or humiliate children. Likewise, children speak to adults with respect. The same level of respect is expected when children speak to each other. We encourage children not to shout at each other or speak in an aggressive or humiliating manner. Difference is respected and good manners expected. Name calling of any kind is not allowed. Children should call each other by their names.

Investigating Incidents

Children are expected to take responsibility for their actions, to show integrity in all situations and will be held to account in an appropriate way for their behaviour.

Honesty is expected and lying actively discouraged. When investigating situations that arise, time is taken to allow all children to have their say. When appropriate, children's 'statements' are recorded and they are asked to agree that they are a true record of what happened.

Where there are conflicting accounts, the teacher/ headteacher will base their judgments on the civil standard of proof; i.e. that 'on the balance of probabilities' it is more likely than not that a fact is true. This standard applies to all incidents including exclusions rather than the criminal standard of 'beyond reasonable doubt.' This means that the (head) teacher should accept that something happened if it is more likely that it happened than that it did not happen.

Support

Alongside our rewards and sanctions procedures, we also operate a range of supportive and preventative measures to help vulnerable children manage their behaviour and avoid breaches of the behaviour policy.

The reasons for challenging behaviour are many and varied and as an inclusive school, we aim to give children every chance to succeed and to make the most of their time in our school. Therefore, we use our staff's skills and other resources within school to examine the causes of challenging behaviour and to support children to improve it.

Our inclusion manager liaises with other agencies to get children the support they need. Our child and family mentor team work closely with children and families to improve behaviour. We provide safe spaces where children can go, if they are finding it difficult to cope on the playground for example and there are opportunities for children to carry out roles that require them to develop responsibility and show care for others.

However, these activities do not exclude children from our behaviour policy and they should not be seen as alternatives to it. Children who breach the policy will face sanctions. The support is provided after sanctions are applied to help avoid a reoccurrence of the behaviour.

Commented [SM1]: Care needed in the wording. Maybe, 'Whatever we record is checked out with the child to ensure we have accurately recorded their version of the events.'

Exclusions

All serious behaviours - physical attacks; peer to peer; child to adult and persistently poor behaviour will be reported to the Headteacher, directly or via the senior leadership team or phase behaviour leads.

These behaviours can result in a fixed term or permanent exclusion.

Local Authority guidance and procedures are followed at all times. Any exclusion will depend upon:

- The actual behaviour
- The severity of the action and whether the perpetrator was out of control or not
- Any mitigating circumstances including SEND, emotional stresses on the instigator, mental health and provocation
- In the case of lower level behaviour such as classroom disruption, whether it is persistent
- Whether the presence of the child in the school is likely to compromise the safety and/ or learning of other children

Only the head teacher can exclude a pupil and this must be on disciplinary grounds. The behaviour of a pupil outside school can be considered grounds for an exclusion. School has the power to direct a pupil off-site for education to improve their behaviour.

A pupil at any type of school can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents and the admission authority of the school. However, the threat of exclusion will never be used to influence parents to remove their child from the school.

The school takes account of DfE guidance and advice and seeks LA support in the delivery of consequences arising out of unacceptable behaviour.

Fixed Term Exclusion (Suspension)

A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently.

A fixed-term exclusion can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period.

A reintegration meeting will take place with the child and family before re-admission to school.

The confidential nature of such procedures ensures that the child and their families have the opportunity to work alongside school in a supportive and inclusive ethos in order that effective learning may resume. As a school, we reinforce confidentiality at all times.

Where a pupil has received multiple exclusions or is approaching the legal limit of 45 school days of fixed-period exclusion in an academic year, the head teacher will consider whether exclusion is providing an effective sanction.

Permanent Exclusion (Expulsion)

A decision apply a Permanent Exclusion will only be taken after full consideration and for serious actions such as:

- Physical assault on another child or member of staff
- Behaviour which wilfully places another child or a member of staff at serious risk of harm
- Constant disruption to the education of other children where other interventions have had no effect
- Deliberate and wilful damage to school property or the property of others
- Other serious or persistent breaches of the school's behaviour policy

The school will follow the most recent DfE and LA guidelines for exclusion.

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

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision on whether to exclude is for the head teacher to take. However, where practical, the head teacher will give the pupil an opportunity to present their case before taking the decision to exclude.

Commented [SM2]: or those acting in the capacity of headteacher

Whilst an exclusion may still be an appropriate sanction, the head teacher will take account of any contributing factors that are identified after an incident of poor behaviour has occurred. (For example, where it comes to light that the pupil has suffered bereavement, has mental health issues or has been subject to bullying.)

If permanent exclusion is decided to be appropriate a formal process involving the Headteacher, Governors' disciplinary panel, Local Authority and parent(s) concerned will be undertaken.

The head teacher may withdraw an exclusion that has not been reviewed by the governing board.

Investigation

When establishing the facts in relation to an exclusion decision the head teacher will apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the head teacher will accept that something happened if it is more likely that it happened than that it did not happen.

Ensuring Equitable Application of Exclusions

In carrying out our functions, the public sector equality duty means school must also have due regard to the need to:

- eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not; and
- foster good relations between people who share a protected characteristic and people who do not share it.

The head teacher and governing board will comply with their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice.

Early intervention to address underlying causes of disruptive behaviour will include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. The head teacher will also consider the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour.

The exclusion rates for certain groups of pupils are consistently higher than average. In addition to the approaches on early intervention set out above, the head teacher will consider what extra support might be needed to identify and address the needs of pupils from these groups in order to reduce their risk of exclusion.

As well as having disproportionately high rates of exclusion, there are certain groups of pupils with additional needs who are particularly vulnerable to the impacts of exclusion. This includes pupils with EHC plans and looked after children. The head teacher will, as far as possible, avoid permanently excluding any pupil with an EHC plan or a looked after child.

School will engage proactively with parents in supporting the behaviour of pupils with additional needs.

The Legal Framework

This policy is based on statutory guidance from the Department for Education: [Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England](#).

Section 89 of **The Education and Inspections Act 2006** establishes that governors must make, and from time to time review a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline and the well-being of the children in their schools.

This must be communicated to all children, school staff and parents. It also gives head teachers the ability to ensure that children behave when they are not on the school premises or under the lawful control of school staff and where unacceptable behaviour occurs outside school and impacts on the safety and well-being of the children in school and is reported to school staff it should be investigated and acted on.

The governing body of maintained schools have a duty under section 176 of the **Education Act 2002** requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

The Education and Inspections Act 2006 also provides for school staff to have a legal power to use reasonable force to prevent children from hurting themselves or others, from damaging property or from

causing disorder.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf . Staff will record an incident (Appendix 4) and hand it to the Head teacher. Incidents of restraint are reported to parents/carers and to Governors' HR committee at the first meeting of each term, for the previous term. Any complaint or concern raised by an incident of restraint will be dealt with in line with our Complaints Policy.

Under **The Children Act 1989** a bullying incident should be addressed as a child protection concern where there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

The Equality Act 2010 <https://www.legislation.gov.uk/ukpga/2010/15/contents> introduced a public sector Equality Duty with which schools are required to comply. Schools are required to eliminate unlawful discrimination, harassment and victimisation.

Although bullying in itself is not a specific crime, under **The Malicious Communications Act 1988** <https://www.legislation.gov.uk/ukpga/1988/27> it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety.

The 2011 Education Act <http://www.legislation.gov.uk/ukpga/2011/21/contents/enacted> provides for head teachers and staff authorised by them to search children, without consent where they suspect children are in possession of certain prohibited items. (Appendix 4)

Appendix 1

Rewards

FKS

Stickers chart. When children collect 15 stickers on the chart, they take it home and receive the next chart with a new character on it.

Smiley Faces. These awarded for excellent behaviour, effort and attainment to individual children. They are recorded in children's 'Smiley Face' cards.

- 25 Smiley Faces = Bronze certificate
- 50 Smiley Faces = Silver certificate
- 75 Smiley Faces = Gold certificate
- 100 Smiley Faces = Platinum certificate
- 125 Smiley Faces = Diamond certificate
- 150 Smiley Faces = Rainbow certificate
- 175 Smiley Faces = TOP AWARD certificate

Certificates are awarded during weekly Sharing Assemblies.

Class rewards

Classes may have additional rewards which include raffle tickets, table points, class marbles or class points.

Congratulations postcards are sent by the Headteacher upon the advice of any member of staff. They are sent out at the end of each week to arrive during the weekend. They are addressed directly to the child.

'Star of the Week' award is presented to an adult or class nominated pupil who, for whatever effort, achievement or event stands out from his/her peers. Names printed, weekly, in the newsletter. **Achievement certificates** are presented at **Celebration Assembly** each term. These are on recommendation by staff, pupils and families for recognition of a child's wider achievements as well as those attained within school.

Appendix 2

Guidance for Parents on Bullying

The following signs may give an indication that a child is being bullied:

- Refusal or unwillingness to attend school or truancy
- Feeling ill in the morning
- Deterioration in schoolwork and concentration levels.
- Withdrawal from social situations; refusal to socialise, start stammering
- Come home regularly with torn clothing, books destroyed or possessions lost
- Avoidance of certain children or activities e.g. not going to an after school activity
- Become distressed or anxious, have a loss of appetite or complaining of frequent stomach aches or feeling sick.
- Harsh self-criticism; holding persistent negative views of themselves e.g. 'ugly' 'stupid' 'failure.'
- Personality change, moodiness, depression, or aggression.
- Sleeping difficulties or nightmares or bedwetting.
- Have unexplained cuts or bruises
- Attempts to change their appearance e.g. refusal to wear glasses or certain items of clothing.
- Angry outbursts, bullying behaviour towards a sibling, parent or friend.

These signs may possibly indicate bullying, but there could be many other reasons for these changes. Noticing these signs is a good starting point for talking to your child to find out more. Could there be something else bothering them? Have there been changes in your family, or other incidents that may have upset them? Opening up communication with them in a non-judgmental way is important whatever the reason.

What should I do if I think my child is being bullied?

- Bullying is a serious problem and can be very upsetting for both you and your child so it must be taken seriously.
- Bullying is frightening and children may find it hard to talk about being bullied or bullying others so it is important that you listen to your child calmly without interrupting and give them time to express their feelings, which may be different from your feelings as a parent. Talking about their situation and feeling listened to can lessen many of your child's worries.
- Find time to sit down with your child to talk to them about how they are feeling
- Make a note of what your child says has happened, who was involved, how often the bullying has occurred and specific details of incidents, or ask your child to keep a diary. Give your child a say in how they would like the situation to be dealt with, but be clear that it is important the bullying stops and that the school will be involved if there are any further incidents.
- Reassure your child that he/she has done the right thing to tell you about the bullying
- Make an appointment to see your child's teacher in the first instance and as soon as possible. Give us any details you have in order that we can investigate the incident. If the incident involves cyber-bullying, it is important that your child keeps a record of any text messages, emails or conversations that have taken place online wherever possible. Such records can further assist us in investigating the incident.
- Give us time to investigate the situation thoroughly and to respond to the situation in an appropriate manner. We will inform you of the outcome of the investigation and any proposed action
- In the meantime, keep supporting your child.
- Encourage your child to continue attending school. This will help maintain any positive friendships your child has.
- Praise and encourage your child and explore ways in which you can empower and help them to build or re-build their confidence. This may be by undertaking a new activity or just spending more time together. This may help your child feel confident enough to deal effectively with any bullying they encounter in the future. Their increased confidence may also have the effect of dissuading other children from any attempt to bully your child.
-

What should I do if I think my child is bullying others?

- Talk with your child and explain that what he/she is doing is unacceptable, and makes other children unhappy
- Find out if there is anything that is troubling them and try to suggest ways to sort it out
- Explain that walking away from a situation where they can feel that things are getting out of hand is not a weakness
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- Show your child how he/ she can join in with other children without bullying
- Make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how we can work together to stop him/ her bullying other
- Give your child lots of praise and encouragement when he/ she is co-operative or kind to other people

Links for parents

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf

<https://www.anti-bullyingalliance.org.uk/tools-information/advice-parents/interactive-anti-bullying-tool-parents>

<http://www.bullying.co.uk/>

<https://www.bullying.co.uk/anti-bullying-week/>

Appendix 3

See Use of Force or Restraint Policy

Use of Force or Restraint - INCIDENT RECORD

Pupil details:
Date, time and location of incident:
Names of staff and adults involved (directly or as witnesses)
Details of other pupils involved(directly or as witnesses),including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons:
Description of incident by staff involved, including any attempts to de-escalate and warnings given that force may be used:
Reason for using for and description of force:
Any injury suffered by staff or pupils and any first aid and/or medical attention required:
Reason for making a record of the incident:
Follow-up, including post-incident support and any disciplinary action against pupil(s)
Any information about the incident shared with staff not involved in it and external agencies:
When and how those with parental responsibility were informed about the incident and any views they have expressed;
Has any complaint been lodged? Do not include details here.
Headteacher:..... Date:.....

Appendix 4

SCREENING, SEARCHING AND CONFISCATION

The head teacher and staff authorised by the Head teacher have a statutory power to search children, or possessions, without consent where they suspect the child has a “prohibited item”. Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property

Parents may be informed and the incident will be logged. Where weapons or controlled drugs are found, the police may be informed.

DEALING WITH MALICIOUS ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF

Children that are found to have made malicious allegations against teachers and other staff, are likely to have breached our behaviour policy and consequences will be applied in line with the policy and recorded on the child’s file.

Related documents:	Computing Policy	Educational visits policy
Policy for SEND	Inclusion Policy	Managing Allegations Policy
Policy for SMSC development	PSHE policy	Online safety policy
Home School agreement	Attendance Policy	Safeguarding Policy
Curriculum, Teaching and Learning Policy		

Langley Class Code

Follow the adult instruction first time.

Listen to the person who is meant to be talking.

Respect people, property and the environment.

Keep hands, feet and put-downs to ourselves

