



Staplehurst School

Behaviour & Discipline Policy

Policy reviewed and ratified by Headteacher
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Introduction

Vision Statement/Rationale:

Our overall aim is to create a happy school where children come first, where they are encouraged to learn in a creative and encouraging atmosphere and where their self-esteem is consistently promoted.

- We will enable children to make informed choices and decisions and take responsibility for the consequences of their actions.
- All children will be encouraged to take appropriate responsibility for managing their own behaviour and learning so that they develop self-discipline, independence and self-esteem.
- This policy is to be interpreted as the guiding principles by which behaviour and discipline is managed in the school.
- In certain cases, and taking in to account the protected characteristics of the child concerned, the policy may be modified.

Aims

- To ensure a whole school approach to the management of behaviour which is used by all the staff in the school – teaching and non-teaching.
- All children clearly understand, and are fully aware of, the values and expectations of Staplehurst School, including the reward systems and sanctions.
- All adults in the school should model what we want to see in our pupils such as fairness, respect, caring and kindness.
- To ensure that parents know what our school policy is and how it will affect their children.
- To provide good peer role models showing consideration and respect for each other.

Principles

- Every child is entitled to learn in a secure and caring environment.
- Every member of our school community must earn the respect of others.
- A positive learning environment will be created for all involved in the school community.

Responsibility

It is the responsibility of all members of the school community – teaching and non-teaching staff, parents, pupils and governors, to work towards the school aims. As a school, we look for reasons to explain negative behaviour and support the child by giving them strategies to help change this.

Discipline is not control but direction, leadership and guidance and is firmly grounded in mutual respect.

Guidance

The school follows Department for Education's Behaviour and Discipline in Schools Advice, Preventing and Tackling Bullying, Keeping Children Safe in Education, Sexual violence and sexual harassment between children in schools and college and Childnet's Cyberbullying: Understand, Prevent and Respond: Guidance for Schools and supporting documents.

Behaviour Expectations

Our expectations are that parents will help us to ensure that all pupils will:

- Arrive at school on time between 8.35am and 8.45am and go straight into class. Staff are on hand to supervise children as they walk round to their class.
- Stay outside of the buildings until 8.35 a.m. and during playtimes except:
 - With express permission from a member of staff,
 - or
 - in Reflection.
- Take pride in wearing their school uniform which is to include appropriate black school shoes and tucked in shirts. No jewellery is permitted except one plain ear stud in each ear, watches and medical warning bracelets or necklaces. No nail varnish, make up or gelled, spiky hair.
- Remember to remove **all** jewellery for P.E
- Remember to have appropriate kit in school on class PE/swimming days.
- All items of clothing will be clearly named.
- No toys or balls should be brought into school. A ball will be provided by the school where appropriate.
- Morning break time snack – fruit or vegetables only.
- No chewing gum or sweets in school.
- Litter to be placed in the bin.
- No mobile 'phones, personal stereos or I-pods. (Years 5 and 6 may bring a mobile 'phone to school, but must leave it in the school office.)

School values - PRIDE

At Staplehurst School we all agree to live by our school values of **Pride, Positivity, Respect, Independence, Determination and Excellence.**

Pride, Positivity, Respect, Independence, Determination and Excellence.

- a) to take **pride** in our school, ourselves and our work
- b) to believe in ourselves and be **positive**
- c) to be **respectful** and treat others as they would like to be treated.
- d) to show **independence**, by taking responsibility for our own actions and learning.
- e) to be **determined** to always do our best and try our hardest.
- f) to strive to be **excellent** in everything we do

Posters of these values are displayed in central areas around the school and discussed frequently in class and at assemblies.

Behavioural Objectives

Behavioural objectives are approached through three styles of discipline:

- **Preventative discipline** - Positive procedure that emphasises and rewards good behaviour, instead of looking for and punishing bad behaviour.
- **Corrective discipline** – Techniques that could help to alter behaviour.
- **Supportive discipline** – Encouragement and emotional help to inform future behaviour choices.

Preventative Discipline

- Classroom organisation, including the displayed classroom rules.
- Communication of clear expectations in a manner which is appropriate for the target audience.
- An environment in which there is mutual respect and which raises self-esteem.
- Differentiated tasks.
- School values displayed clearly around the school.

Rewards

Whole School Approach

To promote polite and positive behaviour children are given raffle tickets which will be drawn every week in Key Stage assemblies.

Other Rewards

In addition to whole school rewards, teachers may also use other reward systems in their classrooms. Some of these could include:

- Adults congratulate and praise verbally.
- Certificates – given out in Friday celebration assemblies.
- “Marbles in a jar” – earned for good behaviour.
- House points in KS2 – Winning house announced in Friday celebration assemblies.
- In Year 1, children’s names are moved onto a sunshine to recognise special achievements.

Corrective Discipline

Use of planned strategies:

- Tactical ignoring of low level attention-seeking behaviour.
- Giving simple directions clearly and firmly, briefly stating the behaviour required.
- Positive reinforcement.
- Checking a child’s understanding.
- Rule reminders: We have a rule for that. Use it, thank you.
- Questioning: “What are you doing?” Await response. “What should you be doing?” Await response. Each time, the child is required to answer the question.
- Defusing the situations using appropriate humour, **not sarcasm**.
- Blocking arguments the pupil may raise.
- Giving simple choices i.e. “If you choose to continue talking, then you choose to move.”
- Diversion tactics e.g. “May I see your work?”
- Isolation from peers within the classroom.
- Removal from class (if procedures have been followed).
- Sanctions

Sanctions

The sanctions link in with our positive behaviour management strategies and helping the children to understand that their actions have consequences. All sanctions should be ‘age and stage’ appropriate to ensure that children are disciplined for bad behaviour in a fair way.

The corrective discipline strategies are used at the teacher’s discretion. Removal from the classroom is through the ‘exit system’ and is a time-out situation. **It is not a time for the child to be reprimanded by another teacher.**

There exists a system of mutual support between staff referred to as the ‘exit system’. It occurs when a child continually disrupts within the classroom. The exit system involves a previously agreed arrangement, whereby the child spends a **short** amount of time with another class teacher during periods of major disruption. This ‘time-out’ enables the class teacher and class to resume their rights to teach and to learn, whilst providing the child with a short “cooling off” period. The child should sit down and be ignored by the receiving class and teacher. The child is escorted back to their teacher who puts them back on task, providing a quick recap to assist this. There should be no anger or comment at this point. **It is important that the child is escorted by an adult, but this should not be their own class teacher.**

The unwanted behaviours have been categorised into five main bands and can be found in Appendix 1 for KS1 & KS2 and Appendix 2 for EY. Sanctions for each band have been identified and will be applied both inside and outside the classroom.

Lunchtime Time-out (Reflection)

Each time a child is placed in Reflection the teacher/TA will log their misdemeanours immediately on SIMs. If a child has **three** Reflections in a term, they will be sent to the Phase Leader and their parents will be contacted by telephone. If a child receives **five** Reflections in a term, they will be sent to the Headteacher and a letter will be sent home to parents who will be invited in for a meeting to discuss their child's behaviour. SLT will monitor and analyse Reflections given on a termly basis to ensure consistency across the school and that actions taken are working to improve behaviour.

Lunchtime Behaviour

Rewards

To promote polite and positive behaviour on the playground and in the dining hall

- Children are given raffle tickets which will be drawn every week in Key Stage assemblies.
- Top table awards will be allocated each week in Key Stage assemblies. Two children from each Key stage will be chosen by the lunchtime staff, to sit with a friend of their choice at Top Table. This will be set with a tablecloth and squash will be served instead of water.

Sanctions

- First offence will result in a verbal warning from the supervisor on duty.
- Second offence will result in a five minute time-out on the playground. This will be recorded in the supervisor's daily book.
- Third offence will result in the child being sent immediately to Reflection.

More serious offences (e.g. any form of violence or racist remarks) and the child will be sent immediately to the Headteacher. Parents will be contacted by telephone explaining what has happened and the subsequent sanctions. This may be followed up with a letter.

Anti- Bullying

In line with our school vision we are committed to providing a caring, friendly and safe environment for all members of our school community so that they can learn and work in a relaxed and secure atmosphere.

Bullying of any kind is unacceptable at our school. If bullying does occur, everybody should be able to tell someone and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell someone who can help.

Our commitment to mutual respect and understanding is underpinned by 3 main principles:

- That no one deserves to be a victim of bullying.
- That everybody has the right to be treated with respect.
- That people who are bullying need to learn different ways of behaving.

We at Staplehurst School understand our responsibility to respond promptly and effectively to issues of bullying.

What Is Bullying?

- Bullying can be defined as “*behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally*”. (DfE “Preventing and Tackling Bullying”, July 2017)
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
 - o Bullying related to race, religion, faith and belief and for those without faith
 - o Bullying related to ethnicity, nationality or culture
 - o Bullying related to Special Educational Needs or Disability (SEND)
 - o Bullying related to sexual orientation (homophobic/biphobic bullying)
 - o Gender based bullying, including transphobic bullying
 - o Bullying against teenage parents (pregnancy and maternity under the Equality Act)

Objectives

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- Through our behaviour and PSHE/Citizenship policies, we aim to improve understanding for bullied pupils as well as bullies and challenge attitudes about bullying behaviour.

Signs and Symptoms

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

- is frightened of walking to or from school
- begs to be driven or accompanied to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- repeatedly feels ill in the mornings
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- has a desire to remain with adults
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- wets the bed
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- frequently has possessions "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Reasons for being bullied

- race/gender background
- being a new child/adult in a school
- being a child/adult with a family crisis
- disability
- timid children/adults who may be on the edge or outside a peer group
- a child experiencing difficulties with their learning or an adult experiencing difficulties with their work
- sexual orientation or gender reassignment
- physical characteristics or differences

Reasons for being a bully

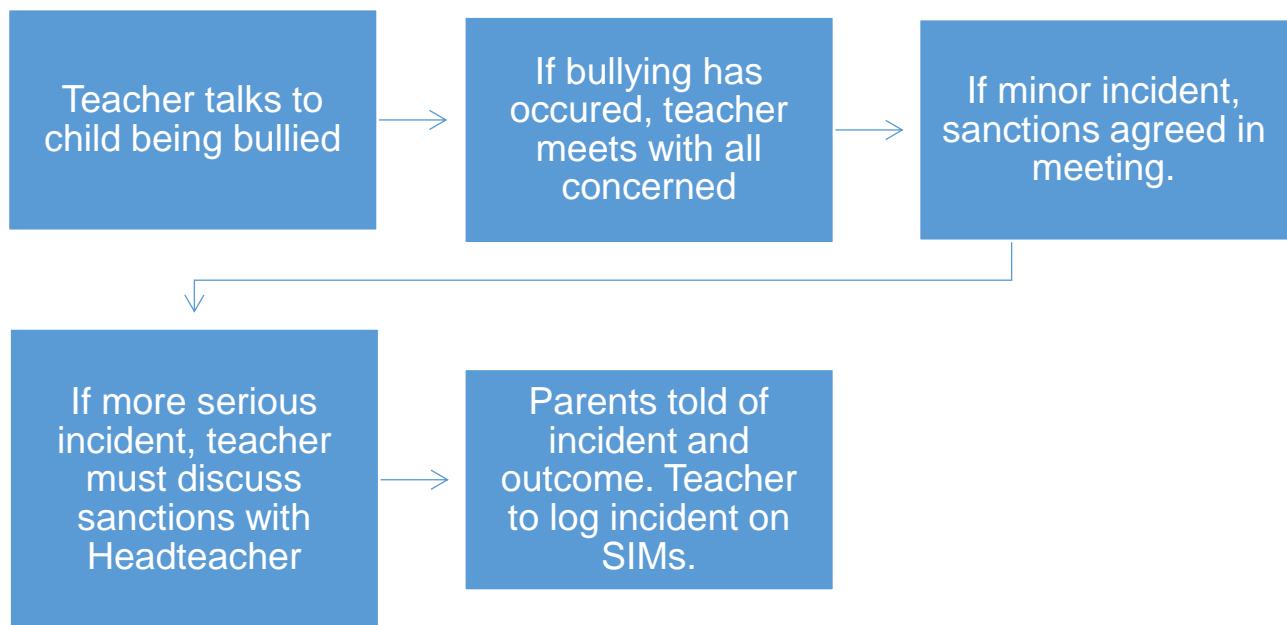
- being a victim of bullying or violence themselves, either at school or at home
- enjoyment of power and/or creating fear
- not being allowed to show their feelings
- not being able to show their feelings

- copying behaviour at home or on television
- being unhappy/self-hating
- being insecure and lacking self-esteem

General statements about bullying

- some victims are also bullies
- some victims are treated as culprits
- on lookers who do not help to stop bullying are condoning this behaviour and becoming part of the cycle.

Procedure for dealing with reported incidents of bullying



1. If a child discloses that he/she or someone they know is being bullied the class teacher must be told immediately.
2. The class teacher will talk to the child on a 1:1 basis to investigate a) whether they are distressed about any bullying issues and b) what the symptoms of any bullying may be.
3. If the teacher believes there has been an instance of bullying then they must log the incident on SIMs. The purpose of this is to ensure that all instances of bullying are recorded and reported appropriately.
4. The teacher should arrange to meet with all the children concerned ASAP and notify any other appropriate teaching staff. The DSL will be informed of all bullying issues where there are safeguarding concerns.
5. Every person in the meeting will have an opportunity to talk and discussions should be focussed on finding a solution and stopping the bullying from reoccurring. Teachers or other adults will aim to help pupils find their own solutions to the personal disagreement. Any minor sanction which is deemed appropriate by the teacher(s) present may be agreed at the end of this meeting.
6. Bullies will be asked to genuinely apologise, take responsibility for their actions and accept any sanctions or consequences which may be brought to bear as a result of their behaviour. An attempt will be made to help the bully (bullies) change their behaviour.
7. Once all information has been gathered and the meeting concluded, the outcome can be logged on SIMs.
8. The parents should be informed by the most appropriate means. They must be told of the incident, the meeting with the children and what the agreed outcome has been. They must be given a chance to respond and come into the school to discuss any concerns.

9. The children who have been spoken to will be informally monitored. Lunchtime staff will be notified so that they know to be vigilant during lunch time and break. They must report any concerns to the child's class teacher or TA in written form e.g. the Supervisor's Daily book.
10. If a more serious or prolonged incident(s) of bullying has occurred the matter must be discussed by the class teacher with the Headteacher and the Assistant Head for Inclusion and an appropriate course of action implemented.
11. The parents of all children involved should be invited in to discuss the matter with the Headteacher. If this is declined, then the Headteacher should write to the parents of the children involved and advise them of what has happened and what course of action will be implemented. The letter should also advise the parents of likely subsequent action if the bullying occurs again.
12. It is vital that the punishment for bullying is not only a fair reflection of the incident and its severity, but also is 'age and stage appropriate'. The class teacher and the Headteacher will remain fair to all children involved and ensure that all influencing factors are taken into account when deciding upon an appropriate course of action.
13. The most likely course of action for a minor incident is a period in Reflection, but more serious incidents, or reoccurring incidents, could lead to a fixed term exclusion or even permanent exclusion in the most severe incidents.
14. SLT will monitor all the incidents logged on SIMs and will report their findings to the Safeguarding Link Governor once a term.

Control Methods

- We at Staplehurst School use the curriculum to increase everyone's awareness of bullying and to help them to develop strategies to combat it. This is presented through PSHE/Citizenship activities, role play, assemblies and Circle Time.
- We use discussion and role play to explore issues related to bullying and to give individuals confidence in dealing with bullying.
- We discuss inclusion at assemblies to ensure that the children are reminded, in a positive way, that the school has high expectations of their behaviour.
- Our school values reflect the schools attitudes towards being respectful and kind towards each other.

Useful Links & Organisations

See Appendix 3

Searching and Confiscation

The School follows the DfE's guidance on [Searching and Confiscation](#).

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
2. **Power to search without consent** for "prohibited items" including:
 - a. knives and weapons
 - b. alcohol
 - c. illegal drugs
 - d. stolen items
 - e. tobacco and cigarette papers
 - f. fireworks
 - g. pornographic images
 - h. any article that has been, or is likely to be, used to commit an offence, cause personal injury or damage to property
 - i. any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

The Use of Exclusion

The School follows Kent's [Exclusion Guidance for Schools and Governors](#)

There are three types of exclusion that a school may use:

- Permanent – The pupil will not return to the school.
- Fixed term – This is a temporary exclusion which can be between 0.5 and 45 school days in length. No pupil may be excluded for more than a total of 45 school days in any one academic year.
- Lunchtime - Fixed-term exclusion where the pupil is excluded from the school premises for one or more lunchtimes.

Only the Headteacher can exclude a pupil. If the Headteacher is absent, the power rests with the Deputy Head who should make it clear that they are acting in the Headteacher's absence. The Headteacher will follow the procedures set out in law and statutory guidance, which are designed to ensure fairness and openness in the handling of exclusions.

For all exclusions of over five school days in a term, the Governors' Panel must arrange a meeting with the Headteacher to discuss the reasons why they have been given and sanction their approval. If the Headteacher follows procedures and is eventually forced to exclude a child permanently, the Governors' Panel will attend a meeting with the Headteacher, the child's parents and a LA representative. If the Panel uphold the decision to exclude permanently, parents have the right of appeal to an Independent Review Panel set up by the LA. The Panel will either uphold the appeal, in which case the child will return to school, or reject the appeal, in which case the exclusion will be confirmed.

Managing the Angry Child

Anger is a reaction to something which can be either real or perceived. We need to be working with children to help them to find ways of dealing with their feelings of anger.

Many teachers are infuriated by the sense of powerlessness that difficult pupils create by their resistant behaviour. We need to acknowledge that we cannot make a pupil do anything. We can direct, restate, ask, encourage or challenge, but the more we use traditional teacher force, the more we lose face, contact, temper.

When dealing with an angry child there are a range of strategies that we should be using, as appropriate and taking into account the protected characteristics of the child concerned, in order to calm the situation:

- tone of voice to calm the situation - keep the heat down and avoid a power struggle
- pace of speech – slow down your speech
- physical space – ensure that you give the child enough space so as not to feel crowded

- distraction to defuse the situation
- slow breathing – encourage the child to breathe slowly
- use of a sense of humour - if the adult knows the child well
- acknowledgement of the child's anger - use the emotion to explain how the other party feels
- working towards non-aggressive solutions
- giving choices and seeking to maximise face-saving
- thinking about what you are saying so that you do not back either yourself or the child into a corner
- calling in a third party.

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Schools cannot use force as a punishment.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for prohibited items (see **Search & Confiscation**). Schools can also identify additional items in their school rules which may be searched for without consent. Force cannot be used to search for these items.

The use of **any** degree of force is unlawful if the particular circumstances do not warrant the use of physical force.

Use of Reasonable Force in this School

The physical management of behaviour is seen as the last line of alternative strategies. Strategies detailed in the section about the angry child should be used first. Only when it is clear that none of these will have the effect of defusing the situation should a physical strategy be used. Reasonable adjustments will be made for pupils with SEN & Disability.

The School will follow the DfE's guidance on the [Use of Reasonable Force in Schools](#). A member of staff may use reasonable force to:

- Remove a disruptive child from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts

All physical contact must be rooted in the need to restore safety, and carried out in an atmosphere of calm sensitivity and respect for the individual.

Should physical intervention prove necessary, detailed contemporaneous written reports of incidents must be kept, which describe the events that led up to the physical intervention, the precise nature of the intervention, and the consequences. Parents should be informed. A meeting should be held as soon as possible to discuss the incident and to plan how the pupil's behaviour will be managed in future to avoid the necessity for physical intervention.

When a pupil's challenging behaviour can no longer be contained, in an environment that is positive and safe for all, the issues of care and control will be discussed with the pupil's parents and the School will draw up a **Positive Handling Plan** detailing the pupil's triggers, behaviours and behaviour management strategies. This Plan will be communicated to all members of staff involved in the management of the pupil.

Acceptance of Behaviour & Discipline Policy

It is the responsibility of all members of the school community – teaching and non-teaching staff, parents, pupils and governors, to work towards the school aims. Pupil and parental acceptance of this policy and its guidelines form part of a separate Home/School agreement.

School Safeguarding Policies (to be read and followed alongside this document)

- Safeguarding policy
- Online Safety Policy
- Allegations of Abuse Against Staff
- Whistleblowing Policy
- Health and Safety Policy
- Confidentiality Policy
- School Visitors Policy
- Equality Policy

Monitoring and Review

All school staff should have access to this policy and will have the opportunity to consider and discuss any significant changes to the contents. This policy will be formally reviewed every two years or amended in the light of any new information and guidance which becomes available in the meantime.

Appendix 1 – For years 1-6

When consulting the information below it is vital that staff, parents, pupils and governors are mindful that all punishments should consistently be 'age and stage' appropriate. The discretion of the Headteacher is of paramount importance in ensuring that all those involved are treated fairly and with full understanding and knowledge of the facts and any contributory factors. The information below should be used as a guide, especially for the higher bands when the Headteacher may need to consult with other parties before reaching a decision on the most appropriate course of action.

Band 1 - Behaviour

These behaviours are dealt with by the class teacher.

- Teasing or name calling.
- Interrupting teacher or adult.
- Avoiding work.
- Wasting time.
- Restricting other pupils' learning opportunities.
- Cheekiness.
- Inadvertently swearing.
- Making inappropriate noises.
- Talking when you are supposed to be listening.
- Not following class rules.
- Unauthorised use of non-educational websites during lessons.
- Unauthorised use of mobile phone/digital camera/other mobile device.
- Unauthorised use of social media/messaging apps/personal email.
- Unauthorised uploading or downloading of files.

Band 1 Sanctions

To be applied in the following order:

1. The adult gives a verbal warning.
2. The adult will write the child's name on the board as a warning.
3. The adult will put a cross against the child's name – the child will lose five minutes from the next break or moved to another classroom to complete his/her work.

Band 2 - Behaviour

- Spitting on the floor.
- Using swear words deliberately.
- Arguing with adults.
- Abuse of school or other people's property.
- Throwing objects in anger.
- Rudeness to adults.
- Lying.
- Persistent refusal to follow instructions.
- Allowing others to access the school network by sharing user names and passwords.
- Attempting to access the school network using another pupil/staff account.
- Corrupting or deliberately destroying the data of other users.
- Accidentally accessing offensive or pornographic material and failing to report the incident.

Band 2 Sanctions

An automatic one lunchtime Reflection logged on SIMs.

Band 3 - Serious behaviour

- Cumulative disruptive behaviour.
- Vandalism.
- Spitting at someone.
- Deliberately hitting, kicking or striking another person.
- Fighting.
- Swearing at staff or pupils.
- Racial Abuse.
- Persistent Bullying.
- Running out of class and the school building.
- Biting.
- Stealing other people's property.
- Sending an email, text or message that is regarded as offensive, harassment or of a bullying nature.
- Deliberate actions that could bring the school into disrepute or breach the integrity of the ethos of the school.
- Using proxy sites or other means to subvert the school's filtering system.
- Deliberately accessing offensive or pornographic material.
- Knowingly receiving a transmission of material that infringes the copyright of another person or infringes the Data Protection Act.
- Deliberately accessing or trying to access material that could be considered illegal.
- Continued infringements of the e-safety policy, following band 1 or band 2 warnings/sanctions.
- Health and Safety of individual child, other children or staff is an issue.

Band 3 Sanctions

The child will be sent straight to the Headteacher. There will be automatic loss of three lunchtimes in Reflection. The Phase Leader will contact parents informing them that a repeat of this or similar behaviour could result in a period of fixed exclusion. The incident will be logged on SIMs.

Band 4 - Very serious behaviour

- Violent aggressive behaviour e.g. throwing furniture, breaking equipment, hitting or punching another child or member of staff.
- Leaving the school site.
- Repeated persistent bullying after parental involvement.
- Stealing school property.

Band 4 Sanctions

The child will be sent straight to the Headteacher, whereupon the Headteacher will call the child's parents and request them to come and collect the child from school. The Headteacher will then make a decision about a fixed period of exclusion. A letter will inform parents of the decision and the appropriate LEA Agencies will also be informed. During this time it may be appropriate to set up a system of support for the child and parents. A meeting may be held which would involve the child and parents. A contract between the school, child and parent would be drawn up, clearly defining the roles of everyone involved. A review date would be set to monitor progress and support. After a period of exclusion, the child and parents will be expected to attend a 'return to school' interview with the Headteacher and class teacher to help identify a way forward.

Band 5 - Extreme behaviour

Persistent repeat of Band 4 and/or

- Deliberate and extreme verbal or physical abuse of staff or pupils.
- Deliberate and consistent abuse of buildings/property.

Band 5 Sanctions

Extreme behaviours can result in an automatic and permanent exclusion.

Appendix 2: EYFS Statutory Framework

Welfare Requirement: Section 3 Managing behaviour paragraphs: 3.50, 3.51, 3.52

Behaviour Management Policy

A bright and inspiring learning environment which is relevant and stimulating to the children will minimise unwanted behaviour. We aim to ensure that all children are happy and engaged.

It is our aim that positive strategies are used to manage all children's behaviour. Every child is unique; developing at different rates therefore strategies deployed with staff will vary from child to child. However, there are also overarching, consistent strategies used for a whole class approach.

Managing positively

Positive strategies will involve the staff 'catching' the children being good. These strategies should include:

- Involve children in making and keeping the codes of conduct for the learning environment, indoors and outdoors. These should be displayed and referred to when necessary. Ensure that these are reinforced positively, for example rather than saying 'no running indoors' remind the children 'we use walking feet indoors don't we, or we may fall over or bump into someone'.
- Display wherever possible, examples of children's work so that they know their work is valued.
- Quick, prompt and frequent verbal praise, ensuring that the praise is shared with parents.
- Remember to praise the behaviour rather than the child- make sure the child knows what he/she is being praised for.
- Where possible, gesture and sign to back up the praise being given.
- Get down to the child's level and always use a talking voice.
- Offer children closed choices where necessary, leaving the children in charge e.g. 'you can put your coat on to go outside to play, or you can stay inside, you decide'.
- Give advance warnings of changes in routine e.g. '5 minutes until tidy up time'. Where possible a visual timetable should be used.
- Positive praise can be reinforced with the reward of raffle tickets or moving the child's name onto the sunshine or superstar.

These strategies would be recorded in Provision mapping under 'Wave 1 interventions'.

Whole class strategies which are to be used include:

- When a very significant piece of work is produced a child may be awarded with a certificate. This is decided by the staff working with the child. The child is presented with a certificate in assembly that week.
- A Sunshine/ Cloud system is used in EYFS to help manage children's behaviour and provide visual cues to children. Children's names are placed on the 'sunshine' for wanted behaviour. Exceptional behaviour results in the child's name moving to the 'superstar'. Unwanted behaviour results in the child's name being moved to the rain cloud or lightening "Oh Dear" for the duration of the consequence and/ or session (see table below for guide). At the beginning of everyday, all the children start back on the rainbow.

These strategies would be recorded in Provision mapping under 'Wave 1 interventions'.

Managing unwanted behaviour

The following behaviours are agreed as unwanted:

- Physically hurting other children and adults by kicking/ hitting/ pinching etc.
- Deliberately harming other children in a way which poses a health risk i.e. biting; spitting.
- Answering adults/ other children back and use of inappropriate language.
- Disruption within a group/ deliberately ignoring adults/ children who are speaking and, not doing as they have been asked.
- Destructive behaviour towards other children's work.
- Destructive behaviour towards resources/ equipment or property.
- Taking others' property.

These unwanted behaviours warrant different consequences, due to their differing severity, see below:

Behaviour	Colour of Cloud	Consequence/ strategy to be adopted	Links with parents
Deliberate destruction of other children's work.	GREY (raincloud) 3x attempts results in "Oh Dear" lightening	<ul style="list-style-type: none"> Child apologises to victim. Child helps victim to recreate work damaged. Adult explains to child why the behaviour was unacceptable and why the move to the GREY cloud. Verbal and visual reminder of expected behaviour within class, phrased positively with appropriate language adopted according to child's stage of development Calm down time* is used. 	<p>Behaviour discussed with parents at teacher's discretion depending on severity/frequency.</p> <p>Discussed automatically with parents if 3x attempts in one session.</p>
<ul style="list-style-type: none"> Answering adults/ other children back and use of inappropriate language Ignoring adults/ children who are speaking and, not doing as they have been asked. Disruption of group activities 	GREY 3x attempts results in "Oh Dear" lightening	<ul style="list-style-type: none"> Peer resolution/ mediation used where possible. Warnings given by adult Explain unwanted behaviour and adults model wanted behaviour. Verbal and visual reminder of expected behaviour within class, phrased positively with appropriate language adopted according to child's stage of development. Calm down time used. 	<ul style="list-style-type: none"> Behaviour discussed with parents at teacher's discretion depending on severity/frequency. Discussed automatically with parents if 3x attempts in one session.
<ul style="list-style-type: none"> Deliberate physical harm to other children/ adults, including: hitting, pinching, kicking, pushing, throwing, pulling hair, cutting hair. 	"Oh Dear lightening" X2 attempts results in SLT intervention	<ul style="list-style-type: none"> Child apologises to victim. Adult explains to child why the behaviour was unacceptable and why the move to the lightening cloud. Verbal and visual reminder of expected behaviour within class, phrased positively with appropriate language adopted according to child's stage of development Calm down time is used- moved into space on own without activity. 	<ul style="list-style-type: none"> Informal discussions are held between class teacher and parents to see if the behaviour is typical at home and patterns are found. Strategies for home and school are discussed.
<ul style="list-style-type: none"> Deliberately harming other children or adults in a way which poses a health risk i.e. biting; spitting, throwing objects e.g. furniture 	"Oh Dear lightening" Immediate SLT intervention.	<ul style="list-style-type: none"> Adult explains to child why the behaviour was unacceptable and why the move to the BLACK cloud. Verbal and visual reminder of expected behaviour within class, phrased positively with appropriate language adopted according to child's stage of development Calm down time is used- moved into space on own without activity. SLT intervention (decided by SLT or suggestion by class teacher). 	<ul style="list-style-type: none"> Discussions are held between class teacher and parents to see if the behaviour is typical at home and patterns are found. Strategies for home and school are discussed.

Appendix 3: Anti-bullying Links & Supporting Organisations

Supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
 - A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual