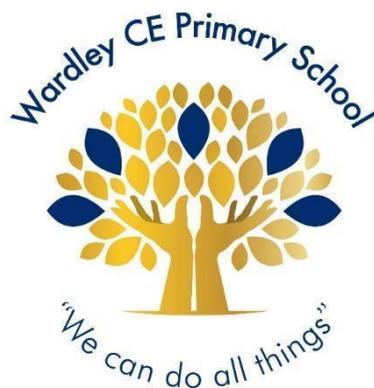


# Wardley CE Primary School Behaviour Policy



Name of Reviewer	Mark Foster
Date of Approval of Governing Body	October 2023
Signature of Chair	<i>John Storey</i>
Signature of Head	<i>Mark Foster</i>
Date Due for Review	October 2024

## **EQUALITY STATEMENT**

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We review all policies and procedures we operate to ensure there are no negative equality impacts based on the following protected characteristics: age, disability, ethnicity & race, gender (sex), gender identity & reassignment, pregnancy & maternity, sexual orientation, religion & belief and non-belief as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

## **Our school vision**

We are a Church of England school that values and recognises the uniqueness of each individual child and acknowledges their fundamental right to be educated to their full potential in a safe, secure and caring environment. Our ethos is built on Christian foundations and drives our belief that we can do all things.

Wardley CE Primary School is committed to continual improvement to ensure that what we do today is even better tomorrow. We provide a happy, secure and supportive learning environment where the children develop independence and work hard to make the most of their talents, and that 'We can do all things' within a deep and rich curriculum.

*We can do all things through Christ who strengthens us. Phillipians 4:13*

## **Practical ways in which we attempt to carry out our school vision**

### ***Through the Christian value of respect:***

- Having strong ethics to underpin our decision making and actions.
- Creating an environment which promotes the Christian ethos of trust, respect and honesty to enable people to flourish.
- Promoting a sense of justice.
- Creating a strong moral purpose which underpins everything we do

### ***Through the Christian value of friendship:***

- Having an inclusive ethos to create a school in which everyone is welcome and everyone is equal.
- In celebrating diversity we value the strengths of all and embrace differences.
- Engaging stakeholders within and beyond the school.

### ***Through the Christian value of trust:***

- Having a strong sense of teamwork amongst all members of the school community.
- No matter how small, we value every contribution and support each other to reach our goals.
- In respecting each other, we strive to not let each other down.
- In feeling valued and empowered people have a desire to go the extra mile.

### ***Through the Christian value of courage***

- Recognising, supporting and developing everyone's potential.
- Nurturing skills and promoting opportunities.
- Creating an environment for people to think positively and take risks.

### ***Through the Christian value of perseverance:***

- Through continual enhancement we are constantly striving to achieve high standards, we never stand still.
- All improvements are underpinned with high aspirations.
- When problems arise, we must hold on to our vision and find solutions.
- We inspire and innovate and we support others to do the same.

## **An Introduction to the behaviour policy**

The fundamental principle of Wardley CE Primary School is to be a school community full of learning, laughter and friendship where all children feel happy, safe and valued.

At Wardley CE Primary School, we provide the best possible primary education in stimulating and creative environments. Our schools develop a love of learning inspired by high-quality teaching. We identify and build upon our children's individual strengths and talents so they are equipped to have successful futures.

We expect all children in our schools to reach age-related expectations and our central purpose is to support pupils and families to overcome any barriers that they face. Each pupil reaching their full potential is what inspires our teachers and drives our vision of 'Excellence for All.'

Children educated in our schools are open-minded, committed and confident. We encourage a positive partnership between home, school and the wider community. The school values and has a strong relationship with its communities. The children in our care, develop into individuals who will lead happy and rewarding lives.

## **Behaviour Policy Aims**

At the Wardley CE Primary School we know that good behaviour is central to a good education. We want our pupils and staff to flourish in an environment that is calm, safe and supportive. We know that where behaviour in a school is poor, both pupils and staff suffer, resulting in missed learning, anxiety, child-on-child abuse and high staff turnover. This policy sets out the ways in which we create a culture at Wardley CE Primary School to promote good behaviour, and prevent and manage poor behaviour effectively.

This policy is designed to be read and understood by our pupils, staff and families. It has been written alongside the following statutory and guidance documents from the DfE:

- [\*Behaviour and Discipline in schools\*](#)
- [\*Searching, screening and confiscation at school\*](#)
- [\*The Equality Act 2010\*](#)
- [\*The use of reasonable force in schools\*](#)
- [\*Supporting children with medical conditions at school\*](#)
- [\*Sexual Violence and sexual harassment between children in schools and colleges - withdrawn September 2022 and replaced by KCSIE \(link below\).\*](#)
- [\*Keeping children safe in education\*](#)
- [\*Special educational needs and disability \(SEND\) code of practice\*](#)

## **1. Creating & Maintaining High Standards of Behaviour**

In our schools, we work tirelessly to create a culture that promotes excellent behaviour. We do this by:

- Having a clear vision of what good behaviour looks like;
- Being clear about permitted and prohibited behaviours;
- Having high expectations of all pupils' behaviour and conduct;
- Training all staff to give them a clear understanding of this policy and the confidence to implement it consistently;
- Ensuring everyone in our school is treated with dignity, kindness and respect.

### **1.1. Our Vision & Values**

Creating a culture of excellent behaviour requires a clear vision of what good behaviour looks like. Working together, the leaders, staff and pupils have created a shared vision of the five core values within our 'Wardley Way' that underpin our behaviour system:

#### ***Through the Christian value of respect:***

- Having strong ethics to underpin our decision making and actions.
- Creating an environment which promotes the Christian ethos of trust, respect and honesty to enable people to flourish.
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- Through continual enhancement we are constantly striving to achieve high standards, we never stand still.
- All improvements are underpinned with high aspirations.
- When problems arise, we must hold on to our vision and find solutions.
- We inspire and innovate and we support others to do the same.

## **1.2. Our Behaviour System**

We display our five 'Wardley Way' values prominently in all our schools and in every classroom, and refer to them regularly in our collective worship so that everyone knows what they are, and to remind staff to reinforce them constantly throughout the day.

### **Praise**

We believe that children's best behaviour results from positive reinforcement. We use specific praise, linked to our values to reinforce our expectations, as well as to encourage all pupils to follow our school rules. Staff try to find every opportunity to praise children when they are showing appropriate behaviour. We use a Praise In Public model (PIP) with sentence starters like:

"I love how you were responsible when..."

"In our class, we are kind to each other, and you showed this by..."

### **Rewards**

#### **Whole Class Rewards**

**Marble Jar.** The children can be rewarded marbles for demonstrating any of our 5 'Wardley Way' values. These marbles are put into the class 'success jar'. Once the class jar is full, the class teacher can organise a special class reward day. The pupils are involved in deciding what class reward they are working towards.

#### **Individual Rewards**

As well as the whole class reward, individual pupils are celebrated each week in our Thanksgiving worship for demonstrating our school values. This is also shared with the wider school community through the weekly Shout Out Sheet.

**Star of the Week.** Each week the class teacher chooses a pupil to receive this award for demonstrating values from the 'Wardley Way'. The chosen pupil sits on a special chair in the Thanksgiving worship and receives a special certificate that goes home with them, explaining why they have been chosen.

**Good to be Green Stickers.** The stickers are given out as a reward to children who have shown the 5 values of the 'Wardley Way' in their actions. These stickers are collected by the children on their Good to be Green book mark. When they have filled in their book mark they receive a certificate and a prize.

**Headteacher Awards.** These certificates from the headteacher are given to children that have been nominated by a member of staff to recognise something special that they have done in relation to the school's vision and values.

**Jigsaw PSHE stars.** Each week the school chooses one of the expectations as its focus. This is linked into the Jigsaw PSHE scheme. All the children who have been seen to excel against this expectation will stand up and receive praise from their teacher.

**Individual praise and feedback.** Staff talking to pupils and parents in person and through phone calls home linked to the school expectations.

### 1.3. Our Expectations

We want all our pupils to know what excellent behaviour looks like. For this reason, we devote considerable training for staff and direct teaching time for pupils to ensure that everyone is very clear about how our values translate into everyday school life.

Value	In Class	Around and Outside School
<b>Respect</b>	<ul style="list-style-type: none"> <li>● Sharing ideas and being respectful of others' contributions.</li> <li>● Listening when others are talking.</li> </ul>	<ul style="list-style-type: none"> <li>● Including people in games at playtime.</li> <li>● Helping others set up and tidy up.</li> </ul>
<b>Friendship</b>	<ul style="list-style-type: none"> <li>● Using kind words;</li> <li>● Being sensitive to others' feelings.</li> <li>● Praising peers.</li> </ul>	<ul style="list-style-type: none"> <li>● Being respectful of the school environment, e.g. putting litter in the bin.</li> <li>● Being polite to others.</li> </ul>
<b>Trust</b>	<ul style="list-style-type: none"> <li>● Ensuring you have the right equipment for learning.</li> <li>● Following instructions politely on the first time of asking.</li> </ul>	<ul style="list-style-type: none"> <li>● Ensuring uniform is correct and smart at all times.</li> <li>● Making sure you are in the right place at the right time.</li> </ul>
<b>Courage</b>	<ul style="list-style-type: none"> <li>● Thinking of ways to solve problems.</li> <li>● Taking pride in your work.</li> </ul>	<ul style="list-style-type: none"> <li>● Being creative in your play.</li> </ul>
<b>Perseverance</b>	<ul style="list-style-type: none"> <li>● Concentrating on your learning.</li> <li>● Starting tasks immediately.</li> <li>● Completing all work to the best of your ability.</li> </ul>	<ul style="list-style-type: none"> <li>● Walking sensibly at all times.</li> <li>● Lining up silently.</li> </ul>

### 1.4. Roles & Responsibilities

We believe that promoting excellent behaviour is everyone's responsibility. This is made clear in our staff induction, staff handbook and ongoing CPD. Within our collective responsibility and shared approach, different stakeholders have different parts to play:

#### The role of school leaders

School leaders at Wardley CE Primary School are highly visible in order to model the behaviour standards they expect of staff and pupils. They routinely engage with pupils, teachers and families, building positive relationships with everyone, upon which the culture of good behaviour and a safe, supportive environment is built.

Our leaders are responsible for:

- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them;
- Inducting new staff, providing ongoing training, and supporting staff to implement the behaviour system;
- Ensuring that their school engages with experts, such as Educational Psychologists & Mental Health Teams, to best support individual pupils.

### **The role of teachers and staff**

Our staff play an essential role in developing a calm and safe learning environment for pupils. They do this by: upholding the whole-school approach to behaviour; teaching and modelling expected behaviour and positive relationships; and challenging pupils if they fall short of expectations.

Our staff are responsible for:

- Communicating the school's approach to behaviour through explicit teaching;
- Modelling high expectations in every interaction they have with their pupils;
- Building positive, supportive, empathetic relationships with their pupils.
- Following the strategies set out in appendix 1 to help pupils to always be ready to learn.

### **The role of pupils**

Pupils have the right to learn in an environment that is safe and supportive and to be treated with dignity. To ensure this happens, we take time at the beginning of the school year and at strategic points in the school year, to make pupils aware of our behaviour standards, rules, rewards and consequences. We teach our pupils that they have a duty to follow our behaviour policy and uphold the school rules. Where necessary, we provide individual pupils with additional support. Pupil feedback is collected regularly to support our understanding of pupils' experience of behaviour in our schools.

### **The role of families**

We believe that working with parents is crucial to maintaining good behaviour in our schools. We work with parents by sharing this behaviour policy with them and providing information about our behaviour system during 'Meet the Teacher' sessions. We also keep parents regularly updated about their children's behaviour, both positive and negative. If a child requires an individual behaviour plan, we work with the families to implement this.

## **2. Responding to Misbehaviour**

Whilst we continually work to maintain a positive culture in our schools, there are times when a pupil's behaviour is unacceptable, and they need to understand that there are consequences for this behaviour. We ensure that our response to misbehaviour is predictable, prompt and assertive so that we can restore calm and a return to normal behaviour as quickly as possible.

To ensure our staff respond consistently, fairly and proportionately, in all our classrooms, we have a positive behaviour display showing the following:

### **2.1. KS1 & 2 Consequences**

- Teachers use an array of least intrusive skills to redirect behaviour.

- If a child continues to choose to make the wrong choices there is a tiered system of cards that is focused on making the child reflect on their choices.
- At least one verbal warning is always provided for pupils in between each stage.
- Teachers constantly help pupils to make the right choices in order to remove their card and show that the pupil is back to 'Ready to Learn'.
- Initially, they are given a stop and think card. We use a Reprimand In Private (RIP) model for giving these cards out with the card being placed discreetly on the desk and the member of staff having a quiet word with the child. The member of staff must be clear with the pupil what they are doing wrong, and what the pupil can do to fix this
- If the behaviour continues then the child is given a warning card.
- Staff may choose to further support children who have been given a stop and think card or warning card with a 'check in chat'. These discussions are done in a quiet space, away from other distractions. They allow the teacher to discuss the child's behaviour choices. Interventions such as social stories or comic strip drawing can be used as a vehicle for this discussion. If it is necessary then the teacher will inform the child's parents/carers about this discussion
- The final card is a consequence card. This is given because the pupil is unable to make the right choices, despite repeated chance to improve, or if their behaviour is violent or destructive
- Receiving a consequence card necessitates time away from class with the appropriate senior member of staff for up to 15 minutes. During this time, the children discuss their actions and the consequences of them.
- The class teacher will inform the child's parents/carers about the incident - either in person or by phone on the day of the incident. If this is not possible, then they will be informed as soon as they can be. If the incident affected another child then their parents/carers will also be informed. The incident will be recorded on CPOMS.
- If a pupil receives three consequence cards in a term then a behaviour review meeting will take place. This will involve the child, their parents/carers, the class teacher and a member of the SLT. The focus will be upon putting in place strategies to bring about an improvement in the child's behaviour. To help achieve this a positive management plan will be put in place - see Appendix 2.

## **2.2. EYFS**

### **The Early Years Foundation Stage Strategies**

- Praise positive behaviour
- Encourage a sense of responsibility through encouraging children to look after themselves, each other and the environment
- Support the child to make amends according to the circumstances and their stage of development, e.g. help rebuild a model
- Have clear, consistent boundaries and explain these to the child in a way that they understand
- Be a good role model by showing respect to others, the children, parents and carers and staff
- Acknowledge the child's feelings and talk to them about how they are feeling
- Gather information from the children involved in an incident
- Ask the children for ideas for the solution
- Explain clearly and in a language appropriate to the child's level of understanding what it is that is unacceptable

- Wherever possible use positive language, eg “please can you walk” rather than “don’t run”
- Give follow-up support to the child
- Use of a sand timer and time out if needed

The judgement about a child’s behaviour must be made according to the child’s age and stage of development. A 3 year old in the nursery may have a very different response to a five-year-old in a reception class. There are always other factors to consider, such as how tired the child is and if there are any relevant events happening at home. Parents and carers are encouraged to share any relevant information with the EYFS staff, e.g. a family member being in hospital. If the child’s unwanted behaviour is uncharacteristic, your reaction may be different to when a consistent pattern of behaviour has been recognised and a strategy agreed.

### **If a Behaviour Problem Persists:**

- The class teacher will inform the child’s parents/carers about the incident - either in person or by phone on the day of the incident. If this is not possible, then they will be informed as soon as they can be. If the incident affected another child then their parents/carers will also be informed. The incident will be recorded on CPOMS.
- Discuss the behaviour with the EYFS lead and/or the Head Teacher
- Agree a strategy to be used in the EYFS and at home and share this with all staff
- If the behaviour continues, work with the parents/carers to start a Special Educational Needs (SEN) record
- If the behaviour still persists consult relevant outside agencies, in consultation with the parents/carers and SENCO.

**This complies with the relevant requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS).**

### **2.3 Multi Agencies, External Advice and Additional Support**

Where it becomes clear that a child is having on-going difficulties in managing their behaviour, or has additional needs, there are a wide range of strategies which are used to support pupils:

- Social stories
- Behaviour charts to enable celebration of good behaviour
- Increased communication between home and school
- Individual behaviour plans (IBPs) or RAMP sheets
- Zones of Regulation sheets
- One page profiles
- Support from the SENDCo (Special Educational Needs Co-ordinator), identified teaching assistants, teachers
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Counselling provision
- Alternative curriculum provision
- Reduced timetable
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, LA Behaviour Specialists such as the Primary Inclusion team

Where additional strategies are put in place these are recorded by the school and shared with all relevant parties.

#### **2.4. Responding to the behaviour of pupils with SEND**

We have the highest expectations of all our pupils but recognise that some pupils with SEND might require additional support to achieve the high standards that we expect. When considering the behaviour of our SEND pupils, we consider whether their SEND might be a contributing factor to any misbehaviour and implement adjustments to our behaviour system in order to meet individual children's needs. For example, a pupil with speech and language difficulties might need a longer time and specific prompts to follow instructions from an adult.

If the behaviour of a pupil with SEND is a barrier to their learning, we incorporate behaviour targets into their individual support plan. We ensure that all adults know that pupil's triggers for misbehaviour and are confident using a range of strategies to support them. These strategies can include: short, planned movement breaks; adjusted seating plans; sensory cushions; fidget toys. Staff have opportunities to access training to develop their understanding of how to provide effective support for SEND pupils.

Where additional strategies are put in place these are recorded by the school and shared with all relevant parties.

#### **2.5. The use of reasonable force**

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law. This is only to be used when all possible options for giving the child time/space to regain self control have been exhausted.

Wardley CE Primary School's Governing Body have taken account of advice provided by the DfE - Use of reasonable force in schools. We have also adopted the Salford LA Positive Handling – guidance for Schools and Settings. This policy sets out the procedures that the school follows when the use of reasonable force on a pupil, as permitted by law, is deemed to be necessary.

#### **2.6. Suspensions and Permanent Exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard guidance, [School suspensions and permanent exclusions](#) (September 2023). We refer to this guidance in any decision to suspend or permanently exclude a child from school.

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. If these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected.

Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

When headteachers suspend or permanently exclude a pupil they must, without delay, notify parents. Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the headteacher must now, also without delay after their decision, notify the social worker and/or VSH, as applicable.

When headteachers suspend or permanently exclude a pupil, they must also notify the local authority, without delay. Legislative changes mean that this must be done regardless of the length of a suspension.

### **Suspensions**

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.

Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

### **Permanent Exclusions**

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should 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 such as staff or pupils in the school

If the Headteacher excludes a child, they inform the child's parents/carers immediately, giving reasons for the permanent exclusion. At the same time, they will make it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents/carers how to make any such appeal.

The Governing Body has an ad-hoc discipline committee. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they take into account the circumstances under which the

child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

## **2.7. Behaviour outside of school premises**

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the schools reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil within our school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the schools.

In the cases above, The Headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

### **Out of School Behaviour**

Wardley CE Primary School is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good order on all transport 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 pupils, staff, volunteers or members of the public
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

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

### **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 pupils were directly identifiable as being a member of one of our schools
- 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 pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).

- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

### **3. Specific Behaviour Issues**

Certain behaviours evolve, for example, with the increasing prevalence of technology, and we ensure we review our policy to keep up-to-date with issues that affect our pupils:

#### **3.1. Child-on-child abuse (bullying)**

The school's Anti-bullying policy contains more detail about this issue. Governors, staff and pupils of Wardley CE Primary School accept the following definition of "bullying" taken from: Primary National Strategy SEAL materials (2006)

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

- It is ongoing (not the same as a conflict between two equals or a random, unprovoked, aggressive act)
- It is deliberate
- It is unequal – it involves a power imbalance (this can result from size, number, higher status, being "different" or having access to limited resources)

Specific types of bullying include those relating to:

- 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.

#### **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.
- All "sides" in a bullying incident will be listened to calmly and with respect.
- We involve parents in our approach to preventing or addressing bullying behaviour.

#### **Strategies**

The schools take part in National Anti-Bullying Week through assemblies, Class Worship Time and PSHE lessons. Adults are alert to bullying behaviours both inside the school and in the playground and address incidents immediately.

#### **The Law**

Wardley CE 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 their 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 law
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

### **Reporting and Recording Incidents of Bullying**

Pupils and parents are encouraged to report bullying to any member of staff. Incidents are in the first instance referred to the pupil's class teacher to be investigated, appropriate action taken and parents will be informed promptly using usual school procedures. Incidents may then be referred to the Headteacher. Pupil voice is important at our schools and pupils are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of. The Whole School Behaviour Policy also reinforces the school's expectation as to how members of the school community should conduct themselves.

### **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.

### **Strategies for Dealing with the Bully**

At Wardley CE Primary School, we engage promptly with parents to ensure their support and involvement and then go through a series of stages;

- Restorative justice approaches are taken if possible
- One to one interviews with staff or peer mentors
- Counselling offered
- Work with the educational psychologist or other outside agency
- Anger management strategies discussed

Strategies to Support a Victim

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

### **3.2. Sexual violence and harassment between pupils**

At Wardley CE Primary School, we have zero tolerance towards any sexual harassment or violence between pupils. We advocate strenuously for high standards of conduct between pupils and staff and demonstrate and model manners,

courtesy and dignified/respectful relationships. We know that responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future.

In the event of any such incident, we follow the Safeguarding Principles set out in school's sexual violence and harassment between pupils policy and Keeping children safe in education (KCSIE). The school's designated safeguarding lead (or deputy) advises on the school's initial response. Each incident is considered on a case-by-case basis and will be classified as either a green level incident (developmentally typical behaviour), an amber incident (problematic behaviour) or a red incident (harmful behaviour). The school uses material from the NSPCC on responding to children who display sexualised behaviour to help inform its decision making process. Where relevant, pupils who fall short of these behaviour expectations are sanctioned. Victims are reassured, supported and taken seriously and we never downplay or overlook sexual violence or harassment. As with all safeguarding matters, we always engage the designated safeguarding lead and make referrals to support services as appropriate.

### **3.3. Behaviour incidents online**

Cyber-bullying can be defined as the use of information and communications technology, particularly mobile phones and the internet, deliberately to upset someone else. Cyber-bullying that occurs while pupils are under the school's direct supervision will be dealt with in line with the school's safeguarding policy.

In cases where cyber bullying occurs while pupils are outside our direct supervision (i.e. at home), parents 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 in this, and may impose a sanction upon the bully where this individual is recognisable.

### **3.4. Mobile phones**

We believe that allowing access to mobiles in school introduces complexity and risk, including distraction, disruption, bullying and abuse, and can be a detriment to learning. For this reason, we do not allow pupils to have mobile phones with them during the school day. For some older upper KS2 pupils, we understand they need or want to have mobile phones to contact family. The school's policy and practice for this is set out in its mobile phone policy. Any phone brought into school by a pupil is stored safely through the day by a member of school staff. The pupil must hand their phone in at the beginning of the day, and collect them at the end of the day.

### **3.5. Suspected criminal behaviour**

If a member of staff suspects a pupil of criminal behaviour, they must report this to the head teacher and the designated safeguarding lead for them to gather information in order to establish the facts. In line with the school's safeguarding policy the head teacher ensures that all information is carefully documented. A decision about whether any police involvement is required is then taken. The investigation of any behaviour that is reported to the police, is then taken over by the police. However, we would ensure that the pupil and their family is supported by the school throughout the investigation.

## **Drug and alcohol-related incidents**

It is the policy of our school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought in. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker. An adult will be required to complete and sign a form in this case. The schools will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified immediately. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed immediately.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will have a fixed term exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headteacher.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

## **Appendix 1 - Helpful Strategies**

### **Strategies to help children to always be 'Ready to Learn'**

It is important that children recognise that they can play an important role in supporting children to demonstrate learning behaviours. Children need to feel that the teacher has dealt with them fairly and that they have given them appropriate opportunities to do the right thing. Using the least intrusive methods of positive

redirection will help to ensure that children are encouraged to make the right choices. The following is a list of positive redirection tactics, from least to most intrusive.

- **Tactical ignoring**

*For a short period of time.*

- **Tactical pausing**

*Pause, emphasises attention and focus.*

- **Non-verbal cueing**

*A clear, discussed cue that gives a message.*

- **Name reminder**

*Integrate name into teacher talk.*

- **Proximity praise**

*Praising a pupil for following expectations to direct another pupil without drawing attention to negative behaviour.*

- **Behavioural direction**

*Use the child's name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keep direction brief.*

- **Rule reminder**

*Could ask a question 'What is our rule for.....?'*

- **When.....then.....**

*Keeps focus on the desired outcome whilst allowing pupil to see the next steps.*

- **Partial agreement**

*Partially agree then redirect. Keep focus on required behaviour and do not get into discussion. I understand that you feel / think..... but I would like you to.....*

- **Stuck record**

*I would like you to..... The rule is.....*

- **Direct questions**

*'What', 'when' 'how' rather than 'why' 'are you'. Direct the responsibility to the child.*

- **Directed choices**

*Within known rules or routines - refer back to rights, roles and responsibilities.*

- **Assertive comment/direction/command**

## Appendix 2 - Positive Management Plan

<b>Wardley CE Primary School - Positive Management Plan</b>		
<b>Year:</b>	<b>DOB:</b>	<b>Date:</b>

**Environment and triggers (situations which cause / lead to difficulties):**

**Prevention (describe any changes to routines, personnel or environment which might reduce risk):**

**Praise (describe any strengths):**

**Things to avoid:**

**What might happen (describe the behaviour / what it looks and sounds like):**

**Low Level**

**Middle Level**

**Extreme**

**Managing (What adults could do - depending upon the behaviour, step by step and who will do it)**

**Low Level**

**Middle Level**

**Extreme**

**Follow up**

