



Hoole St. Michael Church of England Primary School

Whole School Behaviour Policy Guidance A Christian Perspective

Member of staff responsible: J Price
Approved by Chair of SEC: November 2023
Date reviewed: November 2027

Vision Statement

Christ's love is in everything we do at Hoole St Michael. Our creative and high-attaining Church of England Primary School is safe, loving and supportive. We encourage the building of good relationships and friendship through respect, tolerance and understanding. Within our Christian family, where parents are our partners in all aspects of school life, we aim to inspire a love for learning within each and every child.

I CAN DO ALL THINGS THROUGH CHRIST WHO STRENGTHENS ME. PHILIPPIANS 4.13

1 Statement of Principles

The challenge of making Every Child Matter centres on universal expectations for every child: Each child is accepted as a unique child of God.

There will be a development of codes of behaviour and a way of life based on Christian values:

- Love: unconditional love regardless of personal cost
- Joy: joy which comes from within and without
- Peace: peace from well-being with God, ourselves and others
- Forgiveness: forgiveness without conditions so as to encourage new beings
- Reconciliation: reconciliation and healing of relationships
- Justice: justice based on equality tempered with mercy
- Respect: respect shown to self, other children, adults, animals and the environment

Our school prides itself on the warm relationships between staff and children and this is made possible by only appointing staff who display warmth, cheerfulness and a level of consistency in their personality and by also having efficient systems in place, as well as having high levels of supervision. Through a structured and clear system of behaviour rewards and sanctions we achieve very high standards of behaviour, always emphasising the importance of learning and concentration in classes and being reflective.

By addressing any low level behaviour we reduce the likelihood of more significant behaviour issues.

All members of the school family will be welcomed into a secure, safe Christian environment where they are valued as unique Children of God, included and accepted as they are. The Christian ethos will promote self-worth, self-respect and trust so that each member has sufficient confidence to raise questions, voice concerns and explore values and beliefs that will determine their own code of behaviour and responsible citizenship.

2 Context

This policy should be read in conjunction with the:

Single equalities policy
Safeguarding
Care guidance and control
SEND
Anti-bullying policy
Health and Safety
Attendance

Our school rules

Rules in school are underpinned by the principles:

Respect of God/of our property/of oneself and others
Reflecting on WWJD? (What Would Jesus Do?)

School Rules:

1. Be polite
2. Work hard
3. Be kind and thoughtful
4. Be honest
5. Look after property
6. Listen

Staff Responsibility for Behaviour Management

Our Church School will be effective and efficient as we:

- Appoint adults who meet health and legal employment requirements, including DBS clearance, and are in accord with the Christian ethos, aims and purposes of the school
- Are proactive in providing regular behaviour management training opportunities for all staff
- Support adults in furthering their professional skills in managing behaviour as they work as team members within the Christian community
- Apply appropriate awards/sanctions systems to complement the distinctive Christian ethos and to encourage behaviour that reflects the example of Jesus

Strategy for Maintaining the Effectiveness of the Behaviour Management Policy

- To ensure that the Governing body is aware that this is a policy that will be scrutinised by the Ofsted and the Faith inspectors
- The Headteacher is responsible for developing the behaviour policy and decides the standard of behaviour expected of pupils, how the standard will be achieved, the school rules, any penalties/rewards.
- That the Governing body give minuted approval annually
- That there are regular reports to the Governors on the efficiency of the policy and the outcomes

3 Classroom management

- All staff are expected to create classrooms with a sense of calm, order and purpose. This is achieved through high expectation and collective classroom management procedures.
- Sanctions are used by teachers when children have broken school rules or persistently disrupted lessons. The headteacher would be consulted for repetitive misbehaviours or for serious breaches of safety, whereupon parents may be written to or telephoned.

- Lessons in RE, PSHE, SMSC and worship times reinforce expectations of behaviour, independence and resilience.

Extrinsic rewards and sanctions such as positive comments from staff and smiles are often more meaningful. We value the impact of stopping a child and saying, "I noticed just how kind you were to ..." , "Thank you, that was really nice of you". Equally, when one child has been mean to another, phrases such as, "You know that you don't feel happy about this and nor do they, but how can you fix this? What can you do next to repair this/make things better?"; "Don't tell me who started this yet; who was able to stop this first?"

We are a happy school and we strive to have no-one feeling lonely on the playground. You will seldom hear shouting from staff in our school (unless we are acting during assembly or reading a ghostly story!), and the children have a strong sense of what is right and wrong. Our system of Think Sheets help children who have stepped over the mark to be reflective and this system is outlined on the following pages.

If you have any questions about this system and if you would like to view a 'Think Sheet' then please refer to the appendices at the end of this policy. During the school year the 'Think Sheets' are kept electronically on CPOMS. (Child Protection Online Management System) This tracks any patterns of behaviour which we need to address, and we are especially alert to the possibility of bullying. At the end of each term 'Think Sheets' are analysed and general patterns are shared with governors - no names are mentioned due to confidentiality. In turn this leads to positive change to reduce the likelihood of poor behaviour the following year.

4 Rewards

Our philosophy is that any positive behaviour should be rewarded and celebrated and, as a result, a number of systems are used that recognise pupils' hard work and efforts. Our Celebration Worship on a Friday afternoon is a real highlight for the pupils as we gather together to share in our successes and thank God for His positive guidance.

Class Dojo:

Each class including our Honey Bees nursery has a Class Dojo system. This encourages positive behaviour both in learning and outside as the children are awarded Dojo points. These points are instantly shared with parents via the Dojo app. Also shared with parents, is the learning their child has enjoyed each day and this creates positive home/school relations. Every week each class crowns their King and Queen of the Dojo which is celebrated via the newsfeed on Dojo and via specific reward stickers. Children have ownership over their app and can share any extra work at home via the portfolio system. Teachers have the option to make their own Dojo points to reward a particular focus for the class. TAs can be fully involved in this by having their own, personalised Dojo point.

Team points:

Children are awarded team points for great work and behaviour. Tokens are added to their House Team jar in each class. House Captains collect and record the tokens weekly. The winning team receives a non-uniform day every term. This team approach to positive behaviour is also used during Sport's Days and themed competitive events.

Star of the week:

Each week pupils from each of the classes are selected to be our Stars of the Week. Achievements range from reading, writing and spelling, to maths, behaviour, RE and wow work. The children are

presented with their certificates during our weekly Celebration Assembly and their parents are notified in advance, in order to attend.

WWJD: Every week teachers 'spot' children displaying our Christian Values around school. (What Would Jesus Do?) These children receive a certificate and WWJD band during Friday's Celebration Assembly. We share this news with parents via our weekly newsletter.

Hubbersty Shield:

At the end of every half term, each teacher selects one child from their class who has worked consistently hard in all areas. During a celebration assembly pupils are presented with the 'Hubbersty Shield', which they are able to keep at home for half a term.

End of Year Awards:

At the end of every year, a number of awards are given out to pupils and they can keep the trophy for a year. Awards given are:

Mrs Johnson Ambassador shield (Y6 award for overall achievement and behaviour)

Molyneux cup and Governors cup (attainment at end of KS2)

Sports awards for a boy and girl.

'Rosebowl' (artistic achievement)

Confidence cup

Christian Distinctiveness cup

Mathematician cup

Science cup

The Y2 award (for attainment at end of KS1), Progress awards (progress from KS1 to end of KS2)

Postcards Home:

At the end of the academic year, teachers are asked to pick children who have shown consistent hard work and effort across the year are awarded. The children receive a message from their teacher as a surprise through the post to their home address to praise their hard work.

Guardian Angels:

We have a 'Guardian Angels' programme, which pairs a Y6 pupil with a child from Reception Class or from our Honeybees Nursery. This partnership builds and changes throughout the year in response to the changing needs of the younger child. For example, in September the Y6 children will support the younger child with school routines such as dinner times and break times. During the year they also sit together for collective worship, where the older pupils model how to pray, sing and listen. As the year progresses and the children move towards Y1, the older pupils support the younger child's move towards increasing independence. This strategy has a positive effect on the behaviour of both Reception and Year 6 children.

Class Behaviour Walls:

In all classes teachers will use a visual display for the children to help encourage positive behaviour and to increase awareness of our school rules. This may take the form of a pot of gold, a traffic light system or sunshine and clouds.

Supporting Emotional Wellbeing:

Growth Mindset:

To support children in tackling each day with a positive mindset, all staff have had growth mindset training from life coach. Staff have also attended further training through our TARDIS cluster to gain further insight into their own wellbeing. This knowledge is encouraged to be passed to the children daily, tackling each day and each activity positively. The children are regularly spoken to about growth and fixed mindsets and the zones of learning. We encourage a growth mindset through the celebration of mistakes, self and peer marking for instant feedback and regular positive thinking quotes on Dojo, in corridors, during Celebration Assembly and in class. Rewards in school are given for hard work and effort.

Sumo:

Some children who are identified by the class teacher as having tricky times at home, natural worriers or naturally see life more negatively, receive a daily SUMO check in. All behaviour situations are unpicked through the stop, understand and move on approach. This means children are dealt with calmly but clearly and have the clear focus of moving on and bouncing back. Daily check in books are in all classes.

5 Sanctions

AT ALL STAGES BELOW, AN APOLOGY IS EXPECTED.

The sanctions used in school are:

STAGE 1

In Class

Minor offences are dealt with according to the class sanctions which may vary with each age group. In-class sanctions for minor offences include missing minutes of break-time or moving a child's place. The class teacher may also choose to use their behaviour board to move the child's name in order to physically demonstrate that their behaviour needs to change. The child will be given an appropriate amount of time to display the right behaviour and then should be moved back to the starting position.

At break

Minor offences during break time include discussing the behaviour with the member of staff on duty or potentially being asked to stay away from another child. A warning is given. During football the sanctions follow the rules in football and the same for other sports.

STAGE 2

In class: Behaviour Boards

If a warning has been given (Stage 1) and the poor behaviour continues, they are given another warning and moved to the next point on the behaviour board. A discussion about behaviour and making good choices will take place between the child and teacher/teaching assistant. The teacher will decide whether the poor behaviour warrants moving to the 'Think Sheet' Stage 3 Level. Good behaviour following this move will ensure that their name is moved back to the start. All children will be moved back to the start before the start of the next lesson after a sanction has been carried out.

At break:

If a warning has been given and the poor behaviour continues, the class teacher will be notified and the child will be sent in to unpick the situation using SUMO. If a more serious offence takes

place, or if the pupil continues the poor behaviour after receiving a warning, they will be escorted into class by a member of staff to spend the rest of the break inside, supervised by the headteacher or deputy headteacher. The headteacher will decide whether the child is then moved to Stage 3 and asked to complete a 'think sheet'.

During football (or other sporting activities), if a child is being consistently aggressive or persistently demeans another child then they are sent off or banned for a number of days; they may receive a 'think Sheet' (Stage 3) – this is up to the discretion of the member of staff on duty who is in a position to gauge the atmosphere.

STAGE 3

'Think sheets'

Think sheets (*see appendices*) are used for more serious offences or continuous minor offences, both in the classroom or outside. They are linked to our school rules and Christian values.

- The response sheet will be completed in play time or lunch time (supervised)
- The child will also miss their next play (or 15 minutes during dinner). This will be supervised by a member of staff.
- If the pupil has upset another child or acted inappropriately with an adult, they will talk with that person and say sorry for what they have done.
- The form will be taken to the headteacher by the child and discussed.
- The form will then be filed by the class teacher in their behaviour file.
- Parents will be informed by the class teacher that their child has been required to complete a think sheet.

There are different types of 'Think Sheet' which helps when analysing patterns (**yellow** = in lesson time, **blue** = social/physical, white = lying or "other", **red** = rude to an adult/racist/let school down in public); **green** = bullying

Examples include:

- Continuous minor offences with no sign of improvement (yellow)
- Spitting (blue)
- Lying to a teacher (white)
- Swearing (blue)
- Hitting/kicking/biting another pupil (blue)
- Being rude to an adult (red)
- Making a racist comment (red)
- Breaking of school equipment, including deliberate ruler breakage (white)
- Poor behaviour whilst kept in at breaks or a similar sanction period (e.g. blatantly ignoring a member of staff /making rude gestures) (red)
- Let down the school in public e.g. shouting /silly at the swimming pool;trip out (red)
- Proven bullying (green)

At Think Sheet Level the child will automatically miss the next playtime or lunchtime if the offence occurred during a lesson. If the offence is at play/lunch time then s/he can return to class at the end of break if 'ready to learn'. If the offence is more serious than the above (e.g. hitting an adult, etc. then the headteacher may decide to go directly to Stage 3C).

STAGE 3a

If a pupil receives one green, two red or three other coloured 'Think Sheets' in one week, parents will be informed by the headteacher or deputy headteacher and the child will miss all break and lunch times for one week. After this week, the system returns to beginning, unless the child reaches STAGE 3a within the same half term, then the children proceeds to STAGE 3b.

STAGE 3b: If the same child within the same half term reaches Stage 3a again, or if the child receives an additional Think Sheet within the same week of missing playtimes then the child will have a single day internal exclusion from his/her class and a formal meeting is held with parents. We will also consider introducing a behaviour chart.

STAGE 3c: If after returning to class after a single day internal exclusion, the child again receives a 'Think Sheet' within the same week, then the child will be either internally excluded for a whole week or formally excluded (Stage 4) at the discretion of the head teacher in consultation with county advice. Beyond this, exclusions for up to five days will be given at the discretion of the head teacher.

- Exclusions beyond that will only be used after consultation with the governors.
- Further details about exclusions can be found on the Lancashire Website.

Sanctions also include restorative conferences when deemed necessary by the class teacher and headteacher (see page 11)

It is important to state that due to confidentiality, details of sanctions will only be discussed with the parents of the child receiving the sanction. If your child has been affected by another child's poor behaviour you will be informed that appropriate sanctions have been carried out in line with our behaviour policy. No further details will be given.

STAGE 4

Formal Exclusion

- Exclusion, the last resort, will be used where a pupil's behaviour has threatened the safety of staff and children, where property has been severely damaged or where a child has not responded to initiatives in and around school to ensure that teaching and learning is not disrupted or staff and pupils kept safe.
- The headteacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.
- Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.
- Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.
- It is reasonable to expect that schools will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so).

Record Keeping

All teachers maintain individual pupil behaviour logs on CPOMS. 'Think sheets' are also attached. It is the responsibility of all staff (teaching and non-teaching) to contribute to a child's behaviour log should they witness poor behaviour at any time before, during or after the school day. A member of staff is responsible for making a record of any incidents of poor behaviour at lunchtime and recording these incidents on CPOMS. More serious incidents are also recorded by the headteacher in the serious incident book; suspected and proven bullying incidents are recorded in the bullying log and teachers complete a bullying incident form (see Section 6 for further information).

The headteacher is responsible for regularly monitoring CPOMS, bullying log and serious incident book for patterns of behaviour which are reported to governors.

Sanctions: conduct outside the school gates:

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.'

The headteacher will speak with parents, or consult with Community Police Officers where incidents are reported of pupils misbehaving outside of school in a way which would affect the harmonious working of pupils within school at a time subsequent to the misbehaviour or in a way which damages the reputation of the school.

Subject to the policy, the teacher may discipline for any misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity or travelling to or from school
- Wearing the school uniform or in some other way identifiable as a pupil at the school.
- In some other way identifiable as a pupil at the school.

The teacher may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.
- Could adversely affect the reputation of the school.
-

6 BULLYING

Anti-bullying policy

Every child has the right to feel safe in school and enjoy their education without the threat of bullying behaviour. Our approach is to build the children's self-esteem and confidence and for our approach to be consistent across the school. We intend that the policy is clearly understood and shared by all, children, staff and parents. The anti bullying policy takes its place within the general aims of the school. It has close links to Child Protection, Behaviour, Anti-racism and PSHE policies.

Hoole St Michael Primary School's definition of bullying is:

Bullying is ongoing, deliberate behaviour that upsets the victim. It is behaviour that is targeted and selective and can be direct (physical or verbal) or indirect (e.g. being ignored or cyber bullying). Bullying may be by one person or a group.

Hoole St Michael Primary School Procedure:

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

If bullying is suspected, we will:

- deal with the issue immediately.
- complete a bullying incident form (completed by teacher – given to HT to keep within bullying file)
- record all suspected bullying in a bullying log; **this is a confidential document which can only be accessed by the headteacher (or deputy headteacher)**; governors receive and discuss an anonymised record of bullying incidents in order to investigate patterns.
- investigate suspected bullying; after investigation, state whether this is agreed bullying or an isolated incident of poor behaviour; isolated incidents of poor behaviour are still dealt with in line with our behaviour policy.

If it is agreed that bullying has taken place, we will:

- deal with the issue immediately.
- record further information in bullying log; note actions taken and monitoring strategies
- inform parents of harmed and harmer
- move directly to Stage 3 sanctions (see Page 5) for harmer
 - Consistently use Restorative Conference procedures with harmed and harmer
 - Use think sheets
- provide counselling and support for the victim of the bullying (harmed); talk to the harmed child; explain why the action of the harmer was wrong
- endeavour to help the harmer change their behaviour in future.

If the incidents persist and are causing a health and safety/safeguarding issue we will:

- Consider contacting external support agencies such as the social services where these initial discussions have proven ineffective
- Consider instigating exclusion procedures (STAGE 4)

Prevention & strategies to reinforce Hoole St Michael's policy on Anti-bullying:

- Annual Anti bullying week.
- Children are made aware of the strategies to deal with low level issues and what to do in different situations including situations of cyberbullying.
- Children participate in role play work in class as part of PSHE
- Making use of curriculum opportunities to raise pupil awareness e.g. through RE, cross curricula themes, drama, story writing and literature.
- Our whole school reward system.
- Good quality role models.
- Adult modelling of appropriate response to a wide range of scenarios.
- Children and parents have a good knowledge of the procedure/policy.
- Children have a clear understanding of their rights and responsibilities.
- E-safety frequently discussed and taught (see e-safety policy)
- Use of Play Leaders, special friends etc.
- Adults to deal with a situation, even if minor. Talking to the children may prevent the situation escalating.

The role of governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately. The governing body monitors patterns of bullying in order to ensure that policy and practice are effective. The governors require the headteacher to keep accurate records of all incidents of bullying, and to report to the governors about the effectiveness of school's anti-bullying policy. The confidentiality of records are maintained and names of pupils are not shared directly with governors.

If parent is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by initially contacting the class teacher. If the concern remains, they should contact the headteacher. If they are still concerned, they should contact the Governing Body by writing to the Chair person. *Refer to the complaints policy for further detail.*

The role of the Head Teacher

It is the responsibility of the headteacher to implement the school Anti-bullying Policy, and to ensure that all staff (teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The headteacher reports any incidents of bullying to the governing body via the termly headteacher report; the headteacher reports about the effectiveness of the anti-bullying policy on request. The headteacher ensures that all children know that bullying is unacceptable behaviour. The headteacher ensures that all staff, including midday supervisors, receive sufficient training to be equipped to identify and deal with all incidents of bullying. The headteacher leads the school in making our mission statement a reality, where we encourage the building of good relationships and friendship through respect, tolerance and understanding.

The role of all staff

All forms of bullying are taken seriously, and proactive measures are taken to prevent it from taking place. Teachers are responsible for the recording of all incidents of bullying that happen in their class, and that they are aware of in the school. If a child is being bullied or is bullying others, the class teacher will inform the headteacher who will inform their parents.

The school also records incidents that occur near the school, or on the children's way between school and home, that we are aware of. All adults who witness an act of bullying report this to the headteacher who will record this. When any bullying taking place between members of a class, the teacher and headteacher will deal with the issue immediately. All adults must follow up what they have said e.g. keeping an eye, follow up discussion etc. All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management. A range of methods are used to help prevent bullying and to establish a climate of trust and respect for all.

The role of parents

Parents have an important part to play in our anti-bullying policy. We ask parents to:

- Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school or feel ill regularly.
- Always take an active role in your child's education.
- Enquire how their day has gone, who they have spent their time with, etc.
- If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously.

- **If a child has bullied your child, please do not approach that child or their parents or involve an older child to deal with the bully. Inform school immediately who will deal with it following school policy.**
- It is important that you advise your child not to fight back. It can make matters worse!
- Tell your child that it is not their fault that they are being bullied.
- Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.
- If you know your child is involved in bullying, please discuss the issues with them and inform school. The matter will be dealt with appropriately.
- Remember incidents are confidential, do not discuss them with other parents on the playground. Speak to school staff if you have concerns.
- Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
- If you are dissatisfied with the way the school has dealt with a bullying incident, you should follow the school complaints procedure by initially contacting the class teacher. If the concern remains, you should contact the headteacher. If you are still concerned, you should contact the Governing Body via the Chair of Governors (Mr Nathan Woodcock) or through another known governor.

The role of children

What Can Children Do If They Are Being Bullied?

Each term or when incidents occur, class teachers will discuss bullying and reinforce the following strategies

- Remember that your silence is the bully's greatest weapon.
- Tell yourself that you do not deserve to be bullied and that it is wrong. Be proud of who you are. It is good to be individual.
- Try not to show that you are upset or scared. It is hard, but a bully thrives on someone's fear.
- Stay with a group of friends/people. There is safety in numbers.
- Be strong inside – say "No!" Walk confidently away. Go straight to a teacher or member of staff.
- If you are getting emails, texts or messages that make you feel uncomfortable please save them and show them to an adult. Do not respond to them.
- Fighting back may make things worse – don't do it.
- Generally it is best to tell an adult you trust straight away. You will get immediate support.
- Teachers will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you.

What do you do if you Know Someone Is Being Bullied?

- Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- Tell an adult immediately – they are here to listen and help.
- Teachers will deal with the bully without getting you into trouble.
- Do not take direct action yourself.

RESTORATIVE CONFERENCES

When agreed bullying has been observed or reported the following steps will be taken:

Step 1 Meet with the victim

Where bullying has occurred the victim will be asked what has happened and the feelings of the person concerned. The names of those involved need to be disclosed.

Step 2 Hold a meeting with those involved

A meeting will take place with those involved who will include some bystanders or colluders and even friends of the victim who joined in but did not initiate any bullying. A group of 6 to 8 usually works best.

Step 3 Explain the problem

The children are told about the way that the victim is feeling and a piece of writing or drawing might be used to emphasise their distress. The details of an incident are not discussed and blame is not allocated.

Step 4 Share responsibility

Blame is not attributed but the group are told that they are responsible and that they can do something about it.

Step 5 Ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. Positive responses are given but promises of improved behaviour are not extracted.

Step 6 Leave it up to them

The meeting is ended with responsibility being passed over to the group to solve the problem. Agreement is reached about meeting again to see how things are going.

At some point between steps 1 and 6 a decision will be taken to inform parents and this will vary according to the nature of the problem.

Step 7 Meet again

About 1 week later each person is asked again how things are going. This allows the situation to be monitored and keeps the pupils involved in the process. This may continue as required. This is noted in the victim and bully's behaviour log.

Monitoring and review

The anti-bullying policy is monitored continuously by the headteacher, who reports to governors on request about the effectiveness of the policy. The policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's log of bullying incidents and by discussion with the headteacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

The anti-bullying policy will be reviewed in accordance with the school's review cycle, or earlier if necessary.

Glossary

- Bully (Harmer)** a person or group behaving in a way which might meet the needs for excitement, status, material gain or group process and does not recognise or meet the needs and rights of the other people/person who are harmed by this behaviour.
- Victim (Harmed)** a person or group that is harmed by the behaviour of others and who does not have the resources, status, skill, or ability to counteract or stop the harmful behaviour.

The Equality Act 2010 requires public bodies to have due regard to the need to:

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

Schools are required to comply with the new Equality Duty.

The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

Safeguarding children and young people

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

Criminal Law:

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.

7 Confiscation of inappropriate items (includes statutory guidance)

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

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The legislation does

not describe what must be done with the confiscated item and the behaviour policy should set this out.

- Power to search without consent for 'prohibited items' including:
 - Knives and weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Pornographic images
 - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

8 Power to use reasonable force (non-statutory advice)

- Teachers will physically separate pupils found fighting or if a disruptive pupil refuses to leave a room when instructed to do so, they may be physically removed.
- When considering the use of reasonable force we acknowledge the legal duty to make reasonable adjustments for disabled pupils and pupils with special educational needs (SEN).
- Schools do not require parental consent to use reasonable force on a pupil.
- School staff have a legal power to use reasonable force and lawful use of the power will provide a defence to any resulting action. Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Force is usually used either to control or restrain. It must never be used as a punishment; this is always unlawful.

The school's care, guidance and control policy sets out the principles and measures used within school to use reasonable force where it is necessary.

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Schools generally use force to control pupils and to restrain them.
- 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive pupils 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; and
- restrain a pupil at risk of harming themselves through physical outbursts.

9 Roles and Responsibilities

The **governing body** is responsible for setting general principles that inform the behaviour policy. The **governing body** must consult the **Headteacher, school staff, parents and pupils** when developing these principles. The governing body should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

Headteachers are responsible for developing the behaviour policy in the context of this framework. They must decide the standard of behaviour expected of **pupils** at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among **pupils**. **Headteachers** must publicise the school behaviour policy, in writing, to **staff, parents and pupils** at least once a year

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline **pupils** whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. **Teachers, teaching assistants and other paid staff** with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour.

Schools are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the **parent** and the **school**; including those around behaviour and attendance.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time

education either at a school or by making other suitable arrangements.

For school-registered **pupils** or those attending Pupil Referral Units (PRUs), **parents** must ensure that their child attends punctually and regularly. If they do not, the **school** or **local authority** may ask them to sign a parenting contract or may issue a penalty sanction of £60 (rising to £120). The **local authority** may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the **pupil** himself/herself.

Parents have a clear role in making sure their child is well behaved at school. If they do not, the **school** or **local authority** may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the **school** or **local authority** may issue a penalty sanction of £60 (rising to £120).

Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of any exclusion.

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the **local authority** will apply for a Parenting Order.

10 School support systems

The headteacher in partnership with outside agencies help families who have concerns managing the behaviour of their child(ren). The SENCO assists the headteacher in liaising with IDSS, Educational Psychologist and/or Golden Hill short stay unit outreach team, to support individual pupils with a TLP for social and emotional difficulties.

The headteacher will always consult the local authority's exclusion service where a child's behaviour is resulting in increasing concern and may warrant a temporary or possibly lead to a permanent exclusion.

Multi-agency meetings and TAF meetings will be called for an individual child whose behaviour warrants the creation of a CAF and liaison with outside agencies. This may be part of the process in statementing a pupil with social and emotional needs or ensuring that agencies work to support the child and family whose needs are affecting the learning of the individual child or other pupils in school.

Our school will consider whether the behaviour under review gives cause to suspect a child is suffering, or is likely to suffer, considerable harm, in which case the safeguarding policy will be consulted. We will consider whether the behaviour might be the result of unmet needs, in which case a multi-agency assessment will be considered.

Governing bodies of maintained schools (with regard to relevant statutory guidance) have the power to direct a pupil off-site for education to improve his/her behaviour so headteachers may also choose to include reference to when and how this power might be used.

We regularly use the school nursing team and Early Help and Wellbeing Service to support children who are worried or anxious. We are also raising the profile of young people's mental

health through the School Council yellow day.

11 Consultation, monitoring and evaluation

All staff and the governors on the Standards and Effectiveness Governors sub-committee have been included in the writing of this policy (based on the LCC model).

12 Complaints Procedure

The school has a complaints procedure which is based on guidance from the local authority. In essence:

1. All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
2. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
3. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
4. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
5. Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
6. If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
7. Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
8. As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff

Other Policies Relevant to the School Behaviour Policy

Single Equalities Policy	E Safety policy
Anti Bullying Policy	Special Educational Needs
Child Protection Policy	PHSE Policy
Care and control Policy	Confidentiality Policy

Reviewed _____ (date)

Signed _____ (Chair of SEC)



Hoole St Michael C.E. Primary Stop, Understand and Move on Think Sheet KS1

Our Christian Values, help us to know how we treat others and how we behave in our world.

Generosity Compassion Courage Forgiveness
Friendship Respect Thankfulness Trust Justice
Perseverance Service Truthfulness Hope Peace

School Rules: We are polite, we are honest, we are kind and thoughtful, we work hard, we look after property and we listen.



What has happened? What did I do?

Which rules did I break?

How do I feel now?

How am I going to put this right?

Which Christian value do I need to do that?

Remember our SUMO and use this to move on.



Child signature:

Teacher signature:



Hoole St Michael C.E. Primary Stop, Understand and Move on Think Sheet KS2

Our Christian Values, help us to know how we treat others and how we behave in our world.

Generosity Compassion Courage Forgiveness
Friendship Respect Thankfulness Trust Justice
Perseverance Service Truthfulness Hope Peace

School Rules: We are polite, we are honest, we are kind and thoughtful, we work hard, we look after property and we listen.



What has happened? What did I do?

Which rules did I break?

What are my thoughts now?

How did what I did affect others?

How am I going to move forward and put this right?

Which Christian value do I need to do that?

Using our SUMO to help us change:



Child signature:

Teacher signature:



Confidential

Date _____

BULLYING INCIDENT FORM

Date of incident _____

Name(s) of Pupils Involved	Year	Class Teacher

Outline of Incident

Type of Bullying

Emotional

Cyber

Homophobic

Racist

Physical

Action Taken

Parents Informed

Any other information:

YES/NO

Signed _____ Date _____

Follow up Action Taken

Parents Informed YES/NO

Signed _____ Date _____

Form Seen By

SMT – Yes/No	Pastoral Manager – Yes/No	Class/Form Teacher – Yes/No
--------------	---------------------------	-----------------------------

Date of Review _____