

# Behaviour Policy

## Fleecefield Primary School



<b>Approved by:</b>	Local Governing Board	<b>Date:</b> 28th September (Pending)
Last reviewed	Sept 2023	
Next review	Sept 2024	

## Contents

1. Aims	3
2. Legislation, statutory requirements and statutory guidance	3
3. Definitions	3
4. Bullying	4
5. Roles and responsibilities	5
6. School behaviour curriculum	7
7. Responding to behaviour	7
8. Serious sanctions	12
9. Responding to misbehaviour from pupils with SEND	13
10. Supporting pupils following a sanction	14
11. Pupil transition	15
12. Training	15
13. Monitoring arrangements	15
14. Links with other policies	16
Appendix 1: Anti-bullying policy	17

## 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## 2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

## 3. Definitions

**Unacceptable behaviour** is defined as:

- Disruption in lessons, around the school and at break and lunchtimes
- Disrespect for the values of the school

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules and values
- Any form of bullying
- Sexual violence or assault
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images

#### 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>● Racial</li> <li>● Faith-based</li> <li>● Gendered (sexist)</li> <li>● Homophobic/biphobic</li> <li>● Transphobic</li> <li>● Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our approach to preventing and addressing bullying are laid out in our anti bullying policy. Appendix 1.

## 5. Roles and responsibilities

### 5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### 5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### **5.3 Teachers and staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **5.4 Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle any behavioural issues.

### **5.5 Pupils**

Pupils will be made aware of the following during their induction to school:

- The school's key rules, values and routines

- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
  - The pastoral support that is available to them to help them meet the behavioural standards
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

## 6. School behaviour curriculum

We believe that good behaviour is the key to a good education. We believe in the principles of 'positive' behaviour management and we understand that good behaviour needs to be taught and modelled.

The school environment plays a central role in a child's social and emotional development. Adults encountered by the children at school have an important responsibility to model high standards of behaviour at all times.

At Fleecefield Primary School we want to teach good behaviour habits by rewarding positive behaviour, rather than emphasising or focusing too heavily on the negative. Therefore, the policy is based on a system of simple rewards and sanctions that are easily understood. We work towards standards of behaviour that are based on the principles of our School values of; Respect, Resilience and Responsibility the school community aims to demonstrate this behaviour at all times.

We know that young children need to be taught how to adhere to these values and expectations and we understand that some children will need more support, intervention and guidance to do so.

### **We know that an effective whole school policy requires:**

- Consistency- everybody to follow it
- Effective classroom management and practice
- Positive relationships
- Motivating steps to achievement
- Clear rewards and sanctions

Pupils are expected to show:

**Respect**  
**Responsibility**  
**Resilience**

We:

1. Help children to recognise their own powers of self-discipline in order that they may operate within school and relate to people in a caring and confident manner.
2. Use positive re-enforcement to promote and encourage appropriate behaviour.
3. Support children in the development of the skills needed to deal with aggressors by being powerful without using violent or abusive retaliation. We recognise that we need to seek parental support for our "don't hit back" policy.
4. Support children who are the victims of aggressors.
5. Encourage all children to be actively involved in the implementation of this policy by helping them to take charge of situations verbally.
6. Minimise the number of exclusions.
7. Have high expectations of everyone's behaviour.
8. Make sure that a child knows that when there are issues, that it is the behaviour not the person that is unacceptable.
9. Avoid confrontation.

## 6.1 Mobile phones

Children in years 5 and 6 who walk home alone are permitted to bring a mobile phone into school.

- This must be taken to the office when they arrive in the morning and collected from the office at home time.
- Parental permission must be obtained before they bring a phone in to school
- The phone must not be used while the child is on the school site

## 7. Responding to behaviour

### 7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school values and expectations clearly in the classroom
- Develop a positive relationship with pupils, which may include:
- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

### 7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's poor behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our [Safeguarding and child protection policy](#)

### 7.3 How we recognise and reward positive behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.



Positive behaviour will be rewarded with:

**The Fleecefield Rewards System:**

**The classroom 'Peg Chart' system :**

Gold
Silver
Ready to Learn
Stage 1
Stage 2

Each child has a name peg and all children start the day on the green zone 'Ready to Learn' position. Adults in class and around the school are also able to reward positive behaviour by informing the class teacher and asking for that child's peg to be moved up on the peg chart

Effort charts will be used in conjunction with the class peg chart system. At the end of each day, all those children who have reached silver or above will gain a sticker for their effort chart. This will enable those children to have a daily reward (in the form of a sticker) that will build up to them receiving their first Effort badge. These badges will be presented to them in assembly.

Badge 1 Purple badge 2 Re badge 3 Gold badge 4 Silver Glittery badge 5 Gold Glittery badge 6 Ruby Glittery badge 7 Headteacher's award (certificate and a book)

**Rewards and celebration in response to positive behaviour and achievements:**

We praise and reward children for good behaviour in a variety of ways:

- Achievement assembly, commending children for demonstrating resilience, perseverance, taking responsibility for their learning, making connections, reflection, exploration, collaboration.
- Awards, such as the Friendship Cup, Abdullah Award and Sunshine Award
- Recognition of sporting and extra-curricular achievement during assemblies.
- A celebration of the highest attendance of the week is conducted in assembly.

**7.4 Responding to unacceptable behaviour**

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that unacceptable behaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school uses the following sanctions, usually in the following order for unacceptable behaviour:

### **Sanctions: Early Years and Key Stage 1**

Stage 1: If a child chooses not to demonstrate good learning behaviours, the class teacher places the child in “**Time In**”. This is a space in the classroom, of the teachers choosing, which gives them time to reflect on their behaviour. The time is limited by using a sand timer and should be *no longer* than 7 minutes.

Stage 2: “**Time out**” in a partner class. The time is limited by using a sand timer.

Stage 3: A member of the Senior Leadership team is involved and families are advised.

### **Sanctions: Key Stage 2**

Stage 1, 2 and 3 as above.

Stage 3+: Aggressive and defiant behaviours will always be challenged by the adults in the school community. This will result in an immediate referral to a member of the Senior Leadership Team and incidents of serious misconduct will be reported in the **Red File**. Families will be advised. Repeated entries into the Red File will result in missing rewards decided upon by the teacher and Phase Leader.

Pupils will spend their lunchtime reflecting on their behaviour and completing a Reflection form.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. **Serious misbehaviour is likely to mean the earlier sanctions do not apply.**

### **Special Educational Needs and Disabilities**

Under the Equality Act 2010 and the Code of Practice 2015, reasonable adjustments are made to ensure that pupils with additional learning needs and disabilities are not at a disadvantage. We take a sensitive, individual approach to managing the behaviours of our children with special needs and social, emotional mental health.

## **7.5 Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Under the advice from the Department of Education 'Use of Reasonable Force' 2013, all members of school staff have a legal power to use reasonable force to either prevent pupils hurting themselves or others, from damaging property, or from causing disorder. However, this is a last resort. Also reasonable adjustments are made with regard to our children with special educational needs depending on the circumstances and the needs of the pupil concerned. All staff understand that it is crucial to minimise the use of force.

When the use of force is necessary the following procedures will be followed:

1. to treat the child with respect at all times
2. to continue to talk calmly offering the child safe choices.
3. to always call immediately for support from a colleague
4. to release as soon as possible – minimum force/minimum time
5. to complete a notification to CPOMS, as soon as possible.
6. to inform the parents

While all staff have a duty of care and can use reasonable force as described above. some staff, as directed by the Headteacher, will have additional training (ie satisfactory completed the COSIE training). In the event of a serious incident the member of staff present should call for support from one of these trained colleagues.

While the majority of children will never demonstrate behaviour that requires these steps there are a few children whose behaviour may warrant physical handling on a more regular basis. In this situation a Risk Assessment will be prepared and the parents will be informed of all necessary procedures.

## **7.6 Confiscation, searches, screening**

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **Confiscation**

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to the pupils' parent/carer after discussion with senior leaders and parents, if appropriate.

## **Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Wherever possible the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, parents will be contacted to support the search.

## **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

## **7.7 Off-site unacceptable behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means unacceptable behaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school

- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

### **7.8 Online unacceptable behaviour**

The school can issue behaviour sanctions to pupils for unacceptable online behaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **7.9 Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, Mrs Goldwater (head teacher) Miss Lafferty (DHT) or Miss Mourat (AHT) will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **7.10 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis in line with the school sanctions.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally

- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information

## **8. Serious sanctions**

### **8.1 Reflection**

Children who have displayed unacceptable behaviour in the playground can be given a 'reflection' period during a lunchtime. They are counselled by a senior member of staff and complete a form including who they need to apologise to.

### **8.2 Removal from classrooms**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious unacceptable behaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Use of teaching assistants
- Short term behaviour flow charts
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on CPOMS.

### **8.3 Suspension and permanent exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

We follow the LA guidance on exclusions [Exclusion from school - Enfield Council](#)

The decision to exclude will only be taken by the Head teacher, or in her absence, the Deputy Head teachers.

## **9. Responding to misbehaviour from pupils with SEND**

### **9.1 Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with unacceptable behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school will co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of poor behaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

For example:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism

### **9.2 Adapting sanctions for pupils with SEND**

When considering a sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

#### **9.4 Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

### **10. Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

On a pupil returning to school strategies may include:

- A reintegration meeting with either the Head or DHT with the pupil and parent
- Reporting daily to a senior member of staff
- A home school communication book

### **11. Pupil transition**

#### **11.1 Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

#### **11.2 Preparing outgoing pupils for transition**

We recognise that moving on between Key Stages and moving on to secondary school can be a very anxious time for our children. In July we provide all children the opportunity to be in their next year's classroom and meet all their new staff so they know what to expect in September (Early Risers). This has proven to be very successful and minimalizes anxieties over the summer. We also undertake transition passports for children with complex needs which provides staff more information about the children. These younger children will also be provided with a photo book over the summer detailing their new class and staff. Extra support and meetings are provided to our vulnerable children who are moving on to secondary school, in conjunction with their parents.

### **12. Training**

As part of their induction process, our staff are provided with regular training on managing behaviour. Regular staff training is accessed by all staff including on,

- The needs of the pupils at the school



- How SEND and mental health needs impact behaviour
- Details of the rewards and sanctions systems

The log of staff training can be found on Scholarpack.

### **13. Monitoring arrangements**

#### **13.1 Monitoring and evaluating school behaviour**

The school will collect data on the following:

- Behavioural incidents collected on CPOMS
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

The data will be analysed every term by report to the governors.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

#### **13.2 Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and Local Governing Board at least annually.

At each review, the policy will be approved by the Local Governing Board.

### **14. Links with other policies**

This behaviour policy is linked to the following policies

- Equalities policy and objectives
- [Inclusion policy](#)
- [Online safety policy](#)

## **Fleecefield Primary School**

### **Anti-bullying policy**

At Fleecefield Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010, it is essential that our school:

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

At Fleecefield Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment.

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 pupil 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's safeguarding team.

This policy is closely linked with our Behaviour Policy, our Safeguarding and Child Protection Policy, our School Code of Conduct and the School's Vision, Aims and Values.

### **Principles**

It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment. We value all of our pupils and strive for Fleecefield to be a school where every child feels secure and able to thrive and achieve their full potential.

The **four guiding principles** of the Early Years Foundation Stage underpin our Anti-Bullying Policy from the moment a pupil enters our school, and throughout their time at School. They are:

- every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident and self-assured;
- pupils learn to be strong and independent through positive relationships;
- pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

## Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable and where a safe and secure environment is sustained for all pupils.

## Bullying Definition

At Fleecefield Primary School, we discuss with all pupils what bullying is, as well as incidents we would not describe as bullying. These discussions take place in assemblies and PSHE lessons throughout the year with a special focus during National Anti-Bullying week.

We agree that:

- Bullying is usually; physical hurting, name calling, giving unkind looks or leaving people out of activities/games.
- Bullying usually happens when the relationship is imbalanced – someone has more ‘power’ or ‘control’.
- Bullying is usually repeated behaviour and on-going.

**Important to recognise what bullying is and what isn't bullying**

**DEFINING BULLYING**

**WHAT IT IS:**

- Repeated behaviour Happens over and over again
- Habitual physical or emotional harm
- An imbalance of power

**WHAT IT ISN'T:**

- A simple conflict or argument
- A game gone too far
- A one-time event

**Anti-Bullying**

*Anti-bullying A*

## Types of Bullying

At Fleecefield we identify and discuss the following main categories of bullying behaviour:

**Cyber-Bullying:** The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual bullying’, which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day

into home and private space, with a potentially bigger audience, and more accessories as people forward on content. All children discuss their responsibilities in relation to the use of technology, and sign up to the Fleecefield Acceptable use Policy at the beginning of each academic year.

**Racist Bullying:** This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

**Homophobic Bullying:** This occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

**Vulnerable Groups:** We recognise that some groups of pupils may be more vulnerable to bullying, including:

- o Looked After Children
- o Gypsy, Roma and Traveller children
- o Children with Special Educational Needs or Disabilities (SEND) ([Children with special educational needs and disabilities \(SEND\) | NSPCC Learning](#))
- o Children from ethnic minorities ([Safeguarding children from Black, Asian and minoritised ethnic communities | NSPCC Learning](#))
- o Children entitled to Free School Meals
- o Children for whom English is an Additional Language
- o Children who are perceived to be gay, lesbian or bisexual ([Safeguarding LGBTQ+ children and young people | NSPCC Learning](#))

### Signs of Bullying

Staff and parents should be vigilant in looking out for signs of bullying or other child protection issues including:

**Physical:** unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

**Emotional:** losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

**Behavioural:** asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

### Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'National Anti-Bullying Week' is held to further raise awareness and Fleecefield participates by exploring the identified theme in assembly, and ensuring pupils know how to report incidents and get support if being bullied.

**Pupils are taught to tell an adult in school if they are concerned that someone is being bullied and not to be a bystander.** During the focus week, classes use talk-time to discuss their concerns further and to complete a survey to answer key questions regarding their experiences in school. This includes identifying any 'hot spots' for bullying or any particular worries which SLT can follow up and address.

Where possible, during Anti-Bullying week, an external provider will visit the school to further explore the key anti-bullying messages and to extend children's understanding of the associated issues.

**Online safety** is an important and on-going part of the school Curriculum and information for parents is included in newsletters and on the School's website. Online safety workshops are held to raise parents' awareness of cyber-bullying.

**School Values:** Our school values are regularly promoted in assemblies and displayed throughout the school. Through pupils following these values, and staff reinforcing them, bullying should be significantly reduced. Our key values are as follows:

- Respect**
- Resilience**
- Responsibility**

**Behaviour Policy:** Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

### **Responding to Bullying**

All cases of alleged bullying should be reported to a senior member of staff. In any case of alleged bullying, a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), recipient(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the senior leader should seek to use a restorative approach with the perpetrator(s) and recipient(s) both individually and, if the recipient agrees, together. The perpetrator(s) should fully understand the consequences of their actions on the recipient(s), and apologise without reservation and accept a sanction, which may include; losing play times, exclusion etc. Both parties should be clear that a repeat of these behaviours will not be acceptable. All bullying incidents and follow up actions must be recorded on the CPOMS system. Parents of both parties should be informed of the agreed actions.

If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) again and agree clear expectations and likely further sanctions if the behaviour continues, this should be shared with the pupils involved. Any further incidents will lead to intervention, this may include a fixed term exclusion and referral to outside agencies. Further monitoring, support and sanctions as deemed necessary will be put into place. Any necessary action should be taken until the bullying has stopped.

Further information on protecting children from bullying is available at

[Protecting children from bullying and cyberbullying | NSPCC Learning](#)

[Recognising and responding to child abuse and neglect | NSPCC Learning](#)

### **Contact Details of Nominated Anti Bullying Lead**

**Name:** Ms Cigdem Mourat AHT Inclusion

Contact – Via the school office