



Everybody Excelling Everyday. No Excuses!

Behaviour Policy 2015

Policy Agreed:

Chair Of Governors:

Head:

Review: April 2015

Expectations:

- 1. Within our school, we believe that good behaviour is the key to a good education. We work to create a learning environment where everyone feels valued, secure and motivated to learn.**
- 2. We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour.**
- 3. All members of the school community follow the 'Stay On Green' behaviour policy where pupils are rewarded for 'good' learning behaviour and showing the social behaviour we expect.**
- 4. We ensure parents and carers are actively involved in celebrating 'green' behaviour and also kept informed of any behaviour that is unacceptable. When seeking to modify unacceptable behaviour, we understand that we will not be successful unless parents / carers are also involved at all stages of planning and support.**
- 5. We keep a record of any bullying incident and never ignore an accusation of bullying. We attempt to resolve any bullying through restorative conversations but will not tolerate any repeated incidents. Parents of both victim and bully will be kept informed at all stages.**

- Vision

Every Pupil will leave Randal Cremer able to excel academically and socially.

- Values

Respect

All Members of our School Community are important to the success of Randal Cremer Primary School

We respect that everyone matters - everyone feels that they are treated fairly & listened to in a non-judgemental manner

We recognise that everyone has a right to the highest possible standard of education and that we each have a personal responsibility to ourselves and others to ensure that this right is never compromised.

Diversity, Inclusion & Equality

We put diversity, inclusion and equality at the heart of everything we do

We welcome and accept all people, and ensure we understand & celebrate everyone's unique differences and similarities

Love

We provide a caring, compassionate, warm, welcoming and nurturing environment for all members of our School Community

Teamwork

We value our relationships and work hard with all members of our School Community to achieve the School's Vision.

High Expectations

We have a commitment to ensure outstanding achievement, enjoyment, health & happiness for self & all members of our School Community

We recognise it takes a 'village' to educate a child

"Every child has the right to learn;
every teacher the right to teach"

Within our school, we believe that good behaviour is the key to a good education. We work to create a learning environment where everyone feels valued, secure and motivated to learn. We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour.

- We aim to promote high standards by modelling positive behaviours at all times.
- We aim to encourage high standards of work and behaviour emphasising praise and positive reinforcement.
- We aim to ensure that all adults and children treat each other with mutual respect and consideration.

The Behaviour Policy includes policies on:

- *Anti-Bullying Policy*
- *Positive Handling and Restraint*
- *Exclusion*

Rights and Responsibilities

Everyone within our school community has rights and responsibilities to ensure that Randal Cremer Primary School is a safe place in which to learn, work and play.

- Children have the right to learn, work and play in a friendly, safe and helpful school.
- Teachers and staff have the right to teach and work in a friendly, safe and satisfying school, which is supported by the community.
- Parents and Carers have the right to feel welcome and to know that our children learn, work and play in a friendly, safe and helpful school.

Code of Conduct

The school environment plays a central role in the children'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 Randal Cremer Primary Schools we have adopted a behaviour policy called 'Stay On Green' which enables us to work towards standards of behaviour that are based on the basic principles of High Expectations, Teamwork, Respect, Inclusion and Love. When children are following school rules and behaving in an appropriate way, we say that they are showing 'green behaviour'. Our expectation is that everyone in the school community aims to show this behaviour at all times.

Members of staff have the power to use reasonable force or make physical contact when it is necessary to protect themselves, colleagues or children from danger or harm.

Randal Cremer Primary School; Positive Behaviour Management

Why Positive Behaviour Management?

In the world around them children see many different examples of how people behave. We have a responsibility to help children understand that they have choices about how to behave and help them develop the strategies to make appropriate choices.

Our aim within the school is to create an environment where children feel valued, safe and motivated to learn. We believe that good behaviour and discipline are the foundation of all learning, and without a calm, orderly atmosphere effective teaching and learning cannot take place.

We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour.

Children learn by example. Teachers and parents have a responsibility in setting a good example as well as ensuring that the agreed class rules and the school's values are followed across the school.

Green Behaviours

- Staff work to promote 'green behaviours' at every opportunity.
- School assemblies provide a focal point for talking about and reinforcing aspects of school ethos.
- Senior staff hold regular assemblies to revise with children what is meant by 'green behaviours' and what this will look like.
- Classteachers discuss 'green behaviours' with their pupils and ensure that the school Vision and Values and the agreed Class Rules and Stay on Green behaviour charts are displayed and used consistently. Classteachers should regularly review the behaviour policy with the children to ensure that everyone is clear about our expectations.

School and Classroom Rules

The school Vision and Values are on display around the school and in the classrooms. At the start of each term, class teachers and pupils agree 'green behaviour' and these are displayed within the classroom. The school's values and expectations for 'green behaviour' are regularly referred to in assemblies and throughout the school day. They support the pupil understanding of 'green behaviour' expectations.

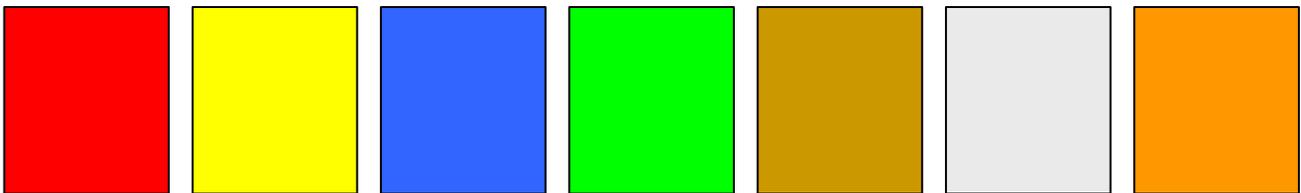
Overview

The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills
- Pupils who consistently follow the rules are noticed and rewarded

The system allows for the following:

- A consistent approach that can be used by all staff
- Whole class and individual reward system
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines



Praise is the most powerful form of influencing children's behaviour

Rewards

Individual

The following colours are positive reinforcement:

Green	Praise and green point to contribute towards class reward point system
Bronze	Sticker and two green points to contribute towards class reward point system
Silver reward	Sticker and three green points to contribute towards class point system
Gold	The child receives 'Gold Certificate' in assembly and a 'gold' wrist band. Their photo is displayed on the Gold Award Notice Board and recorded in the Gold Award Book. The class teacher sends home the Gold Award Certificate.

The rewards system is altered to suit the needs of the pupils in our early years in both Nursery and Reception classes.

Green Points

All pupils are expected to 'stay on green' throughout the day. Any child on green at the end of the day receive a green point towards their class target.

Children can also be awarded green class points by other members of staff, across the school and at different times of the school day. This helps to reinforce green behavior and also ensures that those children who consistently behave well, are rewarded for doing the right thing.

The class Target should reflect the age and number of children in the class. There should be a minimum expectation of 150 which implies, every child, every day, doing the right thing. (Based on a class of 30). At the start of each week, children should agree the target and the reward for achieving it by Friday afternoon.

If a class achieves their target at the end of the week, they are rewarded with 30 minutes of Green Time. This is where the pupils choose a whole class activity, e.g. Sports/arts/music/dressing up/board games etc.

Class totals are collected each week in the Friday Celebration Assembly. The class achieving the highest total of green points in a key phase also receive 10 minutes additional play time on a Friday.

At the end of each term, the class who has achieved the highest number of weekly totals, also receive an additional reward of their choosing e.g. DVD & Popcorn, park, cinema.

In Class Consequences

- Teachers use least intrusive skills to redirect behaviour.
- If they decide to move a child's name to the blue, yellow or red cards they must be clear with the pupil what they are doing, and what the pupil can do to change this decision.
- At least one warning is always provided for pupils in between each stage.
- Teachers constantly help pupils make the right choices to move their card back to green and beyond.

The following colours are consequences:

Blue	First Warning This provides the opportunity for a pupil to start making the right choices so they can move back to the green. Staff look for opportunities to move pupils back to the green card.
Yellow	Second Warning

This provides the opportunity for a pupil to start making the right choices so they can move back to the green.

Staff look for opportunities to move pupils back to the blue and green.

Red Reflection Time in the classroom for up to 10 minutes. Pupils will move to the reflection area and use a timer. On successful completion of 'Reflection Time' the pupil moves back to the yellowcard. When any pupil is sent to red, the details must be recorded on the behaviour tracking sheet and entered onto SIMS for monitoring. A text must be sent to the parents/carers informing them that their child has not been following the school's behaviour policy.

Further Consequences

Repeated 'red' behaviours will require further out-of-class consequences.

Whilst the school aims for a consistent approach in delivering consequences the intention, context and severity of the incident will be taken into account when delivering further consequences.

Reflection Time on Partner Class with Reflection Sheet

The 'Reflection Form' is used and once completed this is brought to the Head of School to be filed in the behaviour file. This information is recorded in SIMS.net.

When pupils return from an out-of-class consequence they remain on red. The teacher will look to move the pupil towards green as soon as possible.

Leadership Team Involvement

If pupils continue to make the wrong choice about their behaviour they will be referred to the Head Teacher or other member of SLT, with the completed reflection sheet. The staff member will record the pupil name and action.

Pupil behaviour will be discussed the pupil with a view to one of three outcomes.

A. Reflection time with SLT (using restorative conversation)

Pupil thinks of strategies to repair situation and reports back to the Head of School at the end of the day. Pupil returns to class to aim to get back to green.

B. Phone call / text and/or letter home

Parents/carers are informed of situation, steps required for improvement and next steps if there is no improvement in pupil behaviour. Pupil returns to class to aim to get back to green.

C. Parent / Carer meeting

This may include reviewing and developing pupil targets or developing an Individual Behaviour Plan with the support of all staff working with the child.

Zero Tolerance

The following behaviours are those that staff have agreed are zero tolerance in the classroom or playground. They will result in the child immediately being sent to a member of the Senior Leadership Team. The Leadership Rota is on display in the Staffroom and in the main school Office.

Parents will always be phoned, sent a text and/or written to.

3 such incidents in a half term are likely to lead to a 1 day exclusion.

- Physical aggression
- Verbal abuse including any language considered:
 - Racist
 - Homophobic
 - Insulting to someone's gender
 - Insulting to someone because of a disability
- Not following an adult's instructions
- Arguing with an adult
- Rudeness towards adults or other children
- Swearing
- Defacing or damaging any school property
- Stopping other children from working or being able to concentrate

Vulnerable Pupils

There are some children who 'are beyond' normal behaviour management strategies. In these instances a child will have a Behaviour Support Plan which has been agreed with the parents, SENCO and Class Teacher. This will be shared with all staff involved with the pupil and will reviewed termly. During their time at school some pupils will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.

The behaviour tracking sheets from class teachers and SLT will be collated to provide the SLT with an overview of pupil progress. This will enable targeted support for vulnerable pupils.

This information will contribute towards:

- Individual Education and /or Behaviours Plans
- Pastoral Support Programmes
- Support from the Hackney Re-Engagement Team

If a pupil is excluded from the school this will be undertaken within the Hackney Exclusion Guidelines. On return to the school a plan will be developed to support the pupil's reintegration into the classroom.

Fixed Term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The **school** has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, Statutory Guidance on School Exclusions (September 2012). We refer to this guidance in any decision to exclude a child from school.

Only the Executive **Principal or Head Teacher** has the power to exclude a child from school. They may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Executive **Principal or Head Teacher** may exclude a child permanently. It is also possible for the Executive **Principal or Head Teacher** to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, she informs the parents immediately, giving reasons for the exclusion. At the same time, they will make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Head may write to parents informing them that their child has been excluded but this will always have been done in agreement with the **Executive Principal**.

The Head **Teacher** informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by **the** Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

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

Beyond the School Gates

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

Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil within our school

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

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

Out of School Behaviour

The **school** is committed to ensuring our pupils act as positive ambassadors for us.

Taking the above into account, we expect the following:

- Good order on all transport (including taxis) to and from school, educational visits or learning opportunities in other schools
- Good behaviour on the way to and from school.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils when not on the school site.

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

Sanctions and Disciplinary Action – Off-Site behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of one of our schools
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

Drug and alcohol related incidents

It is the policy of our federation that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This

should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The schools will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified immediately. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed immediately.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home and the appropriate action will be taken including informing social services.

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

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

Multi Agencies and External Advice

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

- Behaviour charts to enable celebration of good behaviour
- Increased communication between home and school
- Individual behaviour plans (IBPs)
- Support from the SENCo (Special Educational Needs Co-ordinator), identified teaching assistants, teachers
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacting on the pupil's behaviour
- Alternative curriculum provision
- Reduced timetable
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, LA Behaviour Specialists, Hackney Re-Engagement Team etc.

The use of Reasonable Force

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

The Governing Body have taken account of advice provided by the DfE - *Use of reasonable force: advice for head teachers, staff and governing bodies* and the school's public sector equality duty set out in section 149 of the Equality Act 2010. We have also adopted the Hackney Learning Trust Policy on Positive Handling. Please always refer to this more detailed guidance if needed.

Force is generally used for two different purposes, either to control pupils or to restrain them.

Control can mean either passive contact (standing between two pupils or blocking a pupil's path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back).

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the **Head Teacher** has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent).

Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Force will never be used as a punishment.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

Action as a result of Self-defence or in an Emergency

All staff including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly in an emergency, if for example, a pupil was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene. A volunteer helping in school would not be expected to work with a child who is known to need physical restraint as indicated in their Behaviour Management Plan.

Circumstances in which reasonable force might be used

Circumstances in which reasonable force might be used include the following:

- Pupils found fighting will be physically separated.
- Pupils who refuse to leave a room when instructed to do so may be physically removed.
- Pupils who behave in a way which disrupts a school event or a school trip or visit may be physically removed from the situation.
- Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil by the arm out of a classroom.
- Pupils at risk of harming themselves or others through physical outbursts will be physically restrained.
- In order to prevent a pupil from attacking a member of staff or another pupil
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object

Recording an Incident

A contemporaneous record (i.e. written as soon as possible and no longer than 2 hours after the incident's occurrence) should be made by the staff member involved in the incident and a copy given to a senior member of staff and parent/carer.

Similarly, contemporaneous notes will also be made by all other members of staff involved (i.e. as witnesses or additional providers of support). The notes will be sealed and dated.

The record will contain the following information:

1. the name(s) and the job title(s) of the member(s) of staff who used reasonable force;
2. the name(s) of the child(ren) involved;
3. when and where the incident took place;
4. names of staff and child(ren) who witnessed the incident
5. the reason that force was necessary;
6. behaviour of the child(ren) which led up to the incident;
7. any attempts to resolve the situation;
8. the degree of force used;
9. how it was applied;
10. how long it was used for;

11. the child's/children's response and the eventual outcome;
12. details of any injuries suffered by either staff or child(ren);
13. details of any damage to property;
14. details of any medical treatment required (an accident form will be completed where medical treatment is needed);
15. details of follow-up including contact with the parents/carers of the child(ren) involved;
16. details of follow up involvement of other agencies, police, social services. Child witnesses may also be asked to provide a written account if appropriate

A copy of this entry will be kept on the child's file and retained in line with The Learning Trust guidelines.

Debriefing arrangements

The child/young person and the member of staff will be checked for any sign of injury after an incident. First aid will be administered to anyone who requires it, or medical treatment obtained. The child or young person will be given time to become calm while staff continue to supervise him/her. When the child regains complete composure, a senior member of staff (or his/her nominee) will discuss the incident with the child and try to ascertain the reason for its occurrence.

The child will be given the opportunity to explain things from his/her point of view. All necessary steps will be taken to re-establish the relationship between the child and the member(s) of staff involved in the incident.

In cases where it is not possible to speak to the pupil on the same day as the incident occurred, the debrief will take place as soon as possible after the child returns to school.

All members of staff involved should be allowed a period of debrief and recovery from the incident. A senior member of staff (or his/her nominee) will provide support to member(s) of staff involved.

The Head of School will be informed at the earliest possible opportunity of any incidents where positive handling was used. The Headteacher (or his/her nominee) will initiate the recording process if not already under way and review each incident to ensure that any necessary lessons are learned.

All parents will be informed after an incident where positive handling is used with a child. Parents will need to be notified sensitively and to be made aware of the full circumstances.

Anti Bullying Guidelines

What is Bullying?

The Governors, staff and pupils of **Randal Cremer** Primary School accept the following definition of “bullying” taken from:

Primary National Strategy SEAL materials (2006)

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

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

Specific types of bullying include those relating to:

- race, religion, culture or gender;
- SEN or disabilities;
- appearance or health conditions;
- sexual orientation;
- young carers or looked after children or otherwise related to home circumstances;
- sexist or sexual bullying.

Acts of bullying can include:

- name-calling;
- taunting;
- mocking;
- making offensive comments;
- kicking;
- hitting;
- pushing;
- taking belongings;
- inappropriate text messaging and emailing;
- sending offensive or degrading images by phone or via the internet e.g. via Social Networking sites;
- producing graffiti;
- gossiping;
- excluding people from groups;
- spreading hurtful and untruthful rumours.

Cyber bullying can be defined as the use of information and communications technology, particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying that occurs while pupils are under the schools direct

supervision will be dealt with in line with this Policy (Whole School Behaviour Policy).

In cases where cyber bullying occurs while pupils are outside our direct supervision (i.e. at home), parents will be encouraged to report these incidents to the police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. The school wherever possible will support parents in this, and may impose a sanction upon the bully where this individual is recognisable.

Principles

Bullying happens in every school and the effects can be long lasting, sometimes devastating.

- We take bullying seriously in our school and will not tolerate it.
- We work proactively to address the issue explicitly with children and provide opportunities to develop understanding, empathy and self-esteem.
- We also react to bullying decisively and consistently with appropriate sanctions. Children are not “bullies” or “victims”. Bullying is not a character trait but a set of behaviours.
- Even “perfectly nice” and popular children can use bullying behaviours on occasion. “Witnesses” to bullying also have a role to play.
- All “sides” in a bullying incident will be listened to calmly and with respect.
- We involve parents in our approach to preventing or addressing bullying behaviour.

Strategies

The school takes part in National Anti-Bullying Week through assemblies, Class Worship Time and PSHCE lessons.

Children are provided with a clear message about bullying “TELL” – this is reinforced and encouraged by an empathetic, listening culture amongst the adults in the school. Adults are alert to bullying behaviours both inside the school and in the playground and address incidents immediately.

The Law

Randal Cremer Primary School endeavours to comply with the legal requirements placed on schools and the Governing body to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that “encourage good behaviour and respect for others on the part of pupils and in particular preventing all forms of bullying among pupils” (Education and Inspections Act 2006, section 89). The schools will exercise their legal powers (as outlined in section 89/5) and (section 91, Education and Inspections Act 2006) as deemed appropriate and practicable.

Schools are required to comply with the new equality duty „The Equality Act 2010“. The public sector equality duty has three aims:

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

Reporting and Recording Incidents of Bullying

Pupils and parents are encouraged to report bullying to any member of staff. Incidents are in the first instance referred to the pupil's class teacher to be investigated, appropriate action taken and **parents will be informed promptly using usual school procedures. Incidents may then be referred to the Headteacher. Pupil voice is important at our school and pupils are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of. This is reinforced via assemblies, Anti-Bullying Week, PSHCE and during class/circle time.**

The Whole School Behaviour Policy also reinforces the school's expectation as to how members of the school community should conduct themselves. A log will be maintained of racist and homophobic incidents and information on incidents of bullying.

Tackling Bullying

The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful **behavior**.

Disciplinary sanction imposed **can range from** either time out, removal of privileges or in extreme instances exclusion

We engage promptly with parents to ensure their support and involvement

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

Strategies to support the victim

- Disciplinary sanctions as appropriate applied to the bully
- Counselling offered
- Mediation

- One to one parental interview, parental support and involvement
- Private diaries given
- Self-assertive strategies discussed

Allegations of Abuse Against Staff and Other Adults Working in the School

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously.

The Governors of **Randal Cremer** Primary School have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (section 175 of the Education Act 2002). Our policy is to identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate, and in accordance with local inter-agency procedures.

School staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of **their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.**

In order to fulfil its commitment to the welfare of children, this school has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

Action in the event of a malicious accusation

If an allegation is determined to be unfounded or malicious, the Local Authority Designated Officer will be informed and will refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else.

In the event that an allegation is shown to have been deliberately invented or malicious, the Executive Headteacher or Head of School will consider whether any disciplinary action is appropriate against the pupil who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997. 16

The disciplinary action taken against a pupil may include fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/carer of the pupil concerned at an early stage.

Monitoring and Review

Delivery of the behaviour policy will be monitored within the school monitoring cycle and analysis of the tracking sheets.

This policy will be reviewed by staff on a biannual basis. Next review date: March 2017

Appendix One

Strategies to help children 'Stay on Green'

It is important that children recognise that they can play an important role in supporting children to Stay on Green. Children need to feel that the teacher has dealt with them fairly and given them appropriate opportunities to do the right thing. Using the least intrusive methods of positive redirection will help to ensure that children are encouraged to make the right choices. The following is a list of positive redirection tactics, from least to most intrusive.

- Tactical ignoring
For short period of time.
- Tactical pausing
Pause, emphasises attention and focus.
- Non-verbal cueing
A clear, discussed cue that gives message.
- Name reminder
Integrate name into teacher talk.
- Proximity praise
Praising a pupil for following expectation to direct another pupil without drawing attention to negative behaviour.
- Behavioural direction
Use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keep direction brief.
- Rule reminder
Could ask a question 'What is our rule for.....?'
- ☒ When.....then.....
Keeps focus on the desired outcome whilst allowing pupil to see the next steps.
- Partial agreement
Partially agree then redirect. Keep focus on required behaviour do not get into discussion. I understand that you feel / think..... but I would like you to.....
- Stuck record
I would like you to..... The rule is.....
- Direct questions

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

- Directed choices
Within known rules or routines- refer back to rights roles and responsibilities.
- Assertive comment / direction / command



Everybody Excelling, Everyday. No Excuses

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