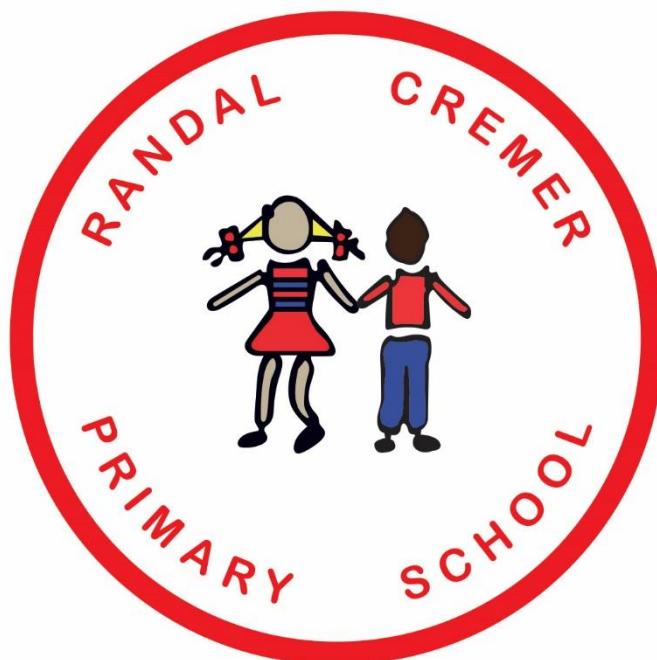


Behaviour Policy 2023



Belonging, Believing, Becoming.

Presented to Governors

Date: September 2023

Signed _____ Kate Kardooni _____ Chair of Governors

Signed _____ Jo Riley _____ Head Teacher

Review Date September 2024

Context:

Over the last 3 years, school staff have engaged in training and reading to become attachment and trauma informed in our approach to children. Additionally, we have developed good working practices with external professionals including:

- WHAMS – in house child and adolescent mental health service
- Educational Psychology
- Place2Be
- Speech and Language Therapy
- KCA Training
- Virtual School
- The Re-engagement team
- Cultural capital and unconscious bias training.

This policy and the practice that arises from it has been heavily influenced by the book, 'When the Adults Change, Everything Changes' and its follow up, 'After the Adults Change' by Paul Dix.

At Randal Cremer Primary School we believe that the most important aspect in children feeling valued, safe and secure is the sense of connection and trust with a member (or more than one member) of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about how they are feeling and what they are doing. Strong relationships between staff and pupils are vital. Staff must be fair and consistent with children (taking into account individual needs) and children need to understand that the staff member is in control at all times enabling pupils to feel safe. Equally staff must be approachable, kind and be there to help and discipline (not there to punish) and children must understand and believe this. If a member of staff is having difficulties with an individual or group of children they are expected to seek support in order to make a positive change.

This policy is developed to ensure guidance for staff (and information for parents and governors) in order to promote safe, kind and respectful behaviour in school. The procedures and guidance in this document provide a consistent approach across the school and enables children, parents and staff to understand our approaches to the management of behaviour in school. It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach; guidance for this can be discussed with a member of SLT.

Aims:

The aims of this policy are:

- To provide a safe, happy, friendly and respectful environment which encourages each individual to achieve their own potential through a desire for excellence, using challenging, active and creative personalised learning.
- To enable staff to support children with their feelings and behaviour through providing students with strategies to manage their own feelings and behaviour.
- To maintain a calm and purposeful working atmosphere.
- To ensure that all children and adults have a sense of belonging, feeling safe, secure and valued.
- To provide a clear, fair and consistent approach to behaviour.
- To foster, nurture and value strong and healthy relationships.
- To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.

At Randal Cremer Primary School, we recognise that most children self-regulate their behaviour and behave very well every day and never need reminding about how to behave safely. We want to encourage these children and to help and encourage the children who may find it difficult to behave safely at all times, to understand and manage their behaviour more safely. Ultimately, we recognise that:

***Burying children in punishment
builds a deep resentment.
For the child it often creates a
permanent breach of trust.
(Paul Dix, 2017)***

As a starting point, we have in place a variety of systems to promote safe behaviour:

- Understanding that behaviour management is a team discipline, ethos and look. To get the behaviour you want there can be no gaps between the adults on what matters,
- Clear and concise expectations of behaviour (Safe, Respectful and Ready) will be described, modelled and encouraged through class assemblies, playtimes, lunchtimes and in class time to ensure that all children understand what is acceptable and safe.
- Unconditional positive regard will be reinforced with all pupils and stakeholders at all times
- Verbal and written praise from the class teacher or other adult in school for good learning, effort or behaviour.
- Children who have done some great learning will be asked to share their learning with other teachers and classes.

- Teachers will share information about a child's behaviour – either by the phone, face-to-face, text and email to parents – to celebrate kind, respectful and safe behaviour.
- There will be a weekly phase assembly where children are awarded a 'gold award' for exhibiting the kind, respectful and ready behaviour in their classroom, in the shared and unstructured spaces and times and in their engagement with adults and children across the school (teachers must ensure that this is not just given to the child who behaves well for one day and should be recorded so that over a year all children receive recognition).
- Acts of kindness will be celebrated and shared by any adult who witnesses it. There will be a weekly 'Leaders' Award' for children that members of SLT have noticed showing kindness to adults, younger children or children with SEND.
- Interactive Recognition Board in each class which recognises children who have shown Safe, Respectful and Ready behaviour

Supportive systems to understand and change unsafe behaviour

We understand that occasionally children will behave inappropriately. When children display unsafe behaviour, there are several layers of consequences in place to encourage them to manage their behaviour in a positive way. We use Restorative Approaches and **Natural Consequences**.

Restorative Approach:

Our relationship policy is not primarily concerned with rule enforcement. It is a tool used to promote good relationships, so that people can work together with the common purpose of helping everyone learn. Restorative approaches are based on four key features:

- **RESPECT** – for everyone by listening to other opinions and learning to value them
- **RESPONSIBILITY** - taking responsibility for your own actions
- **REPAIR** – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- **RE-INTEGRATION** - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

Our school uses restorative approaches to encourage everyone to take responsibility for their behaviours. All staff have been trained in restorative approaches and will apply them to resolving situations in the school. This approach starts with a restorative enquiry, if conflict arises, over low level issues i.e. friendship breakups, disputes over games, running in school and not responding to reasonable adult requests.

Traditional Approach	Restorative Approach
School rules are broken	People and relationships are harmed
Justice focusses on establishing guilt	Justice identifies needs and responsibility
Accountability = punishment	Accountability = understanding impact and repairing harm
Justice directed at the offender, the victim is ignored	Offender, victim, and school all have direct roles in the justice process
Rules and intent outweigh whether the outcome is positive or negative	Offender is responsible for harmful behavior, repairing harm, and working towards positive outcomes
Limited opportunity for expressing remorse and making amends	Opportunity is provided to make amends and express remorse

Process of Restorative Approach

When using restorative questioning the following questions will always be asked in a quiet and appropriate area of the learning space.

Explain format:

- Only one person talks at a time.
- No interrupting.
- Be respectful of other.
- Listen carefully to each other.
- Confidentiality - explain that this is between the people involved (plus parents if required).
- Be aware of any matters i.e. Child Protection. If something is disclosed appropriate measures are to be taken in order to follow the school's child protection policy.
- If young people do not meet expectations or are still /become angry, stop mediation!

Questions will be first asked to the person who has been harmed and then to the harmer.

EYFS and Key Stage 1

- What's happened?
- Who has been harmed and in what way?
- What needs to happen now in order to put things right and ensure this never happens again?

Key Stage 2

- What do you think happened?
- How did you feel?
- What were you thinking?

- How do you feel now?
- What are you thinking now?
- Who has been affected?
- What needs to happen now to fix this?

If incidents are sustained or reoccur, a restorative conference or circle time, may need to take place with all the affected people. Actions to repair the harm will be reasonable and meaningful and related to the incident and will be chosen and agreed between all participants involved. We ensure that a consequence is never associated with a curriculum area e.g. writing lines, reading, times tables. Feedback to parents will be given when a child has been harmed. The parent of the harmer may also be informed of the incident. It should always be made clear to the parent that the situation was dealt with in a restorative manner and that the situation is finished now as all parties involved left feeling the situation had been resolved.

Natural Consequences

We help support children to make the right choices, first time, through a series of 'natural consequences' All staff will consistently use the following sentence stems to make explicit the expectations of children who are beginning to show unsafe behaviour. Whenever possible, these will be said quietly to the child who is not showing the desired behaviour. Class teachers and support staff should also use the recognition board to highlight children consistently demonstrating the high behaviour expectations. Another useful strategy is to acknowledge the children who are showing the required behaviour, "thank you x, you are ready really quickly" especially if they are sat near to a child who is not quite showing the behaviour you expect.

1st Stage: First verbal reminder

This stage makes explicit the expectation. Examples are...

"I am expecting you to.....(not talk when I am talking, etc)"

"It was the rule about....(walking safely round school) that you broke then"

"This behaviour is stopping learning. What do you need to behave safely?"

2nd Stage: Second verbal reminder

This stage makes explicit the expectation followed by the natural consequence. Examples are...

"I am expecting you to complete your work. When children do not finish their work, they will need to stay in to finish it at playtime"

"I am expecting kind hands at all times. When children don't use kind hands they need to sit/ play separately from others so everyone can be kept safe "

"I am expecting you not to spit. When someone spits I need to keep them inside so everyone else can be kept safe, spitting is not safe. I will need to talk with parents about this.

3rd Stage: Implement consequence highlighted in the 2nd stage

4th Stage: If behaviour was repeated again

"I can see you are still finding it hard to.../ not to.... I am not going to give up on you, how can I help?"

This can include the child leaving the classroom to complete work with the member of SLT on duty. **It is only now that the behaviour should be recorded on SIMS.**

5th Stage: Introduce Social and Emotional Plans (SEP) with parents

If you need further clarification about any of these strategies then please contact your class teacher.

Playground Behaviour:

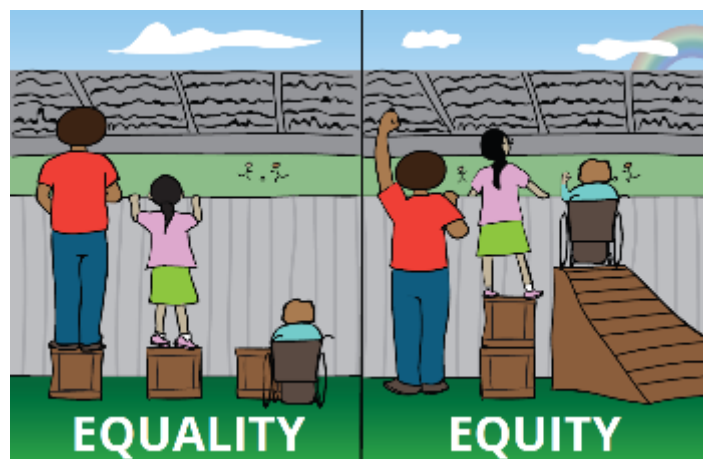
During morning playtimes, any conflicts that cannot be resolved by the support staff on duty must be referred to the Teacher on Duty. They will take the children involved to a quiet space to calm down and hold the appropriate restorative conversation and decide what the consequence should be.

During lunch time play – a member of SLT will always be on duty to support with restorative conversations when needed. These will take place in the appropriate staff member's office.

Any incidents requiring either SLT or the Teacher on Duty to step in, must be recorded on SIMS.

Further support if required

At Randal Cremer, we are always thinking 'all behaviour is communication' and we ask ourselves 'what is the child trying to communicate?' We realise that sometimes this can be different for every child who has their own packet of needs so may look different in each individual case.



- As much as all classrooms embody the nurturing ethos, some children who need extra support may access Nurture provision. This may be on an ad-hoc basis in that there has been an unforeseen circumstance (such as a bereavement, traffic accident, family breakdown) that has affected a child's wellbeing.
- Other children who need more specialised support will be identified and assessed in order to support gaps in their development. They will have a short-term set timetable of time to spend in Nurture provision before being integrated back into their class.
- A child may be identified by a class teacher as needing extra emotional support and a cause for concern form will be completed for that child. This may result in a child receiving extra support from play sessions, play therapy, lego therapy and/or counselling.
- Children who need extra support will have Social and Emotional Plans (SEPs). These plans will be written and reviewed by the child's class teacher and a member of SLT. They will be reviewed at the end of each half term with the child, the child's parents and members of the SLT but can be adapted any time.
- There will be monthly supervision for both support staff and teaching staff through the WHAMS team to talk through any behaviour that staff are struggling with.
- When an adult's behaviour is wobbly, there are lots of hidden costs. Asking for help or stepping in when you notice is not weakness but rather recognising the importance of a shared approach. Being aware of your own behaviour and response to a child is important.

Preparation:

- Class teacher and Support Staff will meet during the first INSET days in September and agree the high expectations for behaviour both in the classroom, moving around the school and in the playground. They will agree who should talk to a child not showing expected behaviour and the way in which they should be spoken to.
- The recognition board should be ready and visible to all children.

- A member of SLT will be on each gate at the start and finish of the day. They will greet children and families by name.
- Members of support staff will be positioned on the stairs to greet children as they enter the building and give positive reminders of the required behaviour.
- The class teacher will be at the door to greet each child as they enter. The greeting can be agreed with each child. Children will know what they need to do to be safe, ready and showing respect and this can include:
 - Checking their equipment
 - Completing a do now
 - Changing their home reader
- Setting high expectations – children need to be taught the routines for moving around the classroom, transitions, giving out books, equipment, being ready to start work etc. These need to be explicitly taught and modelled and regularly reinforced. Any adults working within the class must know what signals are used so that they can apply consistently. For example, the whole school uses a hand up for asking children to stop what they are doing, stop talking, and look at the adult who is speaking.
- Contact parents within the first few weeks using Teachers2Parents to share good news about their child's behaviour. This makes it much easier if you later have to speak to a parent if there is any behaviour causing concern.
- Ensure that if you say the consequence is staying at break time or lunch time that this is followed through. There is nothing worse than telling children because they have done something, the consequence will be x and then not following through.

Non-Negotiables for Behaviour

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

Any incidents requiring SLT support must be recorded on CPOMS.

Parents must be informed.

As soon as possible, there should be restorative conversation between the children and adults involved and agreement reached about how to fix it.

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 Head Teacher will consider whether any disciplinary action is appropriate against the pupil or parent 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:
September 2024**