

## St Mary's Roman Catholic Primary School

Kirkley Cliff, Lowestoft, Suffolk, NR33 0DG  
Tel: [01502 565384](tel:01502565384) Email: [office@stmarysrcps.org](mailto:office@stmarysrcps.org)  
[www.facebook.com/stmarysrcps](http://www.facebook.com/stmarysrcps)

Executive Headteacher: Mrs Helen Armstrong

Head of School: Mrs Ewa Parker

Chair of Governors: Mr Matthew Huke- Jenner



# Behaviour and Anti-Bullying Policy

Policy Status: Statutory                      Reviewed By: Local Governing Body

This Policy was agreed in **November 2023** It will be reviewed in **November 2024** or earlier if necessary.

## Our Mission Statement

As God's family we are STARS within a loving and thriving community, celebrating our diversity. We ignite lifelong learning where everyone becomes a positive influence on our world.

If you need this document in large print, audio, Braille, alternative format or in a different language please contact the School Office on 01502 565 384 and we will do our best to help.

## Contents

- 1. Rationale**
  - 1.1. Our Mission Statement
  - 1.2. Aims and Objectives
  - 1.3. Partnership with Parent(s)/Carer(s)
  - 1.4. Equal Opportunities
  - 1.5. Safeguarding
- 2. Behaviour explained**
  - 2.1. Golden rules
  - 2.2. Visible consistencies
  - 2.3. Above and beyond recognition
  - 2.4. Sanctions
  - 2.5. Lunchtime expectations
- 3. Responding to an Incident**
  - 3.1 Behaviour Incidents (not Safeguarding)
  - 3.2 Restorative Approach
  - 3.3 Physically Restraining Pupils
  - 3.4 Behaviour online and on the School's IT Network
  - 3.5 Prejudice Related Incidents
  - 3.6 Zero Tolerance Behaviours
  - 3.7 Pupils with Additional Behavioural Needs

- 3.8 Extra-Curricular Clubs
- 3.9 Screening, Searching and Confiscation
- 3.10 Process for children leaving the classroom without permission

## 1. Rationale

This policy has been updated with the most up to date research into effective behaviour management in schools which included *Education Endowment Trust report on 'Improving Behaviour in Schools'* as well as *Paul Dix 'When Adults Change, Everything Changes'*. The school staff sought professional development in behaviour management strategies and trialled various techniques to improve behaviour management through development of positive relationships between adults and children and utilising those in restorative approaches to improve behaviours. Staff at St Mary's receive Steps On and Step Up training on positive handling which underpins our restorative approaches to dealing with challenging behaviour at our school. We are a Thrive School where we embrace approaches to support pupils to become resilient, considerate and well-rounded young people who make right choices in their behaviours which subsequently result in better attainment over time.

### 1.1 Our Mission and Values Statement

At St. Mary's Roman Catholic Primary School, the staff, governors and parents/carers consider the encouragement of good behaviour an important part of the philosophy of the school. Set within the ethos of the Catholic Church and the principles it upholds; it is reflected in the mission statement of our school:

***As God's family we are STARS within a loving and thriving community, celebrating our diversity. We ignite lifelong learning where everyone becomes a positive influence on our world.***

Our Catholic values are emphasised with the children every day and our behaviour policy is reflecting those too. Our values include: ***love, respect, forgiveness, courage, peace and hope.***

### 1.2 Aims and Objectives

It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

Our aims are:

- To promote an environment in which everyone feels happy, safe and secure.
- To allow everyone to work together in an effective and considerate way.
- To define acceptable standards of behaviour
- To ensure consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

Developing positive relationships and using restorative approaches to dealing with misbehaviour is a whole school approach to the management of behaviour. School rules, rewards and consequences are on display in all classrooms and other teaching areas and all staff use consistent language when referring to behaviour. Pupils should see the procedure as fair because it is consistent, and consequences are known to them in advance of them choosing to break a rule.

### 1.3 Partnership with Parent(s)/Carer(s)

We believe that partnership with parents is essential. Based on good relationships and effective communication, it will contribute to the success of pupils in the school. Our relationship with parents/carers is based on the below key principles, which form a contract between parent and school upon acceptance of a place for their child at this school.

At St Mary's our parents:

- are involved at an early stage when a pupil's behaviour causes concern ; this is usually a class teacher who cares for the children on day to day basis;
- attend parents' evenings and functions
- attend meetings to discuss their child as requested
- check and update their child's reading log and homework diary/ Google Classroom learning log
- support the school in achieving a minimum of 96% attendance rate for their child
- support and abide by all policies and procedures in place upon enrolment of their child and as amended from time to time with particular paying attention to the ['Parents and Visitors Code of Conduct'](#)

At St Mary's our staff support parents in the following ways:

- parental letters, emails or telephone calls are dealt with as soon as possible
- Meetings are arranged quickly and appropriate information made available
- parental requests for reports on work and/or behaviour are dealt with efficiently

### 1.4 Equal Opportunities

Our school believes that every child has the right to an education free from discrimination, prejudice and bullying of all types; that all members of the school community, parents, staff, governors, pupils and visitors, should be treated with respect and not subject to discrimination, prejudice or stereotyping, and that schools are a safe place for all children and adults in the school community. We achieve equality of opportunity by ensuring that the behaviour policy is implemented fairly and consistently for all pupils in line with the Equality Act 2010 and Suffolk LA guidance on Prejudice Related Incidents. We monitor outcomes of sanctions to ensure that it does not disadvantage any individuals or groups within our school. This behaviour policy is in accordance with the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND) and in accordance with section 91 of the Education and Inspections Act 2006, which states that the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

### 1.5 Safeguarding

St Mary's RC School is committed to promoting and safeguarding the welfare of children. As a school community we have a duty of care to safeguard every child; this includes safeguarding children from the negative effects of another child's misbehaviour. Please refer to the Safeguarding Policy for more information.

## 2. Behaviour procedures explained

*In St Mary's Roman Catholic Primary School, we praise publicly and reprimand privately.*

### 2.1 Four Golden Behaviour Rules

Every child in our school is a STAR. We promote positive behaviours by teaching and emphasising the importance of positive mind-set and we teach those to build pupil's resilience and encourage positive behaviour choices.

- Safe** I am safe because I listen, I follow instructions and I behave in a safe and calm manner.
- Try** I do not give up- I keep on trying to be the best I can be for myself and for others.
- Aspire** I dream bold and set myself high expectation of my learning and behaviour.
- Respect** Treat others like you want to be treated- I show everyone that I respect them through my actions, words and behaviour.

## 2.2 Visible Consistencies

All adults in St Mary's Roman Catholic Primary School use the following behaviour management consistently in every year group as well as in every aspect of school life, e.g. assemblies, lining up for playtimes, during in class work etc.

### 1. Countdown:

3. Stop- we expect the children to stop whatever they are doing
2. Look- we expect the children to face the speaker
1. Listen- we expect the children to be quiet and listen to the speaker

1. **Greeting at the door**- we will meet and greet the children at the door in the morning and at any time new adult is taking the class over (cove teacher, HLTA etc.)
2. **Hand held in the air**, children silently do the same.
3. **Clap the rhythm to get attention** (children to clap back).

**Every class will have a 'Ladder of Expectations' which clearly identifies what children are expected to do in classroom in order for every child to access the learning in a supportive and kind culture and consequences should these be not met.**

Class teachers may use strategies individually to support positive behaviours for learning in classrooms. This may include but is not exhaustive of phrases such as:

- One, two three eyes on me. One, Two eyes on you.
- Magnet eyes.
- Partner talk
- Etc.

## 2.3 Above and beyond recognition

We recognise the above and beyond behaviours that students show to their peers, adults but also environment around them. The school praises pupils for good learning and good behaviour at every opportunity. We want pupils to recognise that the rewards that come from the praise they get from both staff and family gives them confidence and makes them feel proud of themselves.

The behaviours we identify as above and beyond are shown through e.g.:

- helping to tidy up the class without being asked by an adult to do so
- doing shoe laces for their friend
- being a play buddy for someone who was lonely
- offering help and support to struggling friends
- holding the door for someone
- etc.

We expect all the children in our school to be polite and poses respectful manners.

We praise publicly above and beyond behaviours directly linked to our schools values and child's name is moved up onto '**STAR board**' in the classroom. We will often choose a child to contact parents that day to inform them of their positive achievement in exceptional behaviour. This will be either done face-to-face, via phone call or via email. Staff should strive to ensure that the giving of rewards is genuine, balanced, fair and equitable. In addition to that we praise and reward children for good behaviour through:

- Verbal praise
- Immediate recognition of success (Stickers, Stamps- merits, House Points, move up to the **STAR Board**)
- Sharing good work in class, with other members of staff and the Headteacher
- We praise children for their academic achievements by giving them **house points**, which cumulate on weekly basis to one of the houses, which are: Saint David, Saint Andrew, Saint George, and Saint Patrick and contribute to weekly **cup winners**.

**Star of the week** is a form of recognition given out to outstanding pupil on Friday's celebration assembly, linked to school's mission and values and above and beyond behaviours as well as in recognition of academic performance. Stars of the week will celebrate their '**Hot Chocolate with a biscuit**' with the Head of School during 15 minute break on a Friday morning and will take this opportunity to celebrate their achievements.

Head of School or Senior Teacher will choose one pupil from each class, each half term and will send a special recognition postcard home to celebrate positive behaviours of a child as a role model to all other pupils in St Mary's Roman Catholic Primary School.

The school acknowledges all the efforts and achievements of children, both in and out of school. Children are encouraged to share their medals, trophies, awards and certificates that they have gained out of the school in the **Class Assembly which can be referred to as Show and Tell**.

## 2.4 Sanctions

In St Mary's Roman Catholic Primary School we believe in restorative approaches which emphasise that everyone is a good person, but the behaviours they may choose are sometimes wrong. Through restorative conversations we encourage to make positive behaviour choices and teach those appropriately.

If behaviour is poor stepped sanctions are as follow:

1. **First warning**- this may be a non-verbal que that child's behaviours for learning are poor or a quick verbal reminder.
2. **Second warning**- 30 sec '**check in**' in private to remind of expectations and Golden Rules of behaviour.
3. **Last Chance**- Teachers will use an opportunity to have a quick conversation with the child and remind them of the School's Rules for behaviour that they are breaking; teachers will have a restorative conversation to set an expectation of positive behaviour choices. The conversation a teacher might have with a child may look like this:
  - **Anchor** – *Do you remembers when...* (e.g. you were working really hard in English this morning. You were quietly working, focusing on your task.)
  - **Reminder of the expectations**- *I expect you to work on your Maths in the same way because in St Mary's we always try to be the best we can be for ourselves and for others.*
  - **Close**- "**Thank you**"- teachers will walk away and allow time to think about what has been discussed and allow time to make the right behaviour choices.
4. **Time out in classroom/ or in another year group**- a time will be given to a child to reflect on their behaviour and a further opportunity to correct behaviour will be given.

If negative behaviour persists the following sanctions, which are taken directly from the **Government's Guidance on 'Behaviour and discipline in schools'**, will be exercised in school appropriately and based on teacher's and SLTs professional judgements and they include:

- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing lines or an essay or a letter of apology.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day
- Missing break time.
- Detention during part of or whole of lunch-time (pupils will have their lunch during detention time if detention is for the length of the whole lunch)
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.
- In more extreme cases schools may use temporary suspension or permanent exclusion.”

Parents will be informed of stepped sanctions if a child has **full lunchtime detention, is in an immediate threat of fixed term suspension or permanent exclusion**. With other sanctions, the school may not always be able to or feels it is necessary to inform parents of consequences put in place for minor misbehaving. All persistent or serious behaviour incidents will always be recorded on school's Safeguarding Platform, **CPOMS** for evidence. CPOMS is not shared with any other professionals or parents under any circumstances. This is strictly for school professionals only.

If undesirable behaviour continue, class teachers will implement Pastoral Support Plan in consultation with the SLT and together with Parents and the student. Pastoral Support Plan is a form of pastoral support to prevent any further decline in behaviour.

**Any physical or verbal aggression against peers or adults** will be judged on an individual basis and will always lead to lunch time detention or fixed term exclusion depending on the severity of the actions. Severe bodily harm or damage to school's property or the property of individuals will immediately lead to fixed term exclusions and to potential permanent exclusion from school.

**Homophobic or racial discrimination will be investigated immediately by a member of the Senior Management Team and will always lead to fixed term or permanent exclusions.**

## 2.5 Lunchtimes

**Lunch time Rules are the same as the School Rules**

### **Lunch Time Routines**

1. When asked to do so, children will **line up** in the register order, in front of an adult and be **lead** to their lunch places, in the **hall**.
2. If a child needs to **leave** their seat, they will **wait** with their hand up, until an adult gives them **permission**.
3. When children have **tidied** their lunch table and disposed of any items dropped **under** their table, they will **ask an adult if they can leave the table**.
4. **KS2** children, **finishing** their lunch quickly, may **ask** adults if they can help **clean** tables and chairs.
5. **MSAs** will give children **'Golden Ticket'** as recognition of pupil's positive behaviour choices. The Golden Ticket will be passed on to the class teacher and will effectively move the child up on the **'STAR board'** or a House Point may be given instead.

During Lunchtime the expectation is that all pupils uphold high behaviour standards and treat all adults with respect.

### Inappropriate Behaviour at Lunchtime

-MDS will give a child **time out** for inappropriate behaviour.

-If a child does not behave **appropriately** during time out, the class **teacher** will be **informed**.

-The teacher will take appropriate **action**, in line with the stepped sanctions listed above.

## 3. Responding to an Incident

### 3.1 Behaviour Incidents (not Safeguarding)

If a serious incident occurs, such as a child physically hurt another child, continuously refusing not to learn, continuously refusing not to follow adult's instructions or using inappropriate language, a relevant member of staff (including MSAs) must inform class teachers and the incident will be recorded on CPOMS. The incident will then be followed up by the class teacher and/or senior teacher and an appropriate sanction put in place. Parents will be informed of poor behaviour at end of day.

### 3.2 Restorative Approach

After a child has had **Time In**, staff together with the pupil will discuss what went wrong and how to avoid such situations in the future. Staff will actively listen to the pupil's perspective and make explicit the school's expectations. Staff will show forgiveness, as this is fundamental to our Mission Statement. The next lesson, part of day or next day is a fresh start.

When a pupil has physically and/or verbally abused another pupil, a restorative meeting will take place to enable them to resolve the situation and to understand what happened from each other's perspective. This approach will also be used when a pupil has disrupted the learning of their peers in order for them to understand the negative impact of their actions.

### 3.3 Physically Restraining Pupils

In exceptional situations, it is necessary to physically restrain a pupil as a last resort. This means that pupils should only be restrained when restraining them **cannot be avoided** and restraining them is necessary because of our **duty to care** to the pupil or others. Key trained staff should be requested by the School Office.

Non trained staff should not physically intervene, unless they deem it an emergency situation to prevent physical injury to pupils or staff, whilst waiting for a trained member of staff to attend. You can only ethically justify denying the pupil's right to freedom of movement if the circumstances are **exceptional** and restraining them is the only practical way you can **secure their welfare or the welfare of others**.

There will be pupils who because of increased levels of risk require individual risk assessments and Behaviour Support Plans. The intention of such documentation is to protect the safety and interests of both pupils and staff. It is the duty of the individual member of staff to be fully aware of the contents of any such risk assessment or Behaviour Support Plan and any amendments.

During physical intervention the following protocols should be followed at all times. These include:

- Monitoring the health of the pupil
- Minimising as far as possible any pain or discomfort
- Avoiding pressure on or across joints
- Constantly reviewing the need for the physical intervention to continue and the nature of that physical intervention

It is important to end the physical intervention as soon as possible, based on experience and knowledge of the pupil. The safest approach to take involves gradually through dialogue and ongoing assessment allowing the pupil to regain control. It is essential at this time to avoid any recrimination or blame and to communicate in a calm and controlled way.

After any serious incident involving physical intervention the following procedures must be followed:

- The Executive Headteacher, Head of School or Senior Teacher are informed as soon as possible after the event
- An incident report is completed prior to the member of staff involved leaving the school site
- Parents/carers are informed as soon as possible
- Any other agencies are informed in line with school policy

An individual risk assessment should be created with the family to advise staff on appropriate interventions to put in place. If a risk assessment is already in place for the child, a review of the plan should be completed with the family.

### 3.4 Behaviour Online and on the School's IT Network

If a complaint is made about a pupil's behaviour online and/or on our network, either during or out of school hours, the incident will be investigated by appropriate staff. If the incident has a safeguarding element to it a Safeguarding Officer will lead the investigation. For incidents using the network, the pupil will receive an appropriate sanction and attend a meeting with the Headteacher and their parent/carer to resign the Acceptable Use Policy. For an online incident outside of school, the families of the pupils concerned will be written or spoken to. They will be given advice on how to deal with the situation, web addresses for more information and how to report incidents to the police if appropriate. Please refer to the Computing and Acceptable Use Policy for more information.

### 3.5 Prejudice Related Incidents

A prejudiced-related incident is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual, due to one or more of the protected characteristics of age, disability, faith, gender identity/reassignment, marriage and civil partnership status, pregnancy and maternity status, race, sex or sexual orientation. This may or may not be directed at an individual. They may or may not be carried out with the intention to harm or cause offence.

St Mary's follows the guidance and procedures set out by Suffolk LA for Prejudice Related Incidents to respond when an incident occurs and take steps to prevent those incidents from reoccurring or escalating. It offers schools a systematic method for recognising, recording, responding to and reporting Prejudice-Related Incidents which will help identify patterns, develop good practice and act as evidence where needed if challenged. All allegations of prejudice-related incidents should be taken seriously and investigated thoroughly. All prejudice-related incidents must be recorded and held on file in the school. Parents/carers and victims should be informed during an investigation and advised of any action that is taken. Incidents should be monitored by the Executive Headteacher or Head of School and Governors.

### 3.6 Zero Tolerance Behaviours

#### **Serious misconduct**

- Aggressive or violent physical behaviour
- Verbal abuse or threats
- Deliberately ignoring or disregarding an adult
- Leaving the school premises without permission
- Bullying
- Vandalism
- Swearing
- Discrimination

#### **Gross misconduct**

- Deliberate and serious aggressive or violent behaviour
- Deliberate and serious damage to property
- Continuous disruptive, dangerous behaviour-refusing to follow adults' instructions. Unable to calm down.

Serious and gross misconduct will always lead to a formal meeting with parents and consequences may be: internal exclusion, fixed term exclusion or a permanent exclusion.

All zero tolerance behaviour will be logged on **CPOMS** and a letter following formal meeting will be issued to parents informing of the incident and consequences put in place.



### 3.7 Pupils with Additional Behavioural Needs

It needs to be acknowledged that for a few pupils the sanctions and rewards of the school will be insufficient to ensure the well-being of the pupil and other pupils in the class. Children who are on the Special Educational Needs (SEND) register for behavioural difficulties or have particular behavioural difficulties managing their own behaviour will have their own individual programmes in place. These children will have personal Behaviour Support Plans, developed in consultation with the teacher, the children and the parents. Reasonable adjustments will be made to meet their needs.

### 3.8 Extra-Curricular Clubs

At St Mary's we offer a range of extra-curricular clubs to all pupils. Clubs are run by school staff, parent helpers and/or coaches. Pupils attending extra-curricular clubs are expected to listen to and respect the adult that runs the club and follow any rules that may apply to the club.

Any pupil who is persistently disruptive, impolite or not able to follow the instructions given by the adult in charge, may need to forfeit their place in the club.

### 3.9 Screening, Searching and Confiscation

The school complies with the Screening, Searching and Confiscation Advice for Headteachers, Staff and Governing Bodies, DfE Document (updated in July 2022). Key points of the document:

- School staff can search a pupil for any item banned under the school rules
- Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items.
- The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.
- Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.
- The member of staff conducting the search must be the same gender as the pupil being searched. Another
- member of staff must be present and when possible, they should be the same gender as the pupil being
- searched.

St Mary's rules on screening, searching and confiscation

- The school defines banned items as anything that is illegal and/or could harm someone or damage property.
- When possible, the pupil should be searched without other pupils being present.
- When possible, the search should be undertaken by a Senior Leader or a member of the Safeguarding Team.
- Items confiscated within the school must be taken straight away to the School Office by a member of staff to be stored securely.
- Pupils taken to be searched must take with them all their belongings including bags and clothing. Pupils' lockers should be included in the search.
- If an illegal item is confiscated, the pupil's mobile phone also needs to be confiscated. The pupil should have no contact with peers or people outside school as these could be involved in a subsequent criminal investigation.
- If the decision is made to involve the police, they will then lead the investigation. This includes a decision about contacting parents, which should not happen before the police arrive.
- If on a school trip, the search should be undertaken by the trip leader when possible, or be delegated to an appropriate member of school staff. Any confiscated items must be given to the trip leader to store securely.
- The pupil's parent/carer should be contacted to inform them why their child has been searched
- For further information on incidents involving illegal drugs, refer to the school's Drugs Education and Substance

### 3.10 Process for children leaving the classroom without permission

If a child chooses to leave a classroom without permission, they should be told (if possible) that this choice will lead to their family being informed **straight away** and they will receive a lunchtime detention.

- If the child leaves the room, teachers will ring the Office and request they contact the family.
- A member of the SLT team will be informed
- If possible, teachers will keep the child in their line of sight, but we will not 'chase' the child.
- If after 10 mins the child continues to refuse to come back to class, class teachers will update the Office.
- If the family are not already coming in to collect the child, the Office will make such request, which effectively is becomes a fixed term exclusion.
- Once the child is back in class, teachers will inform the Office, so they can update the family.
- The Office will not open the school gate at 3:15 if there is a child not accounted for.
- If a child manages to abscond from the premises, the School Office are to be informed and they will ring 101 to inform the Police
- An appropriate sanction will be decided by the member of SLT in charge.

## 4. Behaviour for Learning Stages

These are brought into use when a pattern of behaviour develops that causes concern for the learning of the pupil or their peers. The aims of the stages are to inform the pupil about the continued consequence of their behaviour, to set targets to enable them to improve and how their progress will be monitored.

Where a pupil's behaviour shows **potential signs of leading to permanent exclusion**, a Senior Leader initiates a Behaviour Support Plan, which involves parent/carer and other agencies as a way of trying to secure the pupil's place in school. If there is a particular concern that staff need to be aware of, such as one requiring a Risk Assessment or particular strategies, a Staff Guidance and information sheet will be completed.

### Behaviour for Learning Stages

Stage	Support
<b>One</b>	Missed plays not deterring inappropriate behaviour. Part or full day internal isolation given. Parental meeting with Senior Leader.
<b>Two</b>	Part or full day internal isolation not deterring inappropriate behaviour. 1 day or more Fixed Term Suspension. Meeting with Senior Leader. External advice/support - Behaviour Support plan started. Reintegration meeting with Senior Leader.
<b>Three</b>	1 day or more Fixed Term suspension not deterring inappropriate behaviour. Up to 5 days fixed term suspension. Further external advice/support - Behaviour Support plan reviewed. Reintegration meeting with Senior Leader.
<b>Four</b>	Up to 5 days Fixed Term suspension not deterring inappropriate behaviour. Further external advice/support - Behaviour Support plan reviewed. Governors Disciplinary Committee or the Executive Headteacher / Head of School will consider a consider Longer Fixed Term Exclusion
<b>Five</b>	Longer fixed term suspension not deterring inappropriate behaviour. Governors Disciplinary Committee or the Executive Headteacher / Head of School will consider a managed move to another school or Permanent Exclusion.

## 5. Anti-bullying

### Our definition of bullying

Bullying involves dominance of one pupil by another, or a group of others, is often premeditated and usually forms a pattern of behaviour. Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for victims to defend themselves against it

Bullying can take many forms but the main types are:

- **Physical** - hitting, kicking, taking another's belongings
- **Verbal** - name calling, insulting, making offensive remarks
- **Cyber-bullying** -the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- **Indirect** - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours

Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong.

Within school we pay particular attention to:

- Racial harassment and racist bullying
- Sexual bullying & sexting
- The use of homophobic language
- Bullying of pupils who have special educational needs or disabilities

### 5.1 Creating an anti-bullying climate in the school

Our curriculum will be used to:

- Raise awareness about bullying and our anti-bullying policy
- Increase understanding for victims and help build an anti-bullying ethos, and
- To teach pupils how constructively to manage relationships with others
- Circle time, assemblies, role play and stories will be used to show what pupils can do to prevent bullying, and to create an anti-bullying climate in school.
- We will use assemblies to reinforce our message that bullying will not be tolerated.
- Children are supported to being anti bullying champions within the school
- we support both the perpetrator as well as the child who was bullied

When bullying occurs, we will contact the parents of the pupils involved at an early stage. We will keep records of incidents that we become aware of and how we responded to them. We will follow up after incidents to check that the bullying has not started again. We will do this within two weeks, and again within the following term.

### 5.2 Responding to Incidents when they occur

Pupils who have been bullied should report this to the member of staff on duty if on the playground, or their class teacher or teaching assistant.

- Pupils who see others being bullied should report this to their safe person.
- Members of staff who receive reports that a pupil has been bullied should report this to the class teachers or SLT.
- Reports of bullying will be logged by the Class Teacher and Head of School on CPOMS.

All reports will be taken seriously and will be followed up by the Head of School or member of the SLT. We will provide support to pupils who are bullied.

- They will be reassured that they do not deserve to be bullied and this is not their fault
- We will assure them that it was right to report the incident

- We will encourage them to talk about how they feel
- We will try to ascertain the extent of the problem
- We will engage them in making choices about how the matter may be resolved
- We will try to ensure they feel safe
- We will discuss strategies for being safe and staying safe
- We will ask them to report any further incidents to us immediately
- We will affirm that bullying can be stopped and that our school will persist with intervention until it does
- We will interview the pupil (or pupils) involved in the bullying separately
- We will listen to their version of events
- The school will offer support to children who witness bullying and will reassure them that it is not acceptable...

Dialogue will be maintained by the school and parents of both the child who suffered from bullying as well as the child who bullied. There will be opportunities for meetings as well as reporting back on the outcomes of the work undertaken by the school to repair the relationship between children.

Our school Council offers a forum in which concerns about bullying can be discussed.

We will provide guidance to all our pupils to explain what they should do if they are being bullied, or if they see another pupil being bullied.

We will provide regular training for teachers and non-teaching staff (including midday supervisors) on spotting the signs of bullying and how to respond.

We recognise that there may be times when parents feel that we have not dealt well with an incident of bullying – and we ask that this be brought to the notice of the Head of School (parents will be directed to use the Complaints Policy when appropriate).

## 6. Higher Level Sanctions

### 6.1 Internal Isolation

Two types of internal isolation are used:

- **Withdrawal** of a pupil from normal timetable in an emergency, following a serious incident or while a situation is being investigated. Supervision is provided by appropriate staff.
- **Remove** - an organised sanction used after serious problems. This is a step away from formal exclusion from school. Pupils are timetabled to work away from their class for a full or part day. Appropriate work is set. The staff in charge of internal exclusion must ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare. They should ensure that pupils are kept in inclusion no longer than is necessary and that their time spent there is used as constructively as possible. They should also allow pupils time to eat or use the toilet.

### 6.2 Fixed Term Suspension

Fixed-term and internal suspension, will be evaluated for effectiveness, including the rates, patterns and reasons for exclusion and whether any pupils are repeatedly suspended. For managing future behaviour, the school has a strategy for reintegrating a pupil who returns to school following a fixed-term suspension. The school will recognise and act to address any patterns that exist, because disruptive behaviour or sudden changes in behaviour can be an indication of unmet needs or a change in another aspect of a young person's life. The behaviour of pupils outside school can be considered as grounds for suspension in accordance with the school's published behaviour policy.

There are two types of fixed term exclusion from school:

- Up to 5 days – Work is provided by the school
- 6+ days – The school has a duty to arrange suitable full-time educational provision from the 6th day (or from the first day for a Looked After Child).

Witness statements are taken by the pupil(s) involved and from any staff who witnessed the event. Once it has been ascertained what took place the evidence is presented to the Executive Head, Head of School or other Senior Leader. When establishing the facts in relation to an exclusion decision the Executive Head / Head of School must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'. The Executive Head / Head of School and governing body must take account of their statutory duties in relation to special educational needs (SEN) when administering the suspension process. This includes having regard to the SEN Code of Practice. The Executive Head / Head of School or their designated representative decides how many days the Fixed Term Suspension will be. The family are contacted by phone or email when contact can't be made via phone, and/or in person before the exclusion and a letter is sent home setting out the reason for the suspension.

### **Fixed Term Suspension Limits**

There is a limit of 45 days Fixed Term Suspension within an academic year when aggregated per pupil. The school will arrange suitable full time educational provision from the 6th day (or from the first day for a Looked After Child). If a pupil is excluded for more than 15 days in a term or misses a public exam as part of the exclusion, it must be reviewed by a Governors Panel. In exceptional cases, usually where further evidence has come to light, a fixed period suspension may be extended or converted to a permanent exclusion.

### **Reintegration meeting**

At the reintegration meeting the pupil demonstrates that they understand what they did wrong. Any causal factors for the pupil's behaviour should be identified by relevant staff and the family. Relevant targets to enable the pupil to get back on track are identified and ways to review them are agreed. Appropriate additional interventions such as a Behaviour Support Plan are also put in place if required. Multi-agency assessments that go beyond the pupil's educational needs will also be considered. Schools have the power to direct a pupil off-site for education to improve his or her behaviour. A pupil can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents.

## **6.3 Permanent Exclusion**

In line with the latest DfE guidance on exclusion from maintained schools, academies and pupil referral units (most recent versions available on the DfE website), permanent exclusions will only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy, and when allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

However, there may be exceptional circumstances in which a pupil is permanently excluded for a one off offence (such as serious actual or threatened violence; supplying an illegal drug; carrying an offensive weapon).

The decision to exclude a pupil permanently always balances the needs of the individual against the greater good of the school community. It should only be taken where the basic facts have been clearly established on the balance of probabilities. A complete record of all exclusions is maintained by the Executive Head / Head of School and is regularly reviewed with relevant staff and by the governors.

Once a permanent exclusion has been decided by the Executive Head / Head of School or their designated representative, the family, Children's Services Attendance and Inclusion Team must be informed, governors informed and panel arranged to take place within 15 school days. The Local Authority arrange suitable full-time education for the pupil to begin no later than the sixth day of the exclusion. For a LAC pupil the LA should arrange alternative provision from the first day following the exclusion.

Where a school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with SEN or an EHCP or a looked after child it should, in partnership with others (including the Local Authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN. Where a pupil has an Educational Health Care Plan (EHCP), schools should consider requesting an early annual review, or interim / emergency review.

Excluded pupils are enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and understanding.

## 7. Further Sources of Information

### 7.1 Other Relevant Policies

- Teaching and Learning Policy
- Safeguarding Policy
- SEN Policy
- Uniform Policy
- Attendance Policy
- Computing and Acceptable Use Policy

### 7.2 Links to Additional Information

- [Behaviour and Discipline in Schools 2016](#)
- [Statutory Guidance on Exclusions](#)
- [Governors Handbook](#)
- [The Department's advice on the Equality Act 2010](#)
- [Use of Reasonable Force – advice for headteachers, staff and governing bodies](#)
- [Screening, Searching and Confiscation – advice for headteachers, staff and governing bodies](#)
- [Dealing with Allegations of abuse against teachers and other staff](#)
- [Dealing with Prejudice Related Incidents \(Suffolk LA\)](#)
- [SEN Code of Practice 2014](#)
- [Checklist on the basics of classroom management](#)
- [Keeping Children Safe in Education](#)