



Mendlesham Primary School

Behaviour and Anti-bullying Policy

Agreed by Governors: Oct 2018

Signature of Chair of Governors:

Review due: Oct 2020

Aims

Our aim is that everyone at Mendlesham Primary School, regardless of gender, race, ethnicity, religion or disability, will act with consideration towards others at all times so that our school is a safe, secure and happy place in which teachers can teach and children can learn effectively.

We aim....

- To focus on positive behaviour.
- To reward and applaud good behaviour by individuals, classes or the whole school as often as possible both formally and informally.
- To teach children to recognise and imitate good behaviour.
- To promote the importance of self-discipline and the difference between 'right' and 'wrong.'
- To act quickly in dealing with unacceptable behaviour.
- Give children the opportunity to make up for unacceptable behaviour whenever possible.
- To use a consistent set of rewards and sanctions throughout the school.
- To ensure that all children are free from any form of bullying or harassment.
- To involve parents in the promotion of good behaviour both in and out of school.

Responsibilities

In order to achieve these aims, all members of the school community have an important role to play.

Pupils

Pupils are asked to adhere to the school's Golden Rules (along with class rules or agreements which are discussed with the children at the beginning of each school year.)

The Golden Rules:

- We listen to people, we don't interrupt.
- We work hard, we don't waste time.
- We look after property, we don't waste or damage things.
- We are kind and helpful, we don't hurt anybody's feelings.
- We are gentle, we don't hurt others.
- We are honest, we don't cover up the truth.

Children are regularly reminded about our Golden Rules and what they mean by all adults in the school. The Golden Rules are on display around the school and in classrooms.

Staff

The Headteacher, teachers, teaching assistants, midday supervisors and all other members of staff will act as role models in their attitudes and relationships.

All staff will follow the agreed school procedures to ensure a consistent and fair approach to behaviour management throughout the school. These are regularly revisited in Staff Meetings, Professional Development Days and Professional Dialogues.

Governors

Governors will oversee the Headteacher's sound maintenance of discipline in the school in line with the agreed policy. "The Headteacher has day to day responsibility for discipline, with the backing of the governing body." (DFEE circulars 10/99)

Parents

Children's behaviour in school is linked to the expected standard of behaviour at home. Parents are asked to promote and support the school's Behaviour Policy at home in order to help their children to behave well in school. Parents will be informed of the publication of any new behaviour policy and it will be made available to them on the school's website. New intake parents are given a copy at the Information Evening in the Summer Term before admission, and it is discussed then.

Parents and children are also asked to sign the Home/School Agreement in September each year. Copies of these are kept by the class teacher and the parent.

Teachers will be in regular informal contact with parents about their children's behaviour and will both praise good behaviour and discuss unacceptable behaviour. Parents will be contacted immediately if there is a **serious** incident of unacceptable behaviour.

Parents are asked to inform the class teacher of any home circumstances which may affect a child's behaviour so that these can be taken into account. If a parent has any concerns about behaviour in school they should initially make an appointment to speak to the class teacher who will be able to deal with most issues.

Procedures

All school staff will recognise and reward good behaviour both formally and informally...

- Stickers/stampers.
- Table points and rewards in class.
- Golden tickets and Certificates.
- The Headteacher may write to parents praising their child for particularly good behaviour.

Whole School Behaviour strategies:

Each session the child starts with a 'clean slate'.

	Action	Sanction/further action
1	Child is given a 'reminder' by the CT/TA and the chance to change the behaviour and make the right choice.	No action needed if child heeds the reminder.
2	Child is given a verbal warning (2 nd chance to make the right choice). Briefly remind child why.	Name may be written on board/noted by teacher to show that this is a 1 st warning.
3	1st consequence* . Briefly explain/remind child why.	Child's name will be noted by the teacher/TA Child has ' time out ' (usually 5 minutes but the amount of time is at teacher's discretion) in the designated place. This may be during the lesson or during the next playtime.
4	2nd consequence** (following repeat of behaviour and following 1 st consequence)	Child is accompanied to the Headteacher/Teacher in Charge by an adult or with a brief note explaining the behaviour**. The Headteacher/Teacher in Charge may instead be asked to come to the classroom.

- * Yellow card stage
- **Red card stage

In class

- All teachers will use their professional judgement in dealing with behavioural issues in the classroom and may seek the support of another member of staff.
- The school will contact parents to report any serious breach of conduct and the sanctions imposed immediately.
- If a child repeatedly behaves in an unacceptable manner, parents will be asked to co-operate in an Individual Behaviour Plan. Behaviour targets will be agreed between the school and parents and reviewed half termly/termly (as appropriate) in order to improve the child's behaviour.
- The school may seek the advice of behaviour specialists if the conduct still does not improve although this must be with the parents' permission.
- The school follows Suffolk Education Authority guidance on fixed term and permanent exclusions.

Outside of school

- Children are expected to conduct themselves in a safe, polite and respectful manner on their way to and from school while they are wearing the school's uniform. This is

the case at any time that they are identifiable as a member of the Mendlesham School community (section 90 Educations and Inspections Act 2006) including sporting events, trips, residential etc. School sanctions can be applied to any child that adversely affects the school's reputation in this way while identifiable as a pupil at the school.

At play and lunchtimes

Yellow and Red cards may be used as visual reminders.

Red and yellow cards are available for use – though verbal warnings may be given, and the same procedure is applied outside as it is in the classroom.

There is a book for each class at lunchtime and playtime, which is taken outside, and is completed during the break-time to ensure that all adults on duty know what is happening, and teachers are able to note and follow up any incidents if necessary.

The following behaviours are not acceptable and are likely to result in an immediate Red Card:

- Aggression or violence to others.
- Rudeness to staff.
- Swearing.
- Bullying.
- Deliberate damage to property.
- Persistent disruption of the learning of others

Sanctions

All of the above will be formally noted and parents informed via the Class Teacher or by letter or phone call. Children reaching stage 4 or the red card stage of the process are likely to face sanctions including:

- Loss of break/lunch times.
- Time spent catching up with work they have missed due to the incident.
- Tidying/Clearing any mess they may have caused in any disturbance..
- Internal exclusions.
- In extreme cases temporary (fixed term) or permanent exclusion.

Behaviours involving the repeated disruption of the learning of others will result in the child being asked to work in isolation for a period of or the remainder of the day (supported by an adult), pending a decision on further sanctions and subsequent contact with parents.

We do not operate a system of after school detention in Mendlesham School.

When taking children 'off-site' for a visit, the same rules and sanctions regarding behaviour apply and all staff have the authority to apply these rules and sanctions

During after school, breakfast and lunchtime clubs, all of the above rules and sanctions apply.

Incidents reaching "red card" stage are recorded in class behaviour logs, parents will usually be informed. Pupils repeatedly appearing in their class behaviour log will be brought to the attention of the headteacher and parents invited in to discuss support options and the implementation/review of a behaviour plan.

The school is required to make **reasonable adjustments** for the behaviour of children with Special Educational Needs (Equality Act 2010), but must also ensure the health and safety of **all** those in school, not just of those SEN children.

Prohibited Items and the power to search

Staff at Mendlesham School do not formally confiscate unsuitable items that are brought into school by children. However, they may 'look after' the item for the child until the end of the day with the child's agreement, after having explained to the child why it is not appropriate to have it in school. It can be returned to the child or their parent at the end of school.

However, staff reserve the right to search (without consent) for prohibited/illegal items if they reasonably suspect a child to have them, these include:

- Knives/weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco/cigarettes
- Fireworks
- Pornographic images
- Any item that has been used for or is likely to be used to commit an offence

These items will be confiscated and kept in the school or headteacher's office, parents informed and if necessary the police involved.

Fixed Term and Permanent Exclusions

Exclusion will be used as a sanction where there is no other option in response to a child's behaviour and will be conducted in line with statutory guidelines. In all but the most serious breaches (below) it will have followed a lengthy process with parental involvement and other agencies in an attempt to modify the child's behaviour. The following are the categories for exclusion in Suffolk schools:

Bullying	
DAM	Damage
DAR	Drug and Alcohol related
DIS	Persistent Disruptive Behaviour
OTH	Other - not in other categories
PAA	Physical Assault against Adult
PAP	Physical Assault against Pupil
RAA	Racist Abuse
SEX	Sexual Misconduct
THE	Theft
VAA	Verbal Abuse/Threatening Behaviour to an Adult
VAP	Verbal Abuse/Threatening Behaviour to a Pupil

The period of exclusion is at the Headteacher's discretion. The following points are taken into account:

- The reason for the exclusion.
- The need for the child and their family to have 'time out' from school to consider the seriousness of the child's action and what they themselves can do to ensure that it does not re-occur.
- The need for the school to show support for other children or staff who have been affected by the child's action.
- The need for the school and staff to have 'time out' from the child after the incident before continuing to work with the child and their family.
- Time to allow the school and family to liaise before the child returns to school and for the school to seek advice if necessary.
- The 'reasonable adjustment' that has already taken place for the child if the child has Special Needs.
- If the child is excluded during the morning, it is likely that they will be excluded for the rest of the day.
- If the child is excluded during the afternoon, it is likely that they will be excluded for the rest of the day and the following day.

The decision to exclude is never taken lightly. Fixed term exclusions of between 1 and 5 days will however be issued to students, as will internal exclusions when deemed necessary.

A child may be excluded when there has been:

- A physical assault on a pupil or adult
- Persistent or severe verbal abuse of pupils or adults
- A breakdown in discipline which is jeopardising the education of other pupils

Following 3 fixed term exclusions in any 12 month period, a panel of governors will be convened to review the pupil's record with the parents (and child, depending on the age of the child) and decide on any actions to be taken by the school, parents and/or pupils and/or further support to be sought.

Permanent exclusions in Primary Schools are rare, however, a permanent exclusion will be issued where a student has failed persistently to respond to sanctions and/or support and therefore refuses to accept the authority of the school and poses a threat to the learning, welfare and well-being of the school community.

There are also instances where the breach(es) in behaviour are considered to be so significant that the school will move more quickly to a permanent exclusion. This will be particularly where students have joined the school with a "history" of poor behaviour and have been fully advised of the school's expectations before entry. Permanent exclusion may also be used when the breaches of the Behaviour Policy are considered to have had a particularly detrimental impact on the school community or the reputation of the school.

Use of reasonable force

- Necessary and proportionate force to control and restrain may be used to keep a child safe who is displaying behaviour which may endanger themselves or others. For example, a child who is throwing objects at others which may result in an injury, or a child who is physically assaulting another child or adult. Such incidents will be recorded by the staff member as soon as is possible, on an Incident Form. All teachers, teaching assistants and MDSAs are authorised to use restraint. The use of restraint is always a last resort, removal of other children and de-escalation techniques will always have been exhausted first unless a child is in immediate danger.

Support

There are a variety of agencies and mechanisms offering support to both pupils and families experiencing difficulties resulting in a child's poor behaviour at school. At Mendlesham Primary School, we would seek parental permission to access this support for the child and would encourage any parent experiencing such difficulties to access this support for themselves/their child:

SENDIASS - Special Educational Needs and Disabilities Information Advice and Support Service or SENDIASS is a free, confidential and impartial service for parents and carers, children and young people (up to 25 years).

CISS – County Inclusive Support Service is a mainstream school support service for pupils with a, diagnosis of autism, traits of autism (but no diagnosis), social and communication difficulties, social, emotional and mental health difficulties and all associated behaviours.

IYFAP – The In Year Fair Access Panel is a single referral pathway for all schools/ Academies and stakeholders so that alternative provision and support for vulnerable learners can be quickly accessed thereby preventing exclusion and non-attendance. Vulnerable learners are not only those pupils who exhibit challenging behaviour but who also may have health needs.

SPSF - The Suffolk Pupil Support Framework is a school-based, child / young person centred approach to address the inclusion of young people with challenging behaviour and / or

additional needs from a range of perspectives. Targets are set for the young person with the support of their family where possible and with the range of agencies involved with the young person.

CAF - The common assessment process will usually be started because something is worrying you about your child, or is worrying the people who are working with them. Taking part in the process will help you work with people such as teachers, health staff or other lead professionals to gather, understand and share information about what is happening in your family's life

School Nurse/GP – help with accessing support, counselling and help regarding mental health concerns.

Ask at school or <https://www.suffolk.gov.uk/children-families-and-learning/the-parent-hub/> for more information on how to access these services.

Anti-bullying

(In accordance with Race Relations Amendment Act 2000)

Definition

Bullying is the prolonged physical or mental harassment of one or more children by another individual or group.

Curriculum

Anti-bullying is taught as part of our PSHE curriculum and we take every opportunity in other areas to reinforce this message eg assemblies. We teach children self-esteem, the importance of equality and how to deal with difficult peer situations.

Reporting

Children are taught how to verbalise their own needs, feelings and anxieties so that they have the confidence to approach members of staff for support for themselves or others. If a comment or action is deemed by the victim to be racist, homophobic or offensive to people with disabilities, schools are obliged to log it and report back to the Local Authority in an annual return. The concern will be dealt with in school as detailed below. We encourage parents and pupils to approach the school staff with any concerns.

Members of staff are extremely vigilant in their observations of children both in and out of the classroom and take reports of harassment from children or parents very seriously. Any alleged reporting of bullying will be logged and investigated. A copy of these investigations (whether founded in outcome or not) will be kept in the bullying log file for future reference and to aid staff to identify any patterns of behaviour.

Further Action...

In the event of an observation or a report of possible bullying the school will...

- Inform **all** members of staff.
- Raise awareness of bullying in classes.
- Make informal observations in the class and playground of the children concerned.
- If harassment is observed, inform all parents of children involved.
- Make formal observations and keep records (as stated above).
- The Headteacher and another member of staff or independent advisor will have a meeting with the children concerned, either together or separately to try to resolve the situation.
- Meet with the parents of the children involved if necessary or requested.
- Continue to observe to ensure that the problem does not continue.

If the bullying continues, the school will work with the parents and child to try to uncover the underlying reasons why they have bullied. Rewards and sanctions will be agreed to deal with any further incidents and targets for behavioural improvement will be set in line with the policy above.

The child(ren) who has been harassed will be offered a named adult supporter of their choice from amongst the staff (an advocate) and will be encouraged to talk to the advocate about their feelings. The advocate will work with the child to raise their self-esteem and, where

appropriate, to teach them strategies to deal with peer relationships more effectively. The advocate will work in conjunction with a senior member of staff.

If the school is unable to deal with a case of bullying internally, the Headteacher and Governors will take advice from outside agencies.

This policy should be read in conjunction with our peer on peer abuse policy.