Warton Nethersole's
Church of England Primary School

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Positive Behaviour Policy
(Including Anti-Bullying, Positive Handling and Exclusions)

Vision and Values



All of our policies are written and implemented with our Christian vision and values at the heart of all decisions made. Our vision and values have been created by the staff, governors and children with the aim of supporting and developing everyone on their personal and collective journeys at Warton Nethersole's CofE Primary School. We place high importance on our vision and our values being reflected clearly in every policy and more importantly in the application of each policy and procedure in daily school life.

Our values are:

1. Treat all adults and peers with respect.
2. Treat everyone equally and fairly in our community.
3. Trust in others and yourself.
4. Be thankful to others and show them gratitude.
5. Show forgiveness to others and ourselves.
6. Do everything with love.

We welcome children of all faiths, backgrounds and beliefs into our inclusive community. We seek inspiration from the life and teaching of Jesus Christ to help our children achieve their full potential. We uphold the distinctive Christian ethos and values of the BDMAT when making all decisions and implementing policy and practice. We aim to provide a caring and stimulating environment which promotes a love of learning whilst seeking to inspire every pupil to become a well-motivated, independent and resourceful learner.

Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Date Ratified by LAB: October 26	Date for Revision: October 27

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Rationale

Children need a well ordered, secure and caring environment for their social, emotional, physical and academic development and we believe that children should be allowed to make mistakes and through restorative conversations forgive, learn and grow from them. At Warton, we aim to provide that environment for our children through our Christian vision.

The purpose of having and implementing such a policy is to ensure that children are encouraged to behave in a responsible manner themselves and show consideration, courtesy and respect for those around them so that they and their fellow pupils can concentrate on their learning. These behaviours are discussed and exemplified through our Christian values and our school vision statement.

As a Church of England school we believe in the Christian value of forgiveness and the concept of 'every day is a new day'. Children in our school will not be labelled as a result of their behaviour.

Our school rule is:

"We always do our best to live our values."

Our children know these well and learn about them consistently across the year – including explicit teaching on our half termly values days.

We recognise that some pupils require additional support with their emotions and behaviour to succeed in school. We identify those children through teacher referral, parental referral, child self-referral and through weekly reviews of behaviour and behaviour plans (where they are appropriate).

The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation. Members from the LAB attend school regularly and are enabled to see our behaviour policy in action in order to feedback to the rest of the board.

The head teacher

The head teacher is responsible for reviewing and approving this behaviour policy.
The head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Role and Responsibilities of Parents and Carers

Home is quite properly the dominant influence in a child's life and affects the development of their attitude, performance and behaviour. We believe that all parents want their children to be able to take full advantage of all the activities and opportunities which are offered in school, therefore co-operation between parents and staff is essential. We will do everything possible to help each pupil whilst they are at school, but it would be helpful if parents could support the staff by doing the following:

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- ensure when you are on school premises that you are mindful of our rules and values
- promote school in a positive manner at home
- ensure your child has adequate rest and sleep. A tired pupil is often irritable and this disrupts the leaning of themselves and others
- make sure that your child arrives on time for school promptly and is collected on time at 3.15pm
- keep open communication with a child's teacher about any concerns arising

Roles and Responsibilities of Pupils

During the school day pupils will be required to behave in different ways according to the activity in which they are taking part. Pupils are expected to:

- Model our school values
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Roles and responsibilities of staff

Staff should consciously endeavour to:

- provide a safe, secure and calm environment in which the children can work
- establish a happy, nurturing atmosphere
- treat all children with consistency and fairness
- respect the individuality of children and provide opportunities to meet their needs
- encourage all children to do their best
- challenge all children to achieve their potential
- uphold the principles of fairness, respect and tolerance
- implement the behaviour policy consistently by consisting promoting positive behaviour
- modelling positive behaviour providing a personalised approach to the specific behavioural needs of particular pupils
- recording behaviour incidents (on CPOMs or on a behaviour plan as appropriate)
- lead by example.

Definitions

Examples of Misbehaviour are defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Examples of Serious misbehaviour are defined as:

- Repeated breaches of the school rules
- Intentional physical harm towards a member of staff and significant physical harm towards a peer or staff
- Swearing at staff
- Any form of bullying

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- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Persistent unwanted advances
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content)
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:

Knives or weapons, Alcohol, Illegal drugs, Stolen items, Tobacco and cigarette papers, Fireworks, Pornographic images, Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Examples of how we promote positive behaviour:

Verbal Recognition and Praise	Issued for behaviour that reflects our school values. To create a positive classroom climate, we aim to publicly acknowledge positive behaviour at least 3 times more often than negative behaviour.
Emails home	Using our Arbor system, an email home praises when children go above and beyond to show our values and encourages celebration of their effort at home.
Certificates	We issue certificates for progress and achievement across our whole curriculum, for modelling our vision and our values and for conduct at breaktimes. Certificates are issued by all staff and nominations are taken from children too.
House Points	We issue house points for positive learning behaviours that go above and beyond expectations and other behaviours linked to our school values. Each week, we celebrate the winning house in celebration worship.
Stickers	Staff use stickers in the classroom to celebrate effort and achievement of our values and expectations. Work or effort that requires higher levels of recognition can go to a school leader for an extra special sticker!

At Warton Nethersole's C.E. Primary we offer a differentiated curriculum aimed at meeting the needs of all of our pupils. The staff, and some outside providers, offer a range of extra-curricular activities. We believe that maintaining and improving social behaviour should be given equal importance with academic, creative and sporting achievements. We are constantly evaluating our strategies to improve and encourage good behaviour. To this end, we have a School Council including at least one pupil from each class who attend meetings to discuss issues. Representatives then return to their own classes to report back any decisions and collect feedback and issues for discussion at the next meeting. In addition, we have year 6 buddies, eco-council, house captains and worship leaders, all of whom use their

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positions of responsibility to model and encourage positive behaviour as well as feedback to school on next steps and improvements.

Rewards

When giving rewards to pupils we always make the reasons for the reward clear and intend that other pupils will also learn from the exercise. We know that effective praise helps the child appreciate how their achievement is helped by their own attitude. It acknowledges effort, focuses attention on relevant behaviour and fosters motivation for improvement.
Examples of rewards we give to pupils include:

- recognition of positive behaviours e.g. thanking pupils for displaying school values
- verbal praise during class lessons, and written comments in books
- public praise in class and in assemblies or on the Newsletter for special events
- certificates in Celebration Assemblies
- displaying work, and sending examples of good work to the Head Teacher for commendation
- emails home to celebrate effort or over and above demonstration of our values
- house points are used to reward individual children for good behaviour, manners, work, adhering to class/school rules, correct kit/equipment, work of a high standard etc. House points are collected at the end of each week and the house with the most points announced in Friday merit assembly. All children
- belong to a 'house' – kingfisher (blue), robin (red), woodpecker (green) or goldfinch (yellow).
- peers select other peers who model our values

Bullying

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

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

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TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

How we reduce negative behaviour:



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When dealing with misbehaviour, there are a range of consequences that a teacher can use alongside discussion with the child or class.

A natural consequence can be a good learning opportunity and should therefore be sought where possible – the natural consequences below could take place at a breaktime or in lesson time. This may include:
-Making a mistake better - for example tidying up a mess that has been made
-Trying harder / doing the best - for example completing a piece of work or re-writing a piece of work in line with expectations
-Restorative Justice conversation – for example when two peers have not played fairly or kindly at playtime

Consequences may sometimes be artificial. These consequences aren't directly linked to the behaviour and there are circumstances where these too are appropriate and can be used by the class teacher. This may include:
-Missing playtime or lunchtime
-Taking time out in another classroom or space
-Restriction of privileges such as roles of responsibility
-Restriction of access to extra-curricular events such as sporting opportunities or out of school events

Staff should always consider the most appropriate time to discuss consequences with a young person. This may not be immediately after an incident has occurred but after they have regulated and are ready to discuss what has happened.

Incidents of misbehaviour will be recorded by staff on Arbor either as a level 1, 2 or 3.

A level 1 incident is recorded on Arbor as a record of the behaviour for staff to monitor such as being rude to a member of staff, showing work avoidance.
A level 2 incident is recorded on Arbor if level 1 behaviour persists, or for incidents which are considered greater than a level 1 such as hurting another child. This is when an email is sent to parents to inform them of this but does not require any further action from them or the class teacher.
A level 3 incident is recorded on Arbor for incidents which are then considered greater than level 2 such as intentional physical aggression to another child being or when a child removes themselves from the learning environment without permission. An email is then sent to parents to inform them of this and acknowledging that the class teacher will be in touch further to discuss what has happened.

Violent behaviour
If at any point, behaviour in school is either violent or severely disruptive, the staff member may need to send for assistance by contacting a member of the senior leadership team for support. All instances of violent behaviour must be reported to SLT and recorded in CPOMs. In the event that school property is wilfully or maliciously damaged, then parents may be asked to pay to repair or replace the damaged item(s).

Discriminatory behaviour and bullying
All incidents of bullying (including online), racial abuse, homophobic abuse, religious intolerance and disability discrimination must be reported via CPOMS to the head teacher. The teacher, supported by a member of SLT, will investigate, log and contact parents as necessary. Our approach to discriminatory behaviour is in the first instance to educate the perpetrator so they understand the impact their choices have on others. Please also refer to our separate 'Anti-

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Bullying Policy' and 'E-Safety Policy'. Staff have a script to support with these conversations as well as a range of books that can be used with children during their discussions and learning.

Repeated negative behaviour

Where negative behaviour is ongoing, the class teacher, parents, child themselves or other staff members may recommend a behaviour plan. Behaviour plans escalate across three stages and are led by the class teacher initially. Stages two and three involve school leadership and class teacher. All three stages of the behaviour plan include the child and their parents and are formally recorded using the proformas in the appendices. Meetings for behaviour plans will happen periodically, for example, they may take place twice half-termly to monitor improvement, progress and any changes that are required.

Additional personalised support

For the vast majority of children, progression beyond this point will not be required. Where an individual is still struggling and showing distressed behaviours external specialist advice and personalised approach can be considered. The SENDCO, key professionals and parents will be involved in every step of a behaviour support plan (see appendix).

Further Sanctions

We believe that the above sanctions will be effective in dealing with most situations which occur in our school. However occasionally special 'time out' arrangements might be required to cater for children's specific needs. We would only consider using the following sanctions once other strategies have proved unsuccessful, or to deal with a very serious isolated incident:

- an internal suspension
- a short, fixed term suspension
- a permanent exclusion.
- Parents and carers will be informed of exclusions by telephone followed by a letter.

Behaviour in Nursery

High standards of behaviour are encouraged right from Nursery. Consistent practice in our early years setting ensures that children are 'school ready' and know what is expected of them when they join our Reception class. Nursery rules and procedures complement the systems in place in school, but may be adapted slightly because of the age of the children.

Lunchtime Supervisors

Our lunchtime supervisors are predominantly teaching assistants within our school and as such they know our rules, our children and our behaviour policy well. Behaviour incidents that occur at lunchtime follow the same procedure outlined above including seeking SLT support where necessary. Leadership will endeavour to come to staff outside to support them rather than having to bring children inside.

We are positive with our pupils and recognise behaviour that links to our school values, kind acts and helpfulness during the lunch break (both in the dining room and around school). At the end of lunch break, instances of how the value has been shown by the child, group of children or whole class will be reported to the class teacher.

Zero-tolerance

We have a zero-tolerance approach to sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment and physical violence towards staff or significant and intentional physical harm towards others.

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The school will ensure that all such incidents are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Focussed intervention with our family support worker
- Missed breaktimes and lunchtimes
- Internal suspensions
- Fixed Term suspensions?
- Regular meetings with parents/carers

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

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

Off-site behaviour

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

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

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

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

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant)

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will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
The school will also consider the pastoral needs of staff and pupils accused of misconduct.
Please refer to our child protection and safeguarding policy and allegations of abuse against staff policy for more information on responding to allegations of abuse against staff or other pupils.

Behaviour management

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.
They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display their own classroom rules
- Develop a positive relationship with pupils, which includes:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting afresh after the pupil has made a mistake
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

Physical restraint (see appendix 3)

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the bound and numbered book and reported to parents/carers

Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.
We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.
Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.
The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Safeguarding
The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Pupil transition
To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.
To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Training
Our staff are provided with training on managing behaviour. We endeavour to train a range of school staff in restraint and positive handling.
Behaviour management will also form part of continuing professional development and staff can access additional support for this as required. This support will be provided internally and through BDMAT for 25/26.

Monitoring arrangements
This behaviour policy will be reviewed by the headteacher and LAB annually. At each review, the policy will be approved by the headteacher.
The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body annually.

Appendix 1
Statement of Behavioural Principles

Rationale and Purpose
The LAB of Warton Nethersole's CofE Primary School have set out our statement of behavioural principles founded on the belief in the intrinsic value and potential of every child and their right to have their needs met regardless of their background. Everything within this statement is rooted in and underpinned by the school's core Christian values of Love, Trust, Thankfulness, Respect, Forgiveness and Community.

This statement has been drawn up in accordance with section 88(2) of the Education and Inspections Act 2006 and DfE guidance (Behaviour and Discipline in Schools: Guidance for Governing Bodies). The purpose of this statement is to provide guidance for the Headteacher and staff in drawing up the Behaviour Policy at Warton so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in the school, as well as taking full account of law and guidance on behaviour matters.

Core Principles

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Right to feel safe and respected at all times: All pupils, staff, parents and visitors have the right to feel safe at all times whilst in school and should always treat each other with respect, using the principles of restorative justice.

High standards of behaviour: The governors believe that high standards of behaviour are essential for a successful school, the best outcomes for our children and for achieving the school's vision. It is expected that all adults – staff, volunteers and governors – will set excellent examples to the children at all times.

Inclusivity and equality: Warton is an inclusive school where all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.

Rewards and sanctions: The Behaviour Policy must make it clear how and when rewards and sanctions, which include exclusions, will be applied.

Working with parents and others: The Behaviour Policy will make it clear how the school will work with all parents regarding their child's behaviour. It will also set out the criteria the school will use to determine when a multi-agency assessment will be considered for pupils who display continuous disruptive behaviour.

The use of reasonable force or other physical contact: The Behaviour Policy should clearly set out the circumstances where staff and others with authority may use reasonable force or other physical contact to control inappropriate behaviour, remove disruptive pupils from learning environments or prevent pupils from leaving learning environments or school premises. The Behaviour Policy must include a definition of 'reasonable force' and must explain how and under what circumstances pupils may be restrained. It must also pay due regard to pupil's mental and emotional wellbeing.

Power to screen and search pupils: The Behaviour Policy should clearly explain to staff and others with authority their powers to screen and search pupils for items that are prohibited or banned from school.

The power to discipline beyond the school gate: The Behaviour Policy should set out the school's response to any non-criminal bad behaviour or bullying that occurs anywhere away from the school premises and which is witnessed by a member of staff or is reported to the school.

Pastoral care for school staff accused of misconduct: The Behaviour Policy should set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff. Governors expect the Headteacher to draw on the advice in 'Dealing with Allegations of Abuse against Teachers' and other staff guidance documents when setting out the pastoral support that school staff should expect to receive if they are accused of misusing their powers. Staff so accused should not be automatically suspended pending an investigation.

This statement of principles should be read in conjunction with other key safeguarding and wellbeing policies as listed in the Behaviour Policy.

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Appendix 2

Inclusion Statement

We are committed to ensuring that all children, irrespective of ability, gender, ethnicity, religion, social background, language or disability are treated with equality in all aspects of the behaviour and discipline policy.

The Role of the Head Teacher

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school. The head teacher supports the staff by implementing the policy, by setting standards of behaviour, and by supporting staff in the implementation of the policy. The Head Teacher keeps records of all reported serious incidents of misbehaviour. The Head Teacher has the responsibility for giving fixed-term exclusions to individual children - for serious acts of misbehaviour - who repeatedly disobey their teacher's academic instructions - whereby allowing them to remain in school would seriously harm the education or welfare of the child or others in school For repeated, or very serious acts of anti-social behaviour, or where the child in question would seriously harm his/her education or welfare or that of others in the school the Head Teacher may permanently exclude a child. The behaviour of children outside school can be considered as grounds for exclusion.

Fixed-term and permanent exclusions

Only the Head Teacher (or Acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Head Teacher excludes a pupil, she/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make such an appeal. The Head Teacher informs the LAB and the chair of the local governing body about any permanent exclusion, and about fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

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Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis. She/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. Class teachers keep a log of children who have been sent out of class for inappropriate behaviour. The Head Teacher records incidents where a child is sent to him/her on account of bad behaviour in the behaviour Log which is kept in the Head's office. The Head Teacher keeps a record of any pupil who is excluded for a fixed term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Legislation and statutory requirements

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

- Behaviour in schools 2022
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

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

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

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Appendix 3

PHYSICAL INTERVENTION

Aim:

The main aim of the physical intervention statement, is to establish a school community with means of supporting children whose behaviour requires some form of physical intervention (in conjunction with the school's behaviour policy).

As far as is possible, only staff who have received training in positive handling should physically intervene and they should be sought for all cases where physical intervention is required.

It is recognised that there may be occasions when an individual child's behaviour has deteriorated to the point where he/she is not only a danger to him/herself but also to others. Even though all aspects of the school's behaviour policy may have been strictly adhered to and carried out, there could be times when the situation has become untenable. On these infrequent occasions, it may be necessary to remove the child to a place of safety in order for the situation to be calmed and resolved- this is our definition of reasonable force alongside those outlined in 'Use of Reasonable Force in School' published by the DFE.

Responsibilities of staff dealing with physically disruptive children:

In all cases where it is necessary for adults to remove children from a potentially dangerous situation by physical means, it must be remembered that the child concerned is still owed a duty of care and that the least physical intervention is still the most desirable course of action. The adults concerned in the physical act of removing a child to a place of safety, also owe themselves a duty of care to ensure that they too are not placed in a position of harm by their actions.

Positive handling procedures:

Depending on the age of the child and the degree of physical intervention which is deemed necessary, the type of contact between staff member and child will vary. In the event of a situation deteriorating to the extent that physical intervention is required, the member of staff involved initially should normally seek the assistance of another member of staff. It is also important that staff members should have a witness that no excessive physical intervention techniques have been employed and that due consideration is given to the safety of pupils and staff during the duration of the incident. Staff who have a physical problem or disability should automatically seek help from another member of staff. This also applies to female members of staff at any stage during pregnancy. Staff members should also take care when using physical intervention by ensuring that their hands are free from any implements which may cause injury to the pupil or staff member during an incident where physical intervention has been deemed necessary, where possible

Recording of incidents when physical intervention has been used:

After an incident which has necessitated the use of physical intervention, a record must be made as soon as practicable in the bound and numbered book and on CPOMs.

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Appendix 4

Anti-Bullying Policy

Bullying takes many forms and can include:
- physical assault
- teasing
- making threats
- name calling
- indirect (exclusion from groups, rumour spreading etc)
- cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger)

Bullying may target specific groups based on gender, race, religion, disability or may be homophobic or transphobic. Where bullying targets specific groups, the issue will be logged and recorded and appropriate staff informed. The underlying issues will be addressed through whole school and class based activities as appropriate.

Aims

The aim of our anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available in our school. This policy seeks to ensure that all members of the school community have a consistent understanding of the nature of bullying and the procedures in place in dealing with it.

Principles

1. All instances of children reporting that they are 'unhappy' will be taken seriously and investigated whether or not the evidence supports the designation 'bullying'.
2. The process of dealing with bullying will be evidence based starting, of course, with the evidence that a child feels that they have been bullied.
3. The first aim of the process is to address the unhappiness of the victim through listening, understanding and reassurance, and then to put in place measures to restore their faith that our school will be a safe and enjoyable place for them to come to school.
4. The second aim is to make the perpetrator (be it an individual or a group) fully aware of what they have done, the evidence that supports this and the impact that it has had (intentional or not), and crucially, the need to stop or change their behaviour.

Statutory duty of schools

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. This document sets out those procedures and is to be used in conjunction with the school's Behaviour Management Policy.

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Implementation

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be investigated (the same day where possible) by the member of staff who has been approached or a member of SLT
- A clear account of the incident will be recorded on CPOMs and discussed with the head teacher or a senior leader
- The head teacher / senior leader will interview all concerned and will record the incident
- Class teachers will be kept informed and monitor those concerned
- Parents will be kept informed
- Punitive measures will be used as appropriate and in consultation with all parties concerned

What will the school do to support a victim of bullying?

• Listen, take seriously, ask for and record specific examples, and incidents with as much detail as possible.

• Explain clearly that this will be investigated and ask if there is anyone they feel could be talked to as witnesses.

• If the issue is a manifestly 'serious incident' that happened in school that day, parents of the victim will be contacted.

• The evidence should ideally be collected within 24hours of the initial report, though this is not always possible if key staff or witnesses are absent. An outline of what the school is going to do should be communicated to the victim. Depending on the circumstances, this might be communicated to the victim plus their parents/carer.

• Whichever staff member is dealing with the bullying will gauge whether the victim feels reassured and 'safe for the future' by the actions taken. If not, the decisions made and the actions taken will need to be re-assessed. The staff member dealing with it should seek a second, independent opinion.

• It is crucial that whoever is dealing with the issue checks with the victim (often this works well if their friends are also asked) over the coming days and weeks, whether or not they are happy and that the issue has been sorted out for them.

• All records will be added to CPOMs as soon as possible after the incident is reported using the 'Bullying' tag. Class teacher, as well as the SLT, will be sent the record on CPOMs.

What the school will do to those accused of bullying?

• Explain clearly what the issue/allegation is, listen and record their response. Ask them who might be talked to as witnesses.

• If the issue is manifestly a 'serious incident' that happened in school that day, parents/carers of the perpetrator will usually be contacted.

• The school will clarify the facts surrounding the incident/s and take appropriate action, ideally within 24 hrs.

• Where an incident of bullying is viewed to have taken place with the evidence available, the school will seek to ensure the perpetrator understands absolutely clearly what they have done and its consequences so as to prevent re-occurrence.

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• Consequences, apologies and face to face meeting of the victim and perpetrator may, or may not, be part of the process as deemed appropriate by the senior leader and the victim. It may not always be appropriate to attempt to repair a friendship or relationship at this point.
• The severity of the incident, in the light of the last bullet point, will determine the use, or not, and level of sanctions. These can range from withdrawal from favoured activities or other privileges, loss of playtimes, exclusion from school during lunchtimes, exclusion from school. The headteacher will ensure that appropriate action is taken and decide whether parents are contacted on a case-by-case basis.
• Throughout this process, it is important that everyone remembers that the person who is bullying is still a child themselves and that as a Church School, the ultimate aim over time is reconciliation and forgiveness and that 'sanctions' are used to modify the perpetrator's behaviour not to 'satisfy' the victim.

Whole School Action In order to minimise the chance of, identify and deal effectively with all incidents of bullying at Warton the following have been put in place:
• All staff watch for early signs of distress in pupils
• All staff follow the 'listen, believe, reassure' protocol
• Weekly whole staff meetings report any established or on-going cases of or concerns about bullying, so that all staff can be vigilant and are aware of the need to report immediately [and to whom] any incidents.
• The Childline telephone number is clearly displayed in school.
• Parents are encouraged to contact their child's class teacher in the first instance if they have any concerns over their child's welfare, and then to talk to the headteacher or deputy (even informally) if they feel that the issue and their concern, has not been addressed.
• The school has an anti-bullying week every November to raise awareness of the effect of bullying

The following disciplinary steps can be taken in the case of bullying:

- official warnings to cease offending
- time out from lunchtime or break time
- exclusion from certain areas of school premises
- fixed-term exclusion
- permanent exclusion

Cyber Bullying
At school we have a very strong filtering system on the computers our children use. No phones or other electronic equipment are allowed in school. If phones or other equipment are brought to school children will be expected to deposit these with the school office for the duration of the school day.

However, if your child has access to a smart phone, a tablet or a computer they can have access to the internet and social media sites outside of school.

What children do at home is the responsibility of parents and we will continue to share advice and information on how to oversee technology use at home, but there are sometimes knock on effects that do impact on what happens in school, not least because

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children can arrive in school unhappy or anxious. Staff will always help with these issues, so please do not hesitate to let them know if out of school incidents are occurring.

Cyberbullying can include, but is not limited to:
- Threats and intimidation
- Harassment or stalking
- Vilification / defamation e.g. posting upsetting or defamatory remarks about an individual online, or name-calling using a mobile device
- Ostracising / peer rejection / exclusion
- Publicly posting, sending or forwarding personal or private information or images
- Manipulation (This is an often under-considered form of bullying, but unfortunately there have been many cases of manipulative cyberbullying. Examples include putting pressure on someone to reveal personal information or to arrange a physical meeting)

Within the curriculum, the school will raise the awareness of the nature of bullying through inclusion in the teaching of PSHE, through Circle Time, in collective worship and through other subject areas, as appropriate, in an attempt to raise awareness of the issues related with bullying and eradicate such behaviour.

Monitoring, evaluation and review

The school will regularly review this policy alongside the Behaviour Policy and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school by all members of staff.

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Stage 1: Behaviour plan

To be written in consultation with parents and the student.

Student		
Plan number:		List those who attended below:
Date:		



Assess

What are the behaviours that are causing concern? List a maximum of 3. *Be specific and indicate how often they occur (eg. once a week, twice a day).*	What do you think might be causing those behaviours? *Think "big picture" causes*



Plan

Write up to two targets for the student to work towards. *Use the format **when… instead of… I will…** Be as specific as possible.*	What whole class strategies will be implemented to support the student? (Maximum of 2) *Strategies must be practicably implemented by in the context of a 1:30 adult:student ratio.*

Review date: *No longer than one term from today*	



Review

Date:	

What impact did the plan have on the behaviours specified above? *Think about the frequency and severity of the behaviours.*	What should happen next?	
		Plan was effective – student no longer requires support *(plan discontinued)*
		Plan was effective – continue support at current level *(renew plan or write new plan at this level)*
		Student requires additional support *(write plan at Stage 2)*

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Stage 2: Behaviour plan

To be written in consultation with parents and the student.

Plan number:		List those who attended below:
Date:		



Assess

What are the behaviours that are causing concern? List a maximum of 3. *Be specific and indicate how often they occur (eg. once a week, twice a day).*	What do you think might be causing those behaviours? *Think "big picture" causes*

Causes of stress

What are the key causes of stress driving the student's behaviour? (eg. physical, emotional, cognitive, social, prosocial)



Plan

Whole class support:

Write up to three targets for the student to work towards. *Use the format **when… instead of… I will…** Be as specific as possible.*		What whole class strategies will be implemented to support the student? (Maximum of 2) *Strategies must be practicably implemented by in the context of a 1:30 adult:student ratio.*
1.		
2.		
3.		

Home target:

What strategy will be implemented at home to support the student?	

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Group work (adult led interventions):

What will be the purpose of the intervention *(eg. improve interpersonal skills, emotional self-regulation)*	
How will the success of the intervention be measured?	
What content will the intervention cover?	
Which adult will run the intervention? Where will it be run? When (day and time)? How long will the intervention run for?	

Environmental changes

What environmental changes will be made to support the student?

Other support

If necessary, write any further support to be offered below.

Support	Purpose

Impact measurement

How will you measure the impact of the intervention? Incorporate an objective, numeric measure.

Review date: *No longer than one term from today*	

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Review

Date:	

Indicate progress towards each target.

	Not achieved	Some progress	Achieved
1.			
2.			
3.			

Parental views

- *Attach student views to this plan.*

What impact did the plan have on the behaviours specified? *Think about the frequency and severity of the behaviours.*	What should happen next?	
		Plan was effective – student now requires less intensive support *(write plan at Stage 1)*
		Plan was effective – continue support at current level *(renew plan or write new plan at this level)*
		Student requires additional support *(write plan at Stage 3)*

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Stage 3 behaviour management plan

Photograph

of

student

Student name			
Date		Plan number	

Objective of plan:
Overall objective here.

Topography of behaviour:

Before	Behaviours seen when student is escalating towards an incident.
During	Behaviours seen during an incident.
After	Behaviours seen following an incident.

Triggers:
Write common triggers for the above behaviours here. Include when you are most likely to see these behaviours.

Management strategies (extrinsic):

Use:	Avoid:

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Awareness and consistency:
Ask the key adults who come into regular contact with the pupil, including PPA teachers / sports coaches etc. to read this section of the plan, and to name, sign and date it.

Name	Signature	Date

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State of change assessment:
Underline/bold current position:

Precontemplation Contemplation Determinism Change Maintenance Relapse

Causes of stress

What are the key causes of stress driving the student's behaviour? (eg. physical, emotional, cognitive, social, prosocial)



Plan

Whole class support:

Write up to three targets for the student to work towards. *Use the format **when… instead of… I will**… Be as specific as possible.*		What whole class strategies will be implemented to support the student? (Maximum of 2) *Strategies must be practicably implemented by in the context of a 1:30 adult:student ratio.*
1.		
2.		
3.		

Home target:

What strategy will be implemented at home to support the student?	

Adult led intervention programme (intrinsic):

Target	Write a simple, practical and actionable target (preferably related to the student's position on the state of change model). This should be formulated with the student.
Student	What the student will do to achieve the above target. Explicitly discuss the following: *Can I do it? Will it work? How do I benefit (intrinsically)?*
School	What the school will do to help the student achieve the target.
Family	What home will do to help the student achieve the target.
Friends	What the student's friends will do to help them achieve the target (where appropriate).
What	What is the content of the intervention?

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Who	Who is going to deliver this on behalf of the school?
When	When is the programme going to be delivered (and how often).
Where	Where any work to achieve the target will be completed.
Relapse plan	What the student, home and school agree to do following a relapse.

Other support

If necessary, write any further support to be offered below.

Support	Purpose

Measurement (Goal Attainment Scaling):

		Review
+2	Most favourable outcome that is likely.	
+1	Greater than expected outcome.	
0	Expected outcome.	
-1	Less than expected outcome (usually no change / where student is now).	
-2	Most unfavourable outcome (deterioration).	

Contributors:
List the names of people who contributed to the plan.

Student agreement:
I agree to follow the actions on this plan: _____

School agreement:
We agree to follow the actions on this plan: _____

Home agreement:
I/we agree to follow the actions on this plan: _____

Preferably, agreements about agreeing to actions should be made as publicly as possible.

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Review:

This plan will be reviewed on	Insert date and time here.



Review

Date:	

Indicate progress towards each target.

	Not achieved	Some progress	Achieved
1.			
2.			
3.			

Parental views

- *Attach student views to this plan.*
- *Reassess change programme using goal attainment scaling (mark on original plan)*

What impact did the plan have on the behaviours specified? *Think about the frequency and severity of the behaviours.*	What should happen next?	
		Plan was effective – student now requires less intensive support *(write plan at Stage 2)*
		Plan was effective – continue support at current level *(renew plan or write new plan at this level)*
		Student requires additional support

What elements of the plan were successful?
List here.

What elements of the plan were not successful / need to change?
List here.

Contributors:
List contributors to the review here.