

Days Lane Primary School



Positive Behaviour and Anti Bullying Policy

PHILOSOPHY

Children learn best when they are happy, secure and clear about what is expected of them in all aspects of life and when they are encouraged, consistently, to behave well. The school believes that the fundamentals of good behaviour should be learned at home. Children should know how to listen to others, to display good manners, to respect themselves, other people and property. (We would expect children to have been taught that 'no' means 'no' and to respond to requests promptly and politely.) In school we will encourage children to become self-disciplined in order to maintain a harmonious inclusive learning environment. In order to sustain or raise children's self-esteem, when dealing with aspects of behaviour we will separate the child from the behaviour and focus talk around the 'behaviour'.

The role of parents/carers in understanding the way the school works, and how they can support it, is a key part of the way good conduct is encouraged and maintained. We provide a well-defined, structured and stable environment whereby children will grow to appreciate the need for a form of self-discipline. This will not only contribute to the general well-being and safety of the school community but also provide a basis for a sound philosophy in adult life.

PARENTAL INVOLVEMENT

At Days Lane School high priority is given to establishing positive links with parents/carers. These links are important in promoting children's education and in maintaining high standards of behaviour. Parents/carers are invited to visit the school, whether for consultation on their child's progress or for special occasions such as: class assemblies, plays, concerts and sporting activities.

There is a range of activities involving parental participation. These include support in the classrooms, helping with visits, hearing children read and various types of homework. Home School events also bring parents/carers into contact with the school in positive ways and the Home School Agreement sets out simple guidelines for co-operation between parents/carers, pupils and teachers.

By offering a range of formal and informal opportunities to visit in this way and to become involved in the work of the school, we at Days Lane hope to encourage a climate of trust. Attendance at Open Evening is a key part of this home-school link.

When a child's progress, well-being or behaviour has become a source for concern to parents/carers, they should approach the school.

When teachers are concerned about a child in school they will be approaching the parents with whom they have already established a relationship. Parents/carers are then more likely to be responsive if the school requires their support in dealing with the difficult issues surrounding unacceptable behaviour and its consequences.

All parents/carers are expected to sign the Home School Agreement annually.

CODE OF CONDUCT

At Days Lane Primary School we expect that:

EVERYONE WILL ACT WITH COURTESY AND CONSIDERATION TO OTHERS AT ALL TIMES This means that as pupils of the school:

- You always listen to and try to understand other people's points of view.
- You are to show respect for other people's property at all times.
- You make it as easy as possible for everyone to learn and for the teacher to teach.
- Arrive at school on time with everything that you need for the day.
- You listen carefully to members of staff, follow instructions and work cooperatively.
- You move carefully and quietly about the school. Be ready to help by opening doors, standing back to let people pass and helping to carry things. In crowded corridors please keep to the left.
- Always speak politely to everyone. Do not raise your voice in the school building. Shouting is discourteous. Abusive language is offensive and will not be tolerated.
- Be silent whenever this is required.
- Keep the school clean and tidy so that it is a welcoming place of which we can be proud. Put all litter in bins, keeping walls and furniture clean and unmarked. Take great care of any displays.
- Wear school uniform as this demonstrates a sense of identity and pride in your school. Out of school, walking locally or with a school group, remember that the school's reputation depends on the way you behave.

These principles are encapsulated by our Five Golden Rules, which will be displayed in every classroom in the school:

The 5 FIVE GOLDEN RULES

1. Work hard to improve in all you do;
2. Set a good example in your behaviour in class and around the school;
3. Respect everyone's right to be treated fairly;
4. Be friendly, helpful and polite to everyone you meet at school;
5. Look after property whoever it belongs to and care for the environment.

Mobile Phones and Electronic Devices

Please note that Ipods and other electronic devices are not to be brought into school. Mobile phones should only be brought in to school by Year 6 children in exceptional circumstances i.e. where children travel to and from school without a parent/ carer. A letter from home stating that this is at the family's own risk should be provided.

HOW TO ENCOURAGE GOOD BEHAVIOUR

At Days Lane Primary School we agree to:

- Provide stimulating and challenging learning opportunities;
- Recognise, highlight and praise good behaviour as it occurs (see rewards below);
- Value the contributions of all children equally;
- Create a challenging, secure and safe learning environment;
- Enable children to feel approved of, secure and liked;
- Treat all children fairly;
- Allow each child a turn when sorting out difficulties and managing situations;
- Give children positive examples of how to treat others with respect;
- Manage peer groups effectively to give children positive peer role models;
- Give children opportunities to ask for clarification without feeling afraid;
- Make sure children understand why we have these expectations and what the benefits are for the child and the whole school;
- Make sure children understand the sanctions that will be taken if these expectations are not met.

REWARDS

Good behaviour is based on everyone knowing what standards are expected. Children respond positively to systems that recognise their individuality. Teachers are the role models for children and must have high expectations of themselves and their pupils. Emphasis should be given to praise and reward.

- Praise should always be genuinely intended.
- Praise should be frequent.
- Praise effort as well as achievement.
- Praise with fairness and consistency. □ Praise personal qualities often.

Rewards

All children will be eligible for appropriate rewards, which will be awarded for behaviour, organisation, effort, attainment or excellence.

The overall aim of the reward system is to encourage all children to reach their full potential in terms of both behaviour and attainment.

These rewards may include:

- Verbal praise
- Written praise e.g. on pupil's work o Awarding stickers o Awarding house points
- Certificates for reader/writer of the month o Class rewards (pasta in a jar) o Show work/achievement to wider audience o Showing work to the head teacher o Phone call home from teacher o Post card home
- Letter to parents/carers from the head teacher o Star of the week
- Special mentions in Celebration assembly
- Being awarded 'Perfect Presentation' or 'Marvellous Manners'

PROCEDURE FOR INAPPROPRIATE BEHAVIOUR

If behaviour falls short of our expectations, staff should explain why the behaviour is unacceptable and outline the consequences of this. Details of all incidents should be written down and logged. Copies should be made available to the deputy/head teacher via entries in class diaries or behaviour logs for more serious incidents at the end of each week or sooner if the incident is urgent.

In order to make the children value the system of dealing with inappropriate behaviour (especially when no adults were present), it is *vital* that all children are treated fairly and have an opportunity to explain the situation from their point of view, before the adult makes any judgment.

It is our aim that in dealing with inappropriate/unacceptable behaviour, children and parents/carers feel supported at all times. Parents/carers are seen as partners, working with the school and their children, to achieve a common goal.

There will be a high expectation that the school code of conduct will be adhered to and we will show our disapproval of inappropriate or unacceptable behaviour by implementing a range of sanctions

With the support of all staff, children will be encouraged to take full responsibility for their own behaviour. They will learn how to make appropriate choices and how to accept consequences. When sanctions are applied the reasons for them will be explained clearly to the child either at the time or as soon as possible afterwards. These sanctions may include:

- Polite reminder: First warning
- Move away –Second warning, time out away from the group within the class
- Move out –Third warning time out in another class (Leader of Learning/Inclusion Manager) and 'Back on Track' form and miss break

- Internal exclusion (Deputy Head teacher)
- Fixed period exclusion (Head teacher/Acting Head teacher)
- Permanent exclusion (Head teacher/Acting Head teacher)

Some or all of these sanctions will involve phone calls, letters to parent/carers or interviews with the parent/carers. Throughout these stages we will put into place agreed strategies to support the pupil in modifying their behaviour.

It is expected that parents/carers will support the teacher in applying sanctions and assist the teacher in agreeing a plan of improvement.

Verbal abuse or physical assault in lessons will always result in an immediate move out of the situation.

INTERNAL EXCLUSION

When a pupil is excluded internally he/ she will still attend school but may not be learning alongside their peers. Internal exclusion would occur after serious physical contact with children or adults. Sanctions may include:

- Loss of playground privileges
- Removal from playground for a set period of time
- Attendance at structured lunch for a defined period
- Lessons to take place out of class

EXCLUSION FROM SCHOOL

When a pupil is excluded, he/she may not attend school. At Days Lane pupil's exclusion of any sort is rare. Efforts are made to resolve behavioural, work or attitude problems as they arise, and this is usually successful.

Exclusion from school is an immediate option where a child is:

- Physically or verbally abusive to another child or any adult
- In breach of the schools behaviour policy by persistently disrupting learning

Most exclusions of a pupil from school usually follow a period of deteriorating behaviour. The school will normally have made earlier contact with the parents and possibly other support agencies and made reasonable efforts to cater for the pupil's needs or to manage difficulties in behaviour. Exclusions are used both as a sanction and as a time to find a solution to the problems that have arisen between the pupil and school.

Decision to exclude

Only the Head teacher, (or, in the absence of the Head teacher, the acting Head teacher) can exclude a pupil. Other exclusion-related activities do not have to be undertaken by the Head teacher personally, but may be delegated.

In excluding a pupil a Head teacher/Acting Head teacher is required to inform the parents/carers and chair of governors immediately of the reason for, and the duration of the exclusion, and to invite the parents/carers to attend a meeting to agree strategies to try to avoid further exclusions.

The parents/carers are also informed of their right to review by the Chief Education Officer for Schools. The Head teacher, Deputy Head teacher or governing body, is further required to report the exclusion immediately to the local authority.

The key feature is that the school, pupil, parents/carers and others work together towards the child's reinstatement, with a common understanding of why exclusion was necessary.

Most exclusions are for a fixed period (e.g. five days or less). Only in the most severe cases a permanent exclusion could be considered.

Fixed term exclusions

A decision to exclude a pupil for a fixed period should be taken, on a balance of probabilities, only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate.

Strategies to prevent exclusion

In most cases permanent exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour. Additional measures could include:

- the school engaging with parents;
- a change of teaching set or class;
- curriculum alternatives, including attendance at an alternative provision e.g. LA Nurture Group or another form of alternative provision;
- temporary placement in an in-school Learning Support Unit as part of a planned positive programme for pupils;
- temporary or part-time placement in a Pupil Referral Unit or with a voluntary/private sector alternative provider, where the pupil can receive educational provision intended to improve their behaviour;
- a managed move to another school, with the consent of all parties involved; this can be successful for pupils at risk of exclusion and as an alternative to permanent exclusion
- consideration by the Inclusion manager, with colleagues, of possible interventions within the school;
- assessment of special educational needs, initiating statutory assessment of SEN, including possible placement in a special school;

- allocation of a key worker such as a Learning Mentor, key attachment figure, Education Welfare Officer or member of a Behaviour and Education Support Team;
- Referral to a specific support service, such as the Education Welfare Service, Children's Services or the Child and Adolescent Mental Health Service.
- Use of Pastoral Support is also used to help pupils better manage their behaviour. It is particularly appropriate for those pupils whose behaviour is deteriorating rapidly.
- The Early Intervention Team (EIT) which is common to all children's services, will help identify a child's needs as early as possible and agree what support is appropriate. Team members will also work with such matters as supporting the Education Health Care Plan (EHCP) process, working with children in danger of exclusion, and also those with serious attendance problems.
- Resulting early intervention should help reduce the risk of problems reaching the point where exclusion is considered necessary.

Serious one-off

There are however circumstances where, in the head teacher's/teacher in charge's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- a) Serious actual or threatened violence against another pupil or a member of staff;
- b) Sexual abuse or assault;
- c) Supplying an illegal drug; or
- d) carrying an offensive weapon

These instances are not exhaustive.

Schools should consider whether or not to inform the police where a criminal offence may have taken place.

Behaviour outside of school:

A school behaviour policy may regulate pupils' behaviour where the pupils are neither on school premises nor in the charge of school staff, where it is reasonable to do so. The school's behaviour policy should provide for the circumstances where the school may discipline pupils for poor behaviour outside school. Pupils' behaviour outside school on school business — for example, on school trips, away school sports fixtures may be subject to the school's behaviour policy. Poor behaviour in such circumstances should be dealt with as if it had taken place in school.

For behaviour outside school, a head teacher may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. This will be a matter of judgment for the head teacher.

Pupils' behaviour in the immediate vicinity of the school, or on a journey to or from school, can be grounds for exclusion.

If a pupil is in school uniform and bringing the school into disrepute this may also be grounds for exclusion.

VIOLENT, AGGRESSIVE OR ABUSIVE BEHAVIOUR

What is violent behaviour?

Violent, aggressive or abusive behaviour can be one sided or two sided. Violent, aggressive or abusive behaviour is when a pupil deliberately causes harm, upset or damage through the use of aggression, force or abuse to an individual or individuals.

Violent, aggressive or abusive behaviour can include -

- The use of physical force to cause harm, hurt, injury or damage Loss of self-control leading to the use of violence, aggression or abuse.
- Use of abusive language with the intent of causing insult, hurt or upset.

School's procedure for dealing with violent behaviour

- Parental involvement will be sought on all occasions of violence, aggression or abuse.
- Persistent low level disruption by pupils, e.g. constantly arguing, annoying others, day to day name calling, teasing, pinching, pushing others, will be dealt with in much the same way as violent behaviour where it becomes clear that a child is affecting the lives of various others on a regular basis.
- The school will take all necessary action appropriate to the level of seriousness of the incident.
- Parents/carers who learn of others involved in incidents through their own children **MUST NOT** seek resolution outside of the school either with parents/carers or with pupils involved. Although it is appreciated that this can be well intentioned, it can potentially lead to a worsening of the situation.
- The school expects parents/carers to support the Headteacher in applying appropriate sanctions and assist the school with seeking resolution to incidents of violence, aggression or abuse.

PHYSICAL RESTRAINT

POSITIVE HANDLING POLICY

This policy sets out the framework for the use of reasonable force or positive handling, but it must be clearly understood that this should always be set within the school's overall behaviour management framework and is only used as a last resort under-pinned by sound risk assessment. Providing successful inclusion may necessitate physical restraint but only as one of the strategies available for the management of challenging behaviour. Only in the event of failure of clearly defined protocols to bring control to the situation, or imminent danger to persons, should positive handling be considered.

Positive Handling describes a holistic approach to a range of risk reduction strategies which include non-verbal, verbal, and, where "reasonable and absolutely necessary", physical interventions.

An adult in charge of children has a responsibility to intervene in the event of the following types of incident.

Types of incident where the use of force may be necessary are given as:

- Action due to imminent risk of injury
- Action where a pupil is compromising good order and discipline
- Action due to imminent risk of significant damage to property

Minimising the need to use force:

Adults need to:

- Create a calm environment that minimises the risk of incidents arising that might require using force
- De-escalate incidents if they do arise
- Only use force when the risks involved in doing so are outweighed by the risks involved in not using force
- Ensure that risk assessments and positive handling plans for individual pupils are in place.

Deciding whether to use force

Staff should only use force when:

- The potential consequences of not intervening are sufficiently serious to justify considering use of force
- The chances of achieving the desired result by other means are low;
- The risks associated with not using force outweigh those of using force.

Using force

- Adults will only use the minimum force necessary to achieve the desired result

- The pupil will be given clear oral warning that force may have to be used
- The adult will not use force unless, or until, another responsible adult is present to support, observe and call for assistance (Unless there are exceptional circumstances whereby children, or adults, are in imminent danger or immediate risk of being physically hurt)
- Where individual children are identified as potentially requiring semi –regular/ regular handling then staff associated with such children will receive positive handling training (Team Teach).

Positive Handling:

Examples of situations are:

- A pupil attacks a member of staff or another pupil;
- Pupils are fighting;
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- A pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others;
- A pupil absconds from a class or tries to leave school (N.B. this will only apply if a pupil could be at risk if not kept in the classroom or at school).

The list is not exhaustive.

Recording incidents

When force has been used on a pupil, the incident will be recorded in the “Incident Record Form,” which will be stored in the Headteacher’s Office. Parents/Carers will be contacted immediately after the incident, when adults and pupils have had time to calm and rebuild the relationship.

The Headteacher will report all Positive Handling incidents to the Governing Body.

(Reference: DSS A Summary of Government Advice, Ref. No DFE-00060-2011, July 2011)

ANTI – BULLYING POLICY

At Days Lane we believe that every single child has the right to learn in a school environment, free from bullying of any kind and in which they feel safe and supported. Bullying of any kind is deemed unacceptable and will always be treated seriously and acted upon. We are a **telling** school and anyone who knows about incidents, or is witness to occurrences, is expected to tell a member of staff.

We believe that everyone involved in the life of Days Lane must take responsibility for promoting a common anti-bullying approach.

We agree to: tell; be supportive of each other; provide positive role models; **convey a clear understanding - that we disapprove of unacceptable behaviour;** be fully involved in the development of the anti-bullying policy and support each other in the implementation of this policy.

DEFINITION OF BULLYING

Bullying is behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally.

Bullying can seriously damage a young person's confidence and self-worth; it is the responsibility of all staff to actively support children who are being bullied and to act in a supportive and confidential manner if a child approaches them with an allegation of bullying. Bullying is not when children have the odd argument, fall out or engage in a one off tussle.

Bullying includes:

- **Verbal** – for example name-calling, taunting, mocking
- **Physical** – for example kicking, hitting, pushing, taking belongings
- **Cyber Bullying** – text messaging, prank mobile calls and inappropriate use of social networking sites and nasty messages or name calling whilst gaming
- **Emotional** – for example excluding people from social groups and spreading hurtful and untruthful rumours
- **Prejudice** - causing physical or emotional damage to a pupil or group of pupils and can be motivated by prejudice on grounds of race, religion, violent extremism or radicalisation, culture, sex, gender, homophobia, disability and special educational needs or because a child is a looked after child or adopted or is a carer

OUR AIMS

1. To present to children a safe and secure environment where there is an understanding that bullying will not be tolerated.
2. To encourage and allow all our children the opportunity to be individuals and to express their own opinions without fear of ridicule.
3. To ensure that both children and parents understand the procedures that will be taken when an incident of bullying takes place.
4. To ensure that children feel listened to.

BULLYING PREVENTION

As a school we have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest. Our school's response to bullying does not start at the point at which a child has been bullied. Our school staff act proactively to gather any information about issues between pupils which might provoke conflict, and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies.

At Days Lane we will:

- Ensure all staff are aware of and follow the school behaviour policy.
- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Actively provide opportunities (through PSHCE/circle time/ SMSCD/ ICT/ e-safety) to develop pupils' social and emotional skills, including their resilience.
- Provide an 'open door' approach for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the school's values for example, tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum (stories, drama and role play) including a range of additional approaches such as through displays, assemblies, events, and the school council.
- Regularly update and evaluate our approaches to take into account the developments of technology, and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff to identify all forms of bullying and to follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and information about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.

- Celebrate success and achievements to promote and build a positive school ethos.

Involvement of pupils

We will:

- Regularly gather the children's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum (appropriate to their age).
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

Liaison with parents and carers

We will:

- Make sure that key information about bullying (including policies and named points of contact if parents are worried) is available to parents/carers e.g. website, newsletter.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that may give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils.

SUPPORTING PUPILS

The first priority will be to support the victim.

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice; reassuring the pupil and providing continuous support.
- Helped to develop strategies to prevent re-occurrence;
- Restoring self-esteem and confidence. Sanctions will be applied to those children who are bullying as appropriate. This may be a removal of privileges or removal from the playground for a period of time in order that the victim may play safely in the knowledge that the bully is not present.

Pupils who have bullied will be helped by:

- Discussing what happened and establishing the concern, developing an understanding of the impact of their actions on the victim, and helping them understand that what they have done is wrong and that they need to change their behaviour;
- Informing parents/carers; to help alter negative attitudes and behaviour.
- Providing appropriate education and support.
- Sanctioning in line with school behaviour/discipline policy - for example, removal of the bully from the playground or classroom, time out in another class or with a senior teacher, or exclusion from playtime or lunchtime. In extreme cases, the parent may be asked to take the child home at lunch time, or as a final resort, a formal exclusion process may be instigated.

REPORTING INCIDENTS OF BULLYING

- There are several methods for reporting suspected bullying incidents:
- Make a report in person
- Contact the school by phone and ask to speak to your child's teacher
- Email the school

When parents/ carers have raised a concern about a potential bullying issue, it is important that they be assured that action will be taken.

Our response will be as follows:

- The class teacher will contact the parent making the report about your concern within one school day.
- The class teacher will talk to all parties concerned to establish what has happened and if the incident is considered bullying; the SLT will be informed.
- The class teacher will talk to the parents of all children involved (this would usually be done individually), investigate allegations of bullying and attempt to resolve the situation within 3 working days.
- Parents will be informed that an incident/ allegation is being dealt with as soon as it is brought to our attention; in particular if it is a Friday or the day before a holiday.
- Please be aware that we cannot discuss any other child except your own.

PROCEDURE FOR DEALING WITH BULLYING

- All parties will be given an opportunity to explain their side of the story.
- Boys and girls will be treated equally.

- In cases of IDENTIFIED bullying, staff will report to the Head Teacher.
- Parents will be informed and will be asked to come in for a meeting to discuss the problem.
- If necessary and appropriate, police will be consulted.
- The bullying behaviour and threats of bullying must stop immediately.
- Both the parties will be helped forwards.
- The bully will be expected to offer an apology; this will differ depending on the nature of the incident, but consequences will still be in place.
- In particular cases, fixed period exclusions or even permanent will be considered.
- Wherever possible, reconciliation will be encouraged.

HATE INCIDENTS

Discrimination or harassment which is based on someone's race, nationality, faith, sexuality, disability or gender identity is collectively known as "hate incidents". These must be reported to the Deputy Head/Head teacher who will follow the procedures for notifying the local authority and governors as well as informing all sets of parents/carers. Where it can be shown beyond reasonable doubt that a hate incident has taken place a separate procedure must take place, and the events recorded.

Where children, and especially younger children, use hate elements in name-calling and arguments, this will be treated appropriately by the school, and advice given to the child.

Procedures for Dealing with Hate Incidents

The following procedures outline a range of possible measures that are in no way exclusive. The school will have to decide as a matter of collective responsibility as to how to deal with each incident. There are a range of agencies that can provide support to the school in dealing with such issues.

The Victim

- give support and assistance
- explain the action taken to deal with the incident
- re-state the firm policy of the school towards such action
- encourage the victim to express their concerns and feelings
- arrange meeting with parents/carers to discuss the incident and explain action taken by the school

The Offender

- Firmly explain the wrong done with or without the appropriate sanction in line with the disciplinary code
- arrange to meet with parents/carers as necessary

- Head teacher to record the incident formally and respond to the gravity of the incident
- incidents of a particular serious nature which could have repercussions outside the school should be reported to the LEA
- report the matter to the police as and when necessary
- provide relevant guidance counselling/support to prevent re-offending
- exclusion procedures should be used only if appropriate

The School

- In dealing with the impact on the school as a whole it may be necessary to:
- hold a staff meeting to share information and decide course of action
- use the assembly to address some of the issues
- consider a curriculum input to deal with some concerns
- enable discussion of the matter with pupils where there is a possibility of a backlash or distortion of the situation through rumour
- send letter to parents/carers explaining the matter and action taken by the school

What those affected can do

- ✓ **TALK** to an adult if they feel they are being bullied;
- ✓ **TALK** to an adult if they feel another person is being bullied.

Everyone has a duty to help in every way possible to stop bullying.

Therefore, everyone must be continually encouraged to work against bullying. This means speaking up for somebody who needs support and informing an appropriate adult. We must all understand that by not telling someone, we are helping the bully and that bullying will continue.

APPENDIX A

All STAFF

Advice on when reacting to a specific incident

Before recording an incident it may be useful for staff to consider the following:

- Has the incident with the same person or people occurred several times within a reasonably short period of time?
- Is it a disagreement or the result of play which has got out of hand?
- Is it a 'falling out of friends' matter?
- Are you sure that the child has not had at least partial responsibility for the incident?
- Can you recognise a pattern to the incidents?
- Have you noticed any change in the child's behaviour?

Although incidents may not be bullying, they should always be followed up thoroughly in school and dealt with appropriately with timeliness and sensitivity. All incidents of bullying (as defined in our policy) will be recorded by the school. The adult dealing with the incident will take responsibility for ensuring that the matter is properly recorded and that the record is passed to the class teacher, who will update as necessary throughout an investigation. Parents/carers of all children involved will be informed of what has happened, and how it has been dealt with. All discussions and actions relating to the incident/investigation will be documented.

APPENDIX B

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: "No health without mental health": <https://www.gov.uk/government/publications/nohealth-without-mental-health-across-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk

- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT (lesbian, gay, bisexual, and transgender)

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org

- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational

Reviewed: July 2019

Next Review Date: January 2022



COVID-19 Positive Behaviour and Anti-Bullying Policy Addendum

While COVID-19 measures are in place, the Positive Behaviour and Anti-Bullying Policy will take account of changes in normal safeguarding practice in line with, **“Actions for schools during the coronavirus outbreak”**

<https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing>

At Days Lane Primary School, we are committed to maintaining a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid19 pandemic, to make some adjustments for the safety of all pupils and staff.

These adjustments are set out below: The school recognises that this is a new way of working for all of us. Children will need regular / daily reminders about what the new and 'safe' expectations are. Children are social beings and would naturally gravitate towards each other and staff. At all times, staff need to take a measured and age appropriate approach when reminding children about what is acceptable. Children's well-being and mental health needs to be at the forefront of every staff member's mind.

1. Introduction

This addendum applies until further notice.

Unless covered in this addendum, our normal Behaviour Policy continues to apply.

We may need to amend or add to this addendum, as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

2. Expectations for pupils in school

2.1 New Expectations

When pupils are in school, we expect them to follow the expectations, set out below, to keep themselves and the rest of the school community safe.

Staff will be familiar with these expectation and make sure they are followed consistently.

Parents should also read the expectations and ensure that their children follow the new procedures that have been put in place. Parents should contact their child's class teacher, if they think their child might not be able to comply with some or all of the expectations, so we can consider alternative arrangements with them.

Whilst we are working in exceptional times, our first priority, as always, is to keep children safe.

Therefore, in accordance with government guidelines, we are implementing a clear approach to social distancing in a number of important areas. Government guidance does not advise that social distancing is essential at all times in school, but it is one of a range of measures that schools are taking to keep children safe. This means:

- Pupils will be at desks that are set apart as much as possible. Pupils must stay at their desk to complete their work as much as possible.
- To maintain social distancing between groups, pupils won't be eating in the lunch hall, but instead in their designated classrooms or a designated outdoor space.
- Pupils must follow the measures in place when visiting the toilet one after the other.
- There will be staggered break / playtimes / use of outdoor spaces so that different bubbles are not using the space at the same time.
- Outdoor space has been clearly segregated, different groups have been allocated to specific areas. Exclusion zones shall be in place between areas to allow social distancing. Pupils must stick to the designated zones for their bubble.
- There will be appropriate signage re social distancing and arrows showing direction of footfall, to be placed on display in all rooms, offices, corridors etc. Children must use and follow this signage at all times.
- Pupils are reminded to regularly wash their hands, using the appropriate method after sneezing.
- Pupils are reminded to wash their hands on a frequent and regular basis, using the approved "20 second" method.
- Pupils must stay within their identified bubble, throughout the time they are in school.
- Pupils must follow the altered routines for arriving at and leaving school.
- Pupils must tell an adult within school if they are feeling unwell.
- Pupils must not cough, sneeze or spit at or towards another pupil or adult.
- Pupils must follow adult instructions at all times, in order to enable staff to keep them and others safe.

2.2 Rewards and Sanctions for Following Expectations

To help encourage pupils to follow the above expectations, we will:

- Provide stickers, use positive praise to identify when a child is complying with expectations and provide certificates to children for recognition of positive behaviour.

If pupils deliberately and knowingly fail to follow the expectations set out above (2.1) to enable staff and pupils to remain safe in school, appropriate sanctions will be put in to place. The senior leadership team will take in to consideration any known special educational needs and the seriousness of the incident.

Where a pupil's behaviour is not in line with the school's Behaviour Policy, the following procedures will be followed:

- Pupils will first be given a warning by the member of staff that observes the inappropriate behaviour.
- If the behaviour continues, an allocated staff member (pastoral lead/SEN support teacher) will be called for. The staff member will talk through the behaviour with the pupil and try to de-escalate the situation. To aid the situation, the pupil will spend some time away from the classroom, in The Little Wing at a social distance, trying to ascertain the cause of the behaviour. The aim will always be to support the pupil's mental health and well-being. For pupils with special educational needs, this may include a social story or comic strip conversation. When the pupils is ready, they will then return to class.

- If the pupil's poor behaviour continues and is repetitive, despite support given, staff will establish with parents via telephone call, if there is any context behind the behaviour. *(Root causes of inappropriate or challenging behaviour may be related to changes to the environment, adjusting to the new routines, friendship difficulties or other issues related to Covid-19).*
- Reasonable adjustments should be made to support the pupil following identification of an underlying issue e.g. moving them to a different location within school, changing work expectations etc.
- If the pupil's poor behaviour still continues, a member of the senior leadership team should be called and they will ensure that all staff have followed the behaviour policy and at this point will consider next steps. The member of the senior leadership team will then phone the pupil's parents to arrange a socially distanced meeting or phone conversation. This may result in the pupil being unable to attend school for a period of time. Where behaviour has been excessive, or repetitive a fixed term exclusion may be applied.

Head teachers retain the power to exclude pupils on disciplinary grounds. Any decision to exclude will be lawful.

In the current climate, of the Coronavirus pandemic, any deliberate action, by a pupil, which could result in the transfer of germs e.g. coughing, sneezing or spitting at or towards another pupil or adult, is likely to result in a fixed term exclusion.

2.3 Changed Expectations

As long as this addendum applies, we will alter the following school expectations.

- Attendance expectations for pupils have been set out in the school's Attendance Policy Covid-19 Addendum.
- Uniform must be worn and washed daily before returning to school the next day. Pupils must not wear any uniform that cannot be machine washed. If parents are having difficulties with providing an appropriate uniform, they must speak to the school office.

3. Expectations for Pupils at Home

3.1 Remote Learning Expectations

If pupils are not in school, we expect them to follow all of the expectations set out below:

- Parents must be contactable, via telephone or email.
- Parents and pupils must seek help, if required, from their child's class teacher.
- Alert class teacher, if they cannot access the work being set.
- All pupils must follow online safety procedures laid out in the school Safeguarding Policy.
- Year 6 pupils returning to school will cover online safety and all other pupils will be sent reminders via their home learning. The Headteacher will remind parents of online safety via school newsletters.

Parents should also read the expectations and ensure their children follow them. Parents should contact their child's class teacher if they think their child might not be able to comply with some or all of the expectations, so we can consider alternative arrangements with them.

4. Positive Handling & Restraint

There can be times when a pupil's behaviour requires staff physical support, to ensure the pupils' own safety, the safety of other pupils and staff, or to ensure property is not seriously damaged. This can require the use of physical intervention. At Days Lane Primary School, allocated staff have attended Positive Handling training and are qualified to deliver this.

Physical intervention will always be used as a last resort. Nevertheless, there may still be extreme instances where positive handling is required in the interests of safety and pupils. This will be where a failure to intervene could lead to harm of a child or member of staff. In these instances, this will be carried out in accordance with the guidelines within this policy. Whilst decisions to use physical intervention may need to be made quickly, they should always take into account the precise circumstances of an incident. A judgement should consider the following:

- Whether physical intervention is reasonable and judged in line with the guidance on social distancing.
- Whether it is essential because pupils are at risk of harm (to themselves or others)

It is therefore expected that physical intervention will only be used in exceptional circumstances. In the case of a child being at risk, putting others at risk or damaging property, the child's parents or carers will be called and asked to pick up their child immediately. The situation will then be reviewed by the Headteacher and a decision of whether the onsite education offer will be withdrawn in favour of the online/virtual offer, if this is deemed safer for all pupils and staff.

Where a child may need very close contact, it is imperative that parents know that the use of PPE where appropriate, will be used to help avoid cross contamination or any potential virus spread.

5. Monitoring arrangements

We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum every 3-4 weeks by the school senior leadership team. At every review, it will be approved by the full governing board.

6. Links with other policies

This policy links to the following policies and procedures:

- o Safeguarding and Child Protection Policy o
- Attendance Policy.
- o Health and Safety policy