



Abbots Farm Junior School

Behaviour and Discipline Policy

The policy follows the recommendations and guidance set out by the Department of Education: *Behaviour and Discipline in Schools guidance January 2016*

The policy principally relates to children but it is important to note that the principles set out here relate to positive relationships and behaviour of all; this includes amongst staff eg in relation to a bullying or racist incident

Everyone is responsible for making sure Abbots Farm Junior School is a happy, secure place to learn. All members of the Abbots Farm Family: parents, pupils, staff, governors and the community – work as a team to ensure this.

At Abbots Farm Junior School, there is an expectation of outstanding behaviour at all times. We believe that high standards of behaviour need to be in place both in our school community and in the wider community, to show respect and to enable effective learning to take place. We believe that working in partnership with parents and carers enables all children to demonstrate the learning and social behaviours we expect. Our school community offers an 'open door policy' where parents and carers are invited to discuss our approaches to developing positive, constructive relationships and exemplary behaviour. In turn, we expect support from parents and carers to ensure that children behave safely and with consideration and respect

Promoting Good Behaviour

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. Throughout school, all stakeholders (not just staff, but pupils, parents and visitors) should aim to 'catch' good behaviour. If we became complacent, many good choices could be taken for granted and many children who always make good choices could become 'invisible'. ***Refer to Keeping Children Safe in Education (DfE document September 2016)*** for important safeguarding procedures to which we all adhere.

It is important that we try to remain as positive as possible at all times. We are a supportive school with a caring ethos. In order to make the most of this it is expected that there will be a number of means within the school of rewarding and celebrating achievement and good behaviour. These include:

In class

Public display of the names of children who have been praised

Every child collects house points for effort and achievement.

Additional group and class rewards decided by the class teacher in conjunction with the children i.e.

golden time/additional play time/additional games sessions

Extra privileges in class e.g. giving additional jobs or responsibilities

The use of circle time in class to celebrate success

Tokens awarded to individuals / classes for citizenship

In Assemblies

Opportunities for children to showcase good pieces of work and talk about their achievements and interests

Friday Celebration & Sharing Assembly

Presentation of awards from both in and out of school activities.

Special class prizes

On display around the school

The maintenance of wall displays demonstrating great examples of learning

Praise & Achievement wall in the main hall.

In the monthly newsletter

The names of children who are to be congratulated for particular achievements competitions

End of Half-term and Term Prizes

Special awards given for 'Most Improved Pupil', 'Sports' and 'Endeavour' prizes.

Class awards given

Good to be Green certificates and House Point Certificates

Shared responsibility

Everyone in school – pupils, staff, parents and helpers, should assist in the promotion of an orderly atmosphere which fosters safety and wellbeing of all members of the school community. In this climate, good behaviour has optimal opportunity to flourish.

Specific elements of this approach include:

Pupils wearing the correct uniform items and staff maintaining smartness in dress and appearance

Walking when inside the building

Taking account of others when using doorways and holding doors open for people when possible

Entering and leaving assemblies in a calm and peaceful manner

Queuing up with others in a considerate manner when required as part of the daily routine

Greeting and addressing others politely

Assuming joint responsibility for keeping shared areas such as the library, corridors and toilets tidy

The Role of the Pupil

All pupils will be expected to understand and follow our shared 'Golden Rules'. These rules are displayed around the school.

We listen to people. We do not interrupt.

We always strive to do our very best and are proud of our achievements every day.

We are honest and trustworthy and enjoy working with others.

We are kind and helpful with others and try to make sure everyone has a good day.

We are gentle and do not hurt anyone.

We look after property and do not waste or damage things.

The Role of the Class Teacher

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction. This power also applies to all paid staff with responsibility for pupils, such as teaching assistants. Staff can discipline pupils at any time the pupil is in school or elsewhere under their charge, including on school visits. Teachers have the power to discipline pupils for misbehaviour outside school and to confiscate pupils' property if it is deemed inappropriate.

Serious misbehaviour (eg disrespect to staff, property or cultures, swearing, fighting) is very rare at Abbots Farm Junior School. Such behaviour would mean warnings are automatically by-passed. Similarly, any pattern in warnings or consistent warnings means parents are contacted. We contact parents to keep them in the picture and to discuss ways to respond and gain a consistent message between home and school.

We do recognise that there are occasionally overriding factors or circumstances, but these are rare and so variation from the warnings system is rare. This is to maintain their effect and impersonal nature ie we aim to remove the personal judgement so children understand and accept the school rules. We allow for differentiation of sanctions where appropriate. This is to reflect different levels of culpability (or fault) while maintaining consistency and fairness of the treatment of pupils.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo or complete a task. We expect children to make good choices and older children to set a good example to younger ones. We expect children to not support the misbehaviour of their peers. We expect and encourage children to tell an adult of any misbehaviour.

At the beginning of each academic year, the class teacher discusses the school rules with each class, and also creates a Classroom Charter as part of their New Beginnings SEAL work. This is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. (See Anti-bullying Appendix 1.)

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in The Use of Reasonable Force to Control (DfE Publication July 2013) Staff would only need to intervene

physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him / herself. The actions that we take are in line with government guidelines on the restraint of children.

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. The class teachers in our school should have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability. Each child should be treated fairly and the classroom code is enforced consistently. The teacher should treat all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from senior colleagues. The class teacher may liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or Local Authority behaviour support service. The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

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 the standards of behaviour, and by supporting staff in the implementation of the policy. The Head teacher keeps records in a school behaviour log of all reported incidents.

The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified and after due regard has been given for the 'inclusion agenda'.

The Role of Parents

We believe that parents have a vital role to play in promoting good behaviour in schools. Our relationship with parents is of the utmost importance to us. We are also aware that we must avoid approaching parents only in a negative situation; parents will also receive positive and constructive comments about behaviour. It is our policy to consult parents quickly about behaviour problems. Working collaboratively with parents allows children to receive consistent messages about how to behave at home and at school. We explain about the school rules in the school prospectus, and we expect parents to support them. Our policy is annually reviewed and is accessible on the school website.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact a member of the senior management team. If these discussions cannot resolve the problem, informal contact with the governors is available, followed by a formal grievance or appeal process which can be implemented.

The Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head teacher in carrying out these guidelines.

The Head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

Behaviour Management Strategy

At Abbots Farm Junior School, we believe that developing positive relationships with clear guidelines and expectations for behaviour is essential to a thriving learning environment. Our behaviour policy is based on the idea of choices and consequences. Adults model positive behaviours at all times. Children are expected to take the responsibility for their behaviour. They also have to accept the consequences of certain behaviours. Individual staff use praise and positive talk with children, so that there is a positive 'can do' culture and children feel that they are valued.

Whole School Approach to the use of the 'Good To Be Green' System.

All class teachers develop their own classroom rules which relate to 'Good to be Green' System and are displayed alongside whole school 'Golden Rules'. As part of the 'Good to be Green' system, all children start every day on GREEN and remain there, unless they have to be spoken to about unacceptable behaviour. Teachers use their professional judgement judiciously for those who may have 'slipped' and reward/sanction as appropriate. Children who have been on 'Red' after the structured system of warnings below will receive a sanction. Teachers keep class logs of the 'Good to be Green' system and parents are informed weekly of whether a child has been on 'Green' by a sticker in their home learning diary. At the end of each half term, certificates are given to celebrate good behaviour.

Our structured system for sanctions is as follows. All adults in our school follow this system. For low-level disruptive behaviour we all use the same system:

- non-verbal signs, eye contact etc to show adult is aware of situation
- first comment: request not to continue with inappropriate behaviour, praise other children for appropriate behaviour.
- tell children not to continue with behaviour: move if necessary.
- tell children behaviour is unacceptable and move name to AMBER, giving warning that if it continues it will be moved to red.

If behaviour continues when on AMBER, the child's name is moved to RED.

Children can go straight to red for more offensive behaviour such as: physically hurting another child/ spitting /swearing /extreme disrespect e.g. repeated disobedience.

Sanctions:

Any child that is on a red card will be sent immediately to speak to a member of the Senior Leadership Team (escorted by a member of staff). They will be given a 'thinking sheet' and the child is left to consider their actions.

We are all consistent with this approach across the whole school, to make sure that children are aware that if they are on a yellow, it is their responsibility to do their best to move quickly back to a green.

Penalties awarded are as follows:

Red card noted in diary and lose one break and a lunchtime – a letter is sent home to parents. If behaviour persists a meeting with parents will be held.

Rewards

House Points:

We have a house system where pupils collect house points for individual merit.

1 house point for completed class work or home learning to a good standard.

3 house points for completed class work or home learning to a high standard.

5 house points & receive a 'Best Work Stamp' from the headteacher for exceptional effort in either class or home learning.

1 house point for each day a child reads to an adult at home. 1 house point for acts of good citizenship

1 house point awarded for each 'Green' day

Children will receive certificates when they have collected the following house points:

100 = Bronze certificate

200 = Silver certificate

300 = Gold certificate

400 = Diamond certificate

500 = Platinum certificate

600 = Achievers gold badge.

Other Rewards:

If the whole class are green all day = 1 token for the whole class

Half term certificates awarded to those children who have remained green all half term.

End of term raffle prize awarded in each class for 'Green' children for the whole term.

Each week we nominate a child from a class to be 'Learner of the Week' who receives an award in the school sharing assembly

The Head teacher sends letters of commendation and awards 'Head teacher Awards' each year

Playtime Behaviour

At the end of each playtime the staff on duty will ring the bell and all children will walk to their lines and line up in register order. Class teachers will meet their pupils and walk them into school whilst support staff will monitor the cloakrooms. Lining up in this way and walking back into school in an orderly manner signals a clear end to playtime activities and puts the children back into the frame of mind needed for classroom activities. It also prevents accidents occurring. All staff must ensure that playtimes are adhered to and that they leave the staffroom promptly at the end of break.

Incidents at playtimes should be dealt with by the teachers on duty and reported back to the class teacher. The decision regarding indoor break should be taken by the senior member of staff on duty, and a message sent to colleagues as soon as possible. Three bells will ring to indicate wet play. During wet playtimes the pupils will be supervised at all times by the year group staff patrolling the corridors and classrooms. Pupils should enter cloakroom areas in a quiet and controlled manner. Cloakrooms should be closely supervised by staff. They should be checked daily for clutter and lost property.

Moving around the school

Any movement should take place in an orderly manner so as not to disturb others who are working.

Ensure that individuals are monitored when leaving the classroom, whether they are going to the toilet, the library, or any other reason – their behaviour should be checked regularly.

Children should not be sent out of the classroom on tasks that can be undertaken at break, dinner time or before or after school e.g. collecting forms or equipment from the office.

When a whole class is moving, the teacher should ensure the classroom is empty before proceeding, again no child should be unsupervised.

Children should be supervised carefully as they move through any areas of particular danger e.g. cloakrooms. Children must be supervised whilst collecting coats.

Members of staff should intervene if there are children in a class line who should not be together and position themselves so that the behaviour of all children can be monitored as they are moving.

Children should be discouraged from using the corridor at break times or dinner times, by ensuring they have their coats, if they are needed, before being dismissed. Children should use appropriate entrances/exits and not return to the cloakroom.

Swimming

The swimming baths is potentially the most hazardous situation that we regularly expose our children to, so the rules regarding acceptable behaviour must be stringently enforced.

- Children should line up quietly showing respect for others who are still working and walk to pre-arranged points on the corridor or footpath. This procedure should be followed until the children are ready to board the bus.
- It is important that the children are counted on and off the bus.
- On the bus the children should remain seated and the noise level should not be excessive, normal classroom rules should apply.
- Teachers should check that all children are wearing seatbelts.
- The children should disembark safely under the control and supervision of the teacher. Only when all are quiet and listening should they move to the next stopping point, and finally to the changing room.
- In the changing rooms they must be fully supervised. It may not always be possible, because of staffing imbalances, to ensure a male member of staff is available to supervise the boys' changing area. On these occasions where it proves necessary for a female member of staff to supervise this area it is her responsibility to take appropriate steps to ensure both discipline and the privacy of the

individuals changing is taken into account.

- No child should leave the changing rooms, except to go to the toilet, until they are ready.
- When they are ready they should line up outside the changing rooms and walk to their working positions – Running is unacceptable.
- Each teacher must keep a record of swimming attendance, so that if a child forgets his/her kit letters can be sent home. Notes must be insisted on for any children medically 'excused'.
- Behaviour in the pool must be both safe and sensible. Anyone causing a danger to others must be immediately removed from the pool. They must not remain unsupervised in the changing room but be allowed to obtain a towel and sit on the poolside for the remainder of the lesson.

What is Unacceptable Behaviour?

The school employs a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. We will not accept behaviour such as the following:

- Any disruptive behaviour during a school activity. We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own. We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- Unwillingness or refusal to follow instructions from staff.
- Insulting or threatening language, including racist or sexist comments
- Swearing
- Rudeness or inattention
- Physical violence including kicking, hitting, biting or pinching
- Mistreatment of property or resources including stealing
- Inappropriate physical conduct of any kind such as spitting
- Unjustified refusal to include another pupil in playtime activities or friendship groups
- Any form of intimidation or bullying. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Parents are notified of bullying incidents. If a child threatens, hurts or bullies another pupil, the class teacher records the incident in the behaviour log and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. Children will be removed to our quiet rooms for isolation purposes. A member of staff will stay with the child at all times and the expectation is that the child will continue with their learning. Parents will be informed if a child is exempt from a lesson for unacceptable behaviour.

Any incident of a racist nature must be recorded using the racist incident recording form including detail of the action taken.

If removal to the Head teacher occurs then contact will be made with the pupils' parent or guardian to explain the problem that occurred and the actions taken. We aim to enlist parental co-operation and support in improving the behaviour of the pupil and sustaining improvement.

If inappropriate behaviour should continue following initial attempts at improvement then the use of a daily comment/class teacher book should be introduced. This should be divided into sections for before break, after break and the afternoon session which is taken home to show parents. It is essential that this is kept up. If the behaviour continues then a Head teacher report will be introduced. There may be occasions where a period of time outside of the pupil's classroom is required a) to allow the child an opportunity to calm themselves down, b) to ensure the safety of other pupils is maintained, c) for senior leaders and other professionals to assess the next steps with regards to the pupil's behavioural development.

Seriously unacceptable behaviour

Seriously unacceptable behaviour disrupts the orderly running of the school. Therefore dangerous, aggressive or abusive behaviour towards another pupil or a member of staff will result in the following:

The pupil will be referred to the Deputy or Head teacher. They will arrange a meeting with the pupil's parent(s)/guardian(s). An entry will be made on the pupil's records. The Head teacher will decide whether the pupil's participation in any school visits or events should be withdrawn.

Where the pupil is felt to be in serious risk of exclusion or disaffection a Pastoral Support Programme (PSP) will be established by the Special Educational Needs Co-ordinator and monitored by a nominated teacher. If appropriate, advice and support may be sought from the Early Intervention Service and/or Educational Psychologist and a behaviour contract drawn up. In exceptional circumstances, the Head teacher will inform the School Governors and fixed term or permanent exclusion of the pupil will be considered.

Pupils' Conduct Outside the School Gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises under Section 89(5) of the Education and Inspections Act 2006. This states that head teachers have a specific statutory power to regulate pupils' behaviour in these circumstances "*to such an extent as is reasonable.*" Any non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school will be logged on the child's behaviour log. The pupil's parent(s)/guardian(s) will be informed and an appropriate punishment will be set.

Staff may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some way other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply that:

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

Action against malicious accusations

Any allegations against staff should be reported immediately to the head teacher. The head teacher will investigate the allegation and report to both parents and governors of their findings. Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school will consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Exclusion

The Education Act 2006 (Section 100) and the Regulations made under the Act govern the exclusion of pupils from maintained schools.

"Exclude" means exclude on disciplinary grounds. There are two categories of exclusion: fixed-period or permanent. Pupils may also be excluded from the school premises for the duration of the lunchtime break between the morning and afternoon school sessions and this is a fixed-period exclusion.

Whilst it is hoped that every intervention over the behaviour of a pupil will lead to improvement, pupils who do not respond to school actions to improve their behaviour may be at risk of exclusion.

Only the head teacher and deputy head teacher have 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.

The Exclusion Process

If the head teacher excludes a pupil, they will inform the parents immediately, giving reasons for the

exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a 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 appeals 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 the LA, 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.

The use of force to restrain pupils (Section 93 Education Act 2006) (Please refer to separate policy) All members of staff are aware of the regulations regarding the use of force by teachers, as set out in *Education and Inspections Act 2006 (Section 93)* Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with current government guidelines on the restraint of children. Staff follow the guidance '**Use of reasonable force**' **DfE July 2013**. (See Appendix 6)

There is no legal definition of 'reasonable force'. Any force should always be the minimum to achieve the desired result. Parents and the head teacher will always be informed of the incident and it will be recorded by the head teacher in an incident book. If the incident is more than trivial the member of staff concerned will write a report.

Strategies

Before intervening physically a teacher should intervene telling the pupil to stop. A calm and measured approach is necessary and an attempt made to de-escalate the situation. If restraint is used the adult should continue to talk – telling the pupil it will cease as soon as it is necessary. Sometimes it is more sensible for other children to be removed from the area of the child and assistance called for.

Physical intervention can take several forms:

- Physically interposing between pupils
- Blocking a pupil's path
- Holding, pushing (not hard), pulling
- Leading a pupil by the hand or arm
- Shepherding away with a hand in the centre of the back
- Using more restrictive holds (in extreme circumstances)

Monitoring

The head teacher monitors the effectiveness of this policy on a regular basis. They report to the governing body on the effectiveness of the policy and, if necessary, will make recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records classroom incidents and the senior leadership team records those incidents where a child is sent to them on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors keep written details of any incident in their incidents. A behaviour log is kept for each child if appropriate.

The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy regularly as part of the School Improvement Plan. 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.

This policy was produced after consultation with the following stakeholders:

School Council via questionnaires to pupils

Parents via copy of policy to be posted on school website

Staff & Governors

Date Completed: August 2014 Agreed by Governors: 1st September 2014

Reviewed by S.Farrell: September 2016

Next review: September 2017

Reviewed by J. Andrews: September 2017

New review: September 2019

Appendix 1: Anti-Bullying

Bullying can happen in any school. At Abbots Farm Junior School, it is extremely rare. We have these principles and roles in place to ensure that bullying is quickly stopped.

Definition

Bullying is actions that are meant to be hurtful and which happen on a regular basis. Bullying can be direct (physical or verbal) or indirect (e.g. being ignored or not spoken to). There can be specific types of bullying, including homophobic bullying. All are treated extremely seriously at Abbots Farm Junior school.

Aims and objectives

Our school is a safe and secure environment where everyone can learn without anxiety. Bullying is wrong and damages children's social and / or emotional health. We therefore do all we can to prevent it by sustaining a positive, happy and healthy whole school ethos in which bullying is regarded as unacceptable.

The role of children

All pupils should know that hurting someone (physically or emotionally) is wrong and that bullying is wrong. Pupils should tell any adult (school staff or parent / carer) if they are being bullied, or if they think they might be. If bullying persists, they must keep on letting people know.

Pupils should tell us their honest views about school in regular feedback e.g. weekly Circle Time or SEAL (Social and Emotional Aspects of Learning) sessions, School Council meetings, informal conversations with Head teacher. These views can be specifically about bullying but may also be about how safe they feel at school.

The role of teachers and other staff in school

All staff take all forms of bullying seriously; they aim to ensure bullying is not acceptable at Abbots Farm Junior School. Teachers and teaching assistants should communicate to children the message that hurting someone (physically or emotionally) is wrong and that bullying is wrong and unacceptable. If staff witness an act of bullying, they should investigate it themselves and ensure a member of the Senior Leadership Team is informed.

Adults fully support the child being bullied. Time is spent with the child to restore the child's confidence, happiness and other aspects of health – this will usually be by the Learning Support Assistant, but other adults will monitor and restore the child's well-being through checks, smiles and other 'signs' that they are being looked after and are safe. The child's parents / carers will be consulted.

They also aim to stop the problem: for the child who has bullied, the 'Warnings' consequences are put in place ('five warnings', including informing parents / carers); there is also the possibility of some form of exclusion. Some time is spent with the pupil who has bullied to explore reasons for his / her actions and demonstrating why his / her actions are unacceptable - as above, this will usually be by a member of the Senior Leadership Team, but other adults will be vigilant about monitoring the child's choices and well-being.

All teachers and support staff should equip themselves with skills and awareness eg through available CPD, policy reviews. All teachers and teaching assistants should follow PSHCE (Personal, Social, Health and Citizenship Education), SEAL and Circle Time activities on a weekly basis; sessions should centre around bullying and how people can stop bullying if there are any signs of someone being bullied in school.

On an annual basis, they should participate with their class in national Anti-Bullying Week.

They should follow the principles set out in this policy and in our Ethos and Mission Statement in order to continue our school climate of mutual support and praise, so making bullying less likely: when children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to exist.

The role of the Headteacher and Senior Leadership Team

The Senior Leadership Team ensure all principles and roles set out are implemented.

The Senior Leadership Team follow all principles and roles set out for teachers and other staff (above). In particular, this includes ensuring that all children in school know that hurting someone (physically or emotionally) is wrong and that bullying is wrong and unacceptable at Abbots Farm Junior School. This is on a regular basis and may also stem from any signs of bullying. Assemblies are used to communicate this to the whole school.

The Headteacher keeps a record of bullying, including any homophobic bullying; he / she is able to report incidents on request. The Headteacher reports to the Governing Body about the effectiveness of the policy on request.

The role of parents / carers

Parents / carers have the responsibility of supporting this entire policy on positive relationships, behaviour and its appendices, including this one. Parents / carers concerned about bullying should contact their child's class teacher or the Senior Leadership Team straight away. They might be worried that their child is being bullied, but they should also contact school if they suspect their child may be bullying someone else. If they are dissatisfied with the response, they should use our complaints procedure by putting a formal complaint to the Governing Body.

The role of governors

The Governing Body supports the school in all principles and roles set out here. It does not condone any bullying at all in school. Any incidents of bullying will be taken very seriously and dealt with appropriately. It monitors incidents of bullying and reviews the effectiveness of this policy. It requires the Headteacher to keep accurate records of all incidents of bullying and to report to the governors about the effectiveness of anti-bullying strategies. It will respond to any formal complaint from a parent / carer in line with our complaints procedure

Appendix 2: Cyberbullying

Definition

"Cyber-bullying is the use of Information Technology (IT), particularly mobile phones and the internet, to deliberately upset someone" There are many types of cyber-bullying. Although there may be some of which we are unaware, here are the more common:

- Text messages that are threatening or cause discomfort
- Picture / video-clips via mobile phone cameras - images sent to others to make the victim feel threatened or embarrassed
- Mobile phone calls: silent calls or abusive messages or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible
- Emails: threatening or bullying emails, often sent using a pseudonym or somebody else's name
- Chat room bullying: menacing or upsetting responses to children or young people when they are in a web based chat room
- Instant messaging (IM): unpleasant messages sent while children conduct real-time conversations online
- Bullying via websites: use of defamatory blogs, personal websites and social networking sites eg Bebo, MySpace, Facebook, Twitter

How is cyber-bullying different?

Bullying is bullying wherever and however it take place. Cyber-bullying is a method of bullying that uses ICT to upset, threaten or humiliate someone and has the following key characteristics:

- Cyber-bullying can take place at any time, in any location; technology allows the user to bully anonymously
- Cyber-bullying can occur on vast and rapid scale
- Electronic content is very hard to control; it can never be guaranteed to be removed totally from circulation
- Bullies can take actions to attempt to be anonymous and can feel 'distanced' from the incident
- 'Bystanders' can easily become perpetrators
- The 'profile' of a cyber-bully or a target varies – age / size is not an issue
- Cyber-bullying incidents can be used as evidence
- Cyber-bullying can occur unintentionally often due to a lack of awareness / empathy – 'It was only a joke'
- Cyber-bullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be very severe
- Young people are particularly adept at adapting to new technology, an area that can seem a closed world to adults (eg the numerous acronyms used by young people - POS - Parents Over Shoulder, TUL – Tell You Later); this makes it difficult for adults to recognise potential threats.

At Abbots Farm Junior School, we take this bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually. An episode may result in a simple verbal warning. It might result in a parental discussion. Clearly, more serious cases will result in further sanctions.

Key advice to pupils

Adapted from DCSF guidance, the following points are taught to pupils on a regular basis, especially when teaching about internet use:

- Always respect others – think about what you say online and what images you send/post
- Remember that anything you publish online can be made public very quickly and you will never be sure who may have seen it; once something is posted you lose control
- Treat your password like a toothbrush: never share it with anyone and only give your personal information like mobile phone number or email address to trusted friends
- Learn how to block or report online bullies or anyone behaving badly!
- Don't retaliate or reply.

- Save the evidence – text messages, online conversation, pictures etc
- If you're worried, always make sure you tell an adult you trust or contact someone like Childline, the service provider eg website, mobile phone company, school or police
- If you see cyberbullying take place then support the victim and report the bullying
- There's plenty of online advice on how to react to cyber bullying. For example, www.kidscape.org.uk has some useful tips.

Key advice for parents/carers

Adapted from DCSF guidance, the following points are communicated to parents / carers in newsletters:

- Be alert to your child being upset after using the internet/phones – they may be secretive, change relationships with friends
- Your child is just as likely to be a bully as to be a target
- Talk to your child and understand how they are using the internet and their phone
- Use safety tools and parental controls – if you're not sure how, contact your service provider. Please note tools are not always 100% effective
- Remind your child not to retaliate
- Keep any evidence of cyber-bullying – emails, online conversations, texts etc
- Report the cyber-bullying
- Contact the school so they can take action if it involves other pupils
- Contact the service provider eg website, phone company etc
- If the cyberbullying is serious and a potential criminal offence has been committed then consider contacting the police

Appendix 3: Anti-Racism

Like bullying, racism can exist in any school, even those where its pupils are all made up of one ethnicity. At Abbots Farm Junior School, it is extremely rare. However, our school is committed to having these principles and roles in place to ensure that racism can be quickly stopped.

Definition

The Stephen Lawrence Enquiry Report defines racism as: 'conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin'. A racist incident is defined as 'any incident which is perceived as racist by the victim or any other person'.

Racist behaviour is any hostile or offensive act or expression by a person of one racial / ethnic origin against a person / group of another racial / ethnic origin. It can also be any incitement to act or express themselves in such a manner that would interfere with the peace and comfort of a person / group, regardless of whether that person / group are present or not. Racist behaviour in an educational institution can include:

- physical assault because of colour and/or ethnicity;
- derogatory name-calling, insults and racist jokes;
- racist graffiti;
- provocative behaviour eg wearing racist badges / insignia;
- bringing racist materials eg leaflets, magazines into school;
- verbal abuse / threats;
- incitement of others to behave in a racist way (whether or not the ethnic group are aware or not);
- racist comments in the course of lessons;
- ridicule of cultural differences eg food, music, dress etc;
- refusal to cooperate with other people because of their colour and / or ethnicity.

Aims and objectives

Our school is a safe and secure environment where everyone can learn irrespective of their nationality, ethnic background or faith. It is not possible to achieve this if anyone faces prejudice or hostility. Racism is wrong. We therefore do all we can to prevent it by sustaining a positive, happy and healthy whole school ethos in which equality of opportunity is fundamental

We want to:

- make our school safe and welcoming for all pupils, parents, staff;
- sustain an environment in which racist assumptions, attitudes and behaviour are challenged;
- sustain an environment in which we all recognise and celebrate our similarities and our differences;
- provide a curriculum which emphasises the positive aspects of all cultures and of a multi-cultural society;
- give all pupils, parents and staff the confidence that racism can and must be eradicated from our society;
- ensure staff are always aware of implicit racism and issues surrounding the use of correct terminology, customs, language etc;
- ensure staff directly intervene when they are aware of racist incidents.

The role of children

All pupils should know that racism is wrong. Pupils should tell any adult (school staff or parent / carer) if they know of any racism in our school. If bullying persists, they must keep on letting people know. Pupils should tell us their honest views about school in regular feedback eg weekly Circle Time or SEAL (Social and Emotional Aspects of Learning) sessions, School Council meetings, informal conversations with staff. These views can be specifically about racism but may also be about how safe and welcome they feel at school.

The role of teachers and other staff in school

All staff take racism seriously; they aim to ensure racism is seen as unacceptable. Teachers and teaching assistants should communicate to all children, other staff and to parents the message that racism is wrong and unacceptable at Abbots Farm Junior School and in society.

All racist incidents will be dealt with no matter how trivial they may seem to be.

If staff are aware of racism, they should refer it to the Senior Leadership Team directly.

Adults in our school fully support the victim of racism. Time is spent to restore the victim's confidence, happiness and other aspects of health. For children, this will usually be by the Learning Mentor, but other adults will monitor and restore the child's well-being through checks, smiles and other 'signs' that they are being looked after and are safe. The child's parents / carers will be consulted.

They also aim to stop the problem. For the child who has been racist, the 'Warnings' consequences are put in place (including informing parents / carers); there is also the possibility of some form of exclusion. Time is spent with the pupil who has been racist to explore attitudes and reasons and to make clear that his / her actions are unacceptable - as above, this will usually be by the Senior Leadership Team, but other adults will be vigilant about monitoring the child's choices and well-being. Any racist incidents have to be reported to Warwickshire County Council. For a member of staff who has been racist, disciplinary procedures will be pursued. For a parent /carer, legal advice will be sought.

All teachers and support staff should equip themselves with skills and awareness eg through available CPD, policy reviews. All teachers and teaching assistants should follow PSHE (Personal, Social, Health Education), SEAL and Circle Time activities on a weekly basis; these sessions and other teaching should not shy away from discussing racism, how unacceptable it is and how people can stop it if there are any signs. Where most effective, term topics should promote community cohesion and how to make a positive contribution to society. They should follow the principles set out in this policy, our Ethos and Mission Statement and our Equal Opportunities in order to continue our school climate of mutual support and praise, so making racism less likely.

The role of the Headteacher and Senior Leadership Team.

The Senior Leadership Team ensure all principles and roles set out are implemented.

The Senior Leadership Team follow all principles and roles set out for teachers and other staff (above). In particular, this includes ensuring that everyone in school know that racism is wrong and unacceptable. This is on a regular basis and may also stem from any signs of racism. Assemblies are used to communicate this to children.

In the case of serious incidents, an assessment must be carried to find out whether the whole school community must be informed ie whether teachers must explain circumstances to pupils in order to reduce distortion and backlash and whether parents / carers should be informed. Serious incidents are reported to the police. If there is an allegation against a member of staff, it should be dealt with under the Warwickshire Human Resources Disciplinary Procedures (adopted by our school).

Racist graffiti must be removed / deleted as soon as it is evident; if this is not possible, advice will be sought and pupils, parents and staff are made aware of the situation; movement around school may be re-directed. Issues surrounding racism and its unacceptable nature are made very clear to all.

The Headteacher monitors the effectiveness of staff in promoting community cohesion and positive relationships, and in providing support for victims of racism. The Headteacher reports to the Governing Body about the effectiveness of the policy termly. The Headteacher has overall responsibility for dealing with racist incidents and recording the action taken; she reports to the local authority any incidents of racism on a termly basis.

The role of parents / carers

Parents / carers have the responsibility of supporting this entire policy on positive relationships, behaviour and its appendices, including this one. Parents / carers concerned about racism should contact their child's class teacher or the Senior Leadership Team straight away. They might be worried that their child is a victim of racism, but they should also contact school if they suspect their child may have been racist to someone else. If they are dissatisfied with the response, they should our complaints procedure by putting a formal complaint to the Governing Body.

The role of governors

The Governing Body supports the school in all principles and roles set out here. Any racist incidents will be taken very seriously and dealt with appropriately. It monitors incidents of racist and reviews the effectiveness of this policy termly. It requires the Headteacher to keep accurate records of all incidents of racism and to report to the governors about the effectiveness of anti-racist strategies. It will respond to any formal complaint from a parent / carer in line with our complaints procedure.

Support

It is recognised that victims of racism may be fearful of the consequences of reporting an incident. However, systems and procedures are robust and staff, leadership and governors will respond in a caring, positive and thorough way. Victims will receive immediate help from an appropriate member of staff in order to reduce the effect of shock and avoid / reduce longer-term distress.

Appendix 4: Fixed-term and permanent exclusions

Only the headteacher (or the deputy headteacher in the head's absence) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year and may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. The headteacher informs the local authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

If the headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

A committee, made up of between three and five governors, considers any exclusion appeals on behalf of the governing body. When an appeals panel meets to consider the exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the local authority, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

A less extreme form of exclusion may also be considered: this may, for example, involve lunchtime exclusion or learning exclusion, where a pupil learns away from the class. School staff would consult with parents but do not need to report this.

Appendix 5: The Language of Choice – 3 Steps to Success

Step 1 - Statement of reality (tell them what you see)

Ricky, you're climbing over the fence.

Never ask a child why they are doing what they are doing. It is confrontational and you don't actually need to know why they are doing it – they just need to stop it!

After hearing you use a statement of reality, many children will quickly do something to change the behaviour without having to move further down the script. Remember: you need to give them take-up time to do this rather than stand over them which again can be confrontational. Remember to praise them if they change their behaviour.

Should they not change their behaviour, the next part of your script is:

Step 2 - Describe the behaviour you want to see, ending the statement with a thank you

Ricky, you need to collect the ball by using the gate – thank you.

Rather than starting or ending your statement with please, use a thank you instead. A thank you carries more of an expectation that they will do as you have asked them to do.

Remember to use these scripts with a smile in your voice and on your face as you are more likely to get positive results.

Step 3 - Statement of choice

If they still not do as you have requested you need to use the language of choice. This gives the child the responsibility for the consequences that you will carry out (and you must deliver consequences or the child will learn that you do not follow threats through).

Ricky, if you choose to continue to climb over the fence then you'll lose two minutes off your lunchtime. It's your choice.

Although it's easier said than done, you should remain calm and assertive rather than aggressive when using these scripts. If you lose your cool, then the child will pick up on your tone and may well be aggressive back which will make the situation worse.

Most importantly, if after using the language of choice the child chooses to do the right thing, then you must praise them for making the right choice. This means that the child learns that it's good to do the right thing and that you are pleased that they have made a good choice. Every child loves to be praised on the inside, even though they might not show it on the outside.

Well done Ricky, you made the right choice.

Ignore them stomping around or grumbling as they do the right thing – the most important thing is that they have made the right choice!

Should the child choose not to do as you have asked, then it's absolutely simple: you follow through with the consequences you stated.

Don't cave in to their protests as you carry out the consequences - if you are consistent, the methods outlined will work. You could repeatedly say eg 'In our school, we keep hands and feet to ourself' which reminds of the rule which never changes; this implies the system is there and is fair, rather than personal 'against' them. *Adapted from lunchtime supervisor training, Melanie Barber and Mary Strode, Primary Strategy Consultants – Behaviour & Attendance / SEAL*

Relationships and Behaviour: racist, homophobic or other harassment incidents (confidential)

Schools are required to record and report these incidents. If you witness a racist, homophobic or other incident amounting to prejudice or discrimination, you must report it. This applies to incidents amongst children and / or adults. Use the form below and pass to the Headteacher: Joss Andrews.

Harassment in the Equality Act 2010 means unwanted behaviour which has purpose or effect of violating the dignity of another person or creating for that person an intimidating, hostile, degrading and humiliating or offensive environment. The Stephen Lawrence Enquiry Report defines racism as: 'conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin'.

A racist incident is defined as 'any incident which is perceived as racist by the victim or any other person'. Homophobia is a dislike or fear of someone who is lesbian, gay or bisexual (LGB). At its most benign it involves passive resentment of LGB men and women. In its most destructive form it involves active victimisation. Such attitudes can also affect anyone who is perceived to be homosexual or who does not conform to stereotypical standards of masculine or feminine behaviour. Homophobic behaviour can start in the early years of primary school, when children frequently misuse words such as 'gay' as a generic insult or term of abuse. Comments that question others' masculinity or femininity – as well as those that refer directly to sexuality – are also frequent and damaging. ('Stand Up For Us', NHS, 2004).

Racist, homophobic or other harassment incidents (confidential)		
Victim(s)	Perpretator(s)	
Name of person / people:	Name of person / people:	
Date, time and place of incident (i.e. of observed behaviour / discussion / disclosure):		
Nature of incident / concern (record any statements from children word for word; continue overleaf if necessary):		
Person completing the form (signature notes that this is a true and accurate record, date)	Seen by Headteacher? (initial, date)	
Action Taken	By Whom	Outcome



Abbots Farm Junior School

Record of an incident of force to control or restrain a pupil

Name of pupil involved: Class.....

When did the incident take place?	
Where did the incident take place?	
Name of any other staff or pupils who witnessed the incident:	
The reason that force was necessary:	
How the incident began / progressed:	
Details of pupils behaviour:	
What was said by different parties:	
Steps taken to defuse or calm the situation:	
The degree of force used / how it was applied / for how long:	
What was the parents response and the outcome of the incident:	
Signatures from Staff and Parents:	
Details of any injury suffered by the pupil, another pupil or a member of staff and or damage to property	