



Positive Behaviour Management Policy for Learning

Version: V4
Type: School
Author: RD
Date approved: April 2022 (Reviewed September 2024)
Approval level: LGC

Grace Cook Primary School and Nursery is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. DBS checks are required for all positions.

Grace Cook Primary School and Nursery Positive Behaviour Policy for learning

Introduction

The Behaviour policy includes guidance on anti- bullying and operates in conjunction with the following policies:

- Special Educational Needs (SEN) and Disability Policy
- Attendance Policy
- Safeguarding Policy

Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Grace Cook Primary and Nursery School. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community.

It reflects current practice within the school. It's fair and consistent implementation is the responsibility of all staff.

Aims

Grace Cook Primary and Nursery School aims for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to uphold the way in which the members of the school can interact and learn together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

Grace Cook has three school rules (be ready, be responsible, be safe). The primary aim of the behaviour policy, however, is not a system to enforce rules but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

Expectations

At Grace Cook Primary and Nursery School we will:

- As adults treat each other with respect at all times, therefore providing a positive role model for the children and each other.
- Support the whole school community to enable them to work together in an environment that is happy, safe and secure and where effective learning can take place.
- Reward good learning behaviour.
- Provide encouragement and stimulation to all pupils.
- Treat all children fairly and apply this policy in a consistent way.
- Ensure that children are aware of the school rules.
- Teach, through PSHE and the school curriculum, British values and positive attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

A Positive Approach

An effective behaviour policy is one that seeks to lead children towards high self-esteem and self-regulation. Consequently, good discipline arises from good relationships and from setting and modelling expectations of good behaviour. Each day is a new day and staff are always expected to approach pupils with positivity no matter what may have previously occurred.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential through providing a stimulating and well taught curriculum where children are engaged in their learning and experience success and praise.

We use 'Restorative Justice' within our approach to behaviour management and when dealing with incidents. We use open, non-leading questions in a restorative talk such as:

- What happened?
- What were you thinking?
- What needs to happen to put things right?
- What are you going to do differently next time?

At times we will also use more detailed questions for a 'conference' when there may have been a series of incidents and agreed rules/ statements may be set between children.

Our core beliefs are that:

- Celebrating success helps children to achieve more.
- Behaviour can change and that every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase children's self-esteem and thus help them to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimize disruption while helping children acquire self-discipline.
- Reinforcing and rewarding good behaviour helps our children feel good about themselves.
- Some behaviours are as a result of a pupil having specific emotional / behavioural difficulties which may be part of the pupil's responses to their; special educational needs, language barriers or home circumstances (safeguarding).

Positive Behaviour Policy for Learning

Grace Cook Primary school and Nursery is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our school community, we adhere to the values of; **Being Ready, Being Respectful and Being Safe.**

At Grace Cook Primary School we aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place

- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow- up incidents personally
- Ensure all adults use consistent language to promote positive behaviour and
- Use restorative approaches instead of punishments.

Purpose of the behaviour policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behaviour norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Take time to welcome children at the start of the day – meet and greet with a smile
- Be at the door of their rooms at the start of each session
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to 'Be Ready, Be Respectful and Be Safe'

Language for Behaviour Management

All staff must:

- Use the appropriate language:

'Voices off.'

'Listening ears.'

'Show me you're ready' or 'ready positions.' (crossed legs and arms)

'Track the teacher.' (KS1/ KS2) moving to another position in the classroom.

'Walking feet and sensible hands' (when walking around the school hands are clasped in-front)

'Magnet eyes.'

'Kind hands/hands to yourself'

Non-verbal cues:

EYFS

- Chime (to stop and listen and wiggle their fingers)
- '3 (stop what you are doing) 2, (walk and sit down) 1 (show me you're ready and magnet eyes)

Whole School

- Hand up (to stop children) Assembly and lunchtime.

Playground

- 1st ring of the bell (stop and listen)
- 2nd ring of the bell (walk to your lines and voices off.)
- Remove all equipment before ringing the bell.

The headteacher and the senior leadership team must:

- Be a visible presence around school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls, notes home and certificates and stickers.
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support staff in managing children with more complex or challenging behaviours

Members of staff who manage behaviour well:

- deliberately and persistently catch children doing the right thing and praise them in front of others
- know their classes well and develop positive relationships with all children
- relentlessly work to build mutual respect
- remain calm and keep their emotion for when it is most appreciated by children
- demonstrate unconditional care and compassion

Children want teachers to:

- give them a 'fresh start' every lesson
- help them learn and feel confident
- be just and fair
- have a sense of humour

BEHAVIOUR FOR LEARNING

We recognise that a clear structure of predictable outcomes has the best impact on behaviour. Our principles set out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When adults change, everything changes'.

Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reprimanded in private.

“When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or behaviour systems that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behaviour change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour”

Paul Dix, Pivotal Education

The school has 3 simple rules 'BE READY, BE RESPECTFUL AND BE SAFE', which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, those children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Rules	Visible Consistencies	Over and above recognition
-----------	-----------------------	----------------------------

<p>Be Ready Re Respectful Be Safe</p>	<p>Daily meet and greet Persistently catching children doing the right thing Picking up on children who are failing to meet expectations Accompanying children to the playground at the end of every day Praising in public (PIP) Reprimanding in private (RIP) Consistent language</p>	<p>Recognition Rings Certificates Verbal praise Notes home SLT praise Class rewards Show work to other adults in school, HT awards Recommendations to HT</p>
---	---	--

<p>Stepped Boundaries</p>	
<p>Step 1 – Verbal Reminder</p>	<p>I noticed you are.../ I can see.../Do you remember when..... My expectation is that you will... so that you are ready/ respectful / safe If you continue you are then choosing to spend two minutes with me after the lesson. Do you understand? Thank you for listening</p>
<p>Step 2 – Thinking Thread</p>	<p>I noticed you are.../ I can see..... This is the second time I have spoken to you You have now chosen to discuss / reflect on this with me for two minutes after the lesson My expectation is that you will... so that you are ready/ respectful / safe If you continue you will need to work at another table / work in another classroom/ go to the quiet area.....) (learners name) Do you understand? Thank you for listening</p>
<p>Step 3 - Reflection time</p> <p>Follow-up Repair and restore</p>	<p>I noticed you are still .../ I can see.... You now need to...(Go to the quiet area, go and sit in another class, go to another table, finish your work at playtime) Playground – You need to... stand by a member of staff, me, sit on the picnic bench I will speak to you in 10 minutes DO NOT describe child's behaviour to other adults in front of the child.</p> <p>What Happened? What were you feeling / thinking at the time? How did this make people feel? What should you do to put things right? How can we do things differently in the future?</p>
<p>Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important</p>	

SANCTIONS

Sanctions should

- make it clear that unacceptable behaviour affects others and is taken seriously
- not apply to the whole group for the activities of individuals
- be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable and any sanction should address this, not made personal to the child.

Adult strategies to develop excellent behaviour

IDENTIFY the behaviour we expect

Explicitly TEACH behaviour

MODEL the behaviour we expect

PRACTISE the behaviour

CREATE conditions for excellent behaviour

Language around Behaviour

At Grace Cook Primary School and Nursery, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class / group. Incidents followed by a restorative conversation are logged on CPOMS

Behaviour Pathway

Step One: Verbal warning

- A clear verbal warning directed at the pupil making them aware of their behaviour and clearly outlining the consequences.

Pupils will be reminded of their previous good conduct to prove that they can make good choices.

Step Two: Thinking Thread (Part of the Recognition Ring)

- Thinking thread – The child's picture is moved onto the Thinking Thread as a visual reminder of their behaviour not being at the expected standard. (Teacher discretely moves the picture).

Step Three: Time to reset

- The pupil is directed to take a 2-minute egg timer (YR) 3 minutes (KS1), a 5-minute egg timer (KS2), and go to an appropriate location depending on the time of day and staff in class. This may be within the classroom or within

another class. Taking the time in another classroom will be referred to as a Paired reset.

- The pupil may not need to be escorted to the time out classroom by a member of staff. However, should use their professional judgement. Work should not be taken to time out - this time is intended to be for reflection on behaviour. This is not the time for the adult and child to discuss the incident.
- At the end of the time out the pupil returns to their classroom and continues with their work. Any missed work must be caught up within the lesson or as soon as possible afterwards.
- If the pupil is not ready to return to class, the class teacher can arrange for the pupil to work in another class for the remainder of the session.
- If a child requires a time out (or reset) , this should be recorded on the staff shared recording document. It should not be displayed anywhere within the classroom. Each new session during the day presents an opportunity for pupils to have a ‘fresh start’.
- If the step above is unsuccessful, or if a pupil refuses to go to time out, then, an emotionally available adult will escort the pupil, with work, to an agreed location, for the remainder of the session. If the pupil still refuses to go to time out then the member of SLT on duty will be called to support. If SLT support is required to intervene, this incident should be recorded on CPOMS by the teacher. (Parent Contact – call or face to face).

As part of our restorative approach to behaviour management, the adult providing the pupil with timeout will meet with the pupil as soon as practical to discuss the reasons why they were given time out and strategies to alter behaviour to stop it reoccurring. (Follow up/ repair and restore).

Staff should not jump the consequence steps and as a general principle, it should not be possible to go ‘straight to time out’. Time will be given between assertive interventions for the pupil to readjust his/her behaviour.

Should you feel, using your professional judgement a senior member of staff needs to be a part of the follow up then follow the guidelines below:

Step 4 and Step 5

To be displayed in each classroom for guidance – professional judgement, knowledge and age of the child are used alongside this to treat all pupils appropriately.



Behaviour Consequences Grid

Behaviour / Consequence	1	2	3	4
Low level disruption				
Work avoidance				
Constant calling out				
Constant swinging on chairs				
Being disrespectful e.g. back chatting				
Verbally abusive e.g. name calling				
Refusing to follow instructions				
Leaving without permission				
Hurting other children physically e.g. hitting				
Verbally abusive e.g. swearing				
Spitting or biting				
Throwing objects that could harm				
Homophobic, racial and/or gender comments				

Stepped Boundaries	Consequence
1 Verbal Warning	A clear verbal warning directed at the pupil making them aware of their behaviour and clearly outlining the consequences. Pupils will be reminded of their previous good conduct to prove that they can make good choices.
2 Thinking Thread	The child's picture is moved onto the Thinking Thread as a visual reminder of their behaviour not being at the expected standard. (Teacher discretely moves the picture).
3 Time to Reset	The pupil is directed to take a 2-minute egg timer (YR) 3 minutes (KS1), a 5-minute egg timer (KS2), and go to an appropriate location depending on the time of day and staff in class. This may be within the classroom or within another class.
4 SLT	SLT Called / Parent contact. Internal exclusion (HT/ SLT Decision)
5	Exclusion HT decision.

Guidance

- Consequences start at the shaded square
- Level 3 and 4 need to be recorded on CPOMS and parents need to be informed.
- Persistent Level 1 and 2 behaviour = teacher intervention
- Further persistent Level 2 behaviour seek support (Family Support Worker)
- Persistent Level 3

Bullying

At Grace Cook we consider bullying to be behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups. It might be motivated by actual differences between pupils, or perceived differences. Please see our Positive Behaviour Policy for additional guidance of consequences.

SLT Called / Parent contact. Internal exclusion (HT/ SLT Decision)

Exclusion (HT Decision)

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our Pastoral team to build relationships with each child.

An after or in school detention would place with senior members of school staff. Parents will be given at least 24 hours' notice of the after school detention, by telephone and receive confirmation in writing. After school detentions will take place when there have been **repeated or disruptive or disrespectful/rude behaviour incidents which have been logged on CPOMS/ Arbor**

Pupils may be excluded for extreme incidents of unacceptable or severe behaviour, including:

- Putting the safety of others and/or themselves at risk of harm
- Swearing at an adult or another child
- Clear disobedience
- Fighting

- Theft
- Vandalism
- Persistent misbehaviour/disruption

When a child is internally excluded it will be recorded in school and the parents will be informed. The child will work away from other children and will be supervised by an adult. In order for this to be well managed the exclusion may not always take place the next day. It may be appropriate for a child to be internally excluded for just part of a day, or a full school day.

Cases of **severe behaviour** may warrant immediate **EXTERNAL EXCLUSION** - At the Headteacher's discretion a pupil may receive a fixed term or permanent exclusion. The agreed procedures available on the Department for Education website are strictly adhered to.

EMERGENCIES –

In the classroom, the primary concern is the safety and welfare of everyone in the classroom.

If possible:

- escort the offender to another teacher.
- if the class cannot be left, send a reliable pupil with a message to another member of staff.
- The class teacher and children leave the classroom leaving the offender inside, send a message to another member of staff

Physical restraint of any kind should never be used unless an offender is a danger to anyone or themselves. If this is the case, reasonable restraint should be used sufficiently, only to contain the threat of danger. The use of reasonable force is explained in the Suffolk guidance notes

During lunchtime, midday supervisors and staff on duty will continue to follow the above systems, however in the event of a physical behaviour such as hurting another child intentionally, or swearing the child will leave the playground immediately and spend the remainder of the lunchtime/ subsequent lunchtimes off the playground.

Additional support that can be considered: 1:1 or group work, attendance of bespoke group, referral to the County Inclusive Support Service (CISS), a buddy system/peer support, Suffolk Pupil Support Framework (SPSF), Behaviour Support plan, risk assessments or report card.

When a new behaviour is displayed, a significant incident occurs, a child or adult is injured or restraint is used an incident form must be completed. This must be shared with the Senior Leadership Team for next steps to be agreed. If a child is at risk of harming themselves or others, an individual risk assessment for the child must be completed by the classteacher (in liaison with SLT when appropriate). This should be made available to all staff that come into contact with the child.

School staff may search pupils with their consent for any item which is banned by the school rules. The Headteacher and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupils to have weapons, alcohol, illegal drugs or stolen items. This is in line with government guidance,

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

NB. Timeout can still be used in the classroom or at break or lunchtime to support children in managing their behaviour. It will be again down to all staff to set an agreed area where appropriate within classroom areas.

Fixed-term and permanent exclusions

At Grace Cook Primary School fixed-term and permanent exclusions may be considered following the behaviour management processes. Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher 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.

If the Headteacher excludes a child, s/he will inform the parents/carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents/carers how to make any such appeal.

The Headteacher will also inform the Local Authority (LA) and the trust board/ 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 child or extend the exclusion period made by the Headteacher. Work for the child to complete when excluded will be sent home.

Following a fixed term exclusion the parents and child will be invited to attend a reintegration meeting, to discuss how the child can be supported to successfully re-join the school and their peers.

Grace Cook Primary School and Nursery will follow up to date government guidance related to exclusions, for further information visit:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf

Using restraint on a pupil

At Grace Cook Primary School and Nursery we believe de-escalation of a situation is always the first strategy, therefore restraint is only used as a last resort. Initially we will:

- Remain calm
- A message to the office needs to be sent (or over the radio system) so that additional adults can attend the room/playground this is likely to be a member of SLT in the first instance. If a pupil is dangerous and refusing to leave a classroom; remove the rest of the class from the situation – e.g. send them out to the corridor/ school hall with the class TA (or one from neighbouring class) - making sure you have an additional adult to be with you as a witness.
- Talk calmly to the child – listen to their responses
- Allow time to calm the situation – do not get into an argument – get another adult to ask questions if appropriate
- Restraint of children is only used when a child is at risk of: hurting themselves or others; is seriously damaging property and as a last resort – records of the incident will be made immediately after the incident and parents will be informed.

Trained staff for restraint are: Richard Dediccoat. Staff trained in Risk Management (and therefore can support the writing of individual risk assessments) are: Richard Dediccoat

At Grace Cook Primary School we follow the national guidance for using reasonable force within schools.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Supporting children

Some children may find working within the school rules and expectations more challenging and, as stated above, it is important for staff to consider what may be causing the pupil to exhibit this behaviour. Staff will monitor patterns of behaviour and may put into a place group or 1 to 1 nurture time for pupils to help them reflect on behaviour and develop better learning habits. Appropriate staff may also work with families to help them to develop better routines at home and discuss other avenues of support as required. If more long-term solutions are required the SENDCo may consider a referral to Suffolk County Council Specialist Education Services (SES), to the In Year Fair Access Panel (IYFAP) or to a Pupil Referral Unit (PRU) but this will always be in consultation with parents or carers.

Roles and responsibilities

The Role of Parents (or carers)

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school's rules in the school prospectus, and we expect parents to read these with their child, sign and return a copy to show they will support them. We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher who will take appropriate action.

If the school has to use reasonable sanctions to punish a child, parents are expected to 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. The Headteacher may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

The Role of Staff

All school staff have a responsibility to uphold the behaviour policy. Staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas. Staff are expected to model good learning behaviour, calmness, forgiveness and how to be reflective.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable. Lunchtime supervisors are in close touch with the class teachers and communicate with them about incidents of unacceptable behaviour at lunchtime.

The Role of the Class Teacher

Grace Cook Primary School is aware that good classroom organisation and routine is a key to good behaviour. The provision of a high quality curriculum delivered through interesting and challenging activities promotes good behaviour.

Teachers are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting. It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that pupils display positive learning behaviour so that they are able to achieve their best.

Teachers communicate openly with parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

Role of the Governors

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

Role of the Headteacher

It is the responsibility of the Headteacher, 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 Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher oversees records of all reported serious incidents of misbehaviour and 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 Headteacher may permanently exclude a child.

Bullying - Principles

Bullying happens in every school and the effects can be long lasting, sometimes devastating. We take bullying seriously in our school and will not tolerate it. We work proactively to address the issue explicitly with children and provide opportunities to develop understanding, empathy and self-esteem. We also react to bullying decisively and consistently with appropriate sanctions. Children are not “bullies” or “victims”.

Bullying is not a character trait but a set of behaviours. Even “perfectly nice” and popular children can use bullying behaviours on occasion. “Witnesses” to bullying also have a role to play. All “sides” in a bullying incident will be listened to calmly and with respect.

We will involve parents in our approach to preventing or addressing bullying behaviour. 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. We will do everything in our power to ensure that all children attend school free from fear. Bullying or behaviour which results in others being hurt will not be tolerated. Bullying must always be recorded on Scholarpack and the involvement of SLT.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between pupils, or perceived differences.

Stopping violence and ensuring immediate physical safety is the school’s first priority but emotional bullying can be more damaging than physical; senior leaders, teachers and support staff make their own judgements about each specific case.

Cyber-Bullying

The rapid development of, and widespread access to technology has provided a new medium for ‘virtual’ bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying which can happen at any time, with a potentially bigger audience, and more accessories as people forward on content at a click. Pupils are taught about the dangers of the internet and cyber-bullying as part of the school’s PSHE curriculum and during assemblies.

Prevention

The school’s response to bullying does not start at the point at which a child has been bullied. School staff proactively gather intelligence 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, often in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address. Trained staff may work with small groups of pupils on their social skills and pupils are able to self-refer to work on specific areas by asking a Teacher, TA or via the worries board in each key stage area.

Pupils are expected to treat one another and the school staff with respect because they know that this is the right way to behave. Promoting British Values of mutual respect for staff and 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.

Intervention

The school will apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures are applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves and the school works closely with organisations to help staff develop their own approaches to different issues which might motivate bullying and conflict.

The school will also:

- **involve parents** to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents should feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home;
- **involve pupils**. All pupils understand the school’s approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders;
- **regularly evaluate** and update its approach to take account of developments in technology, for instance updating the ‘acceptable use’ policies for computers;
- **implement disciplinary sanctions**. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable;
- **openly discuss differences** between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also children with different family situations, such as children in care or those with caring responsibilities. The school will also teach children that using any prejudice based language is unacceptable;

- **use specific organisations or resources** for help with particular problems. The school will draw on the experience and

expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying;

- **work with the wider community** such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed. The school will also work with other agencies and the wider community should bullying be happening outside school;
- **make it easy for pupils to report bullying** so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyberbullying;
- **create an inclusive environment.** The school creates a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination;
- **celebrate success.** The school frequently celebrates success as an important way of creating a positive school ethos around the issue.

Sexual Violence and sexual harassment

Sexual violence and sexual harassment can happen anywhere, and all staff working at Grace Cook Primary School and Nursery are advised to maintain an attitude of 'it could happen here'. The school has a zero-tolerance approach to sexual violence and sexual harassment, including online, and it is never acceptable, will not be tolerated and should never be passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'.

Physical behaviour such as grabbing bottoms, breasts or genitalia, pulling down trousers, flicking bras and lifting up skirts are not acceptable and will always be challenged.

Any pupil engaging in sexual violence or sexual harassment will be subject to consequences outlined in this policy, and parents of both victim and perpetrator(s) informed.

In the event of an incidence of sexual violence or sexual harassment, immediate consideration will be given as to how best to support the victim and the alleged perpetrator(s). All incidents of sexual violence and sexual harassment will be recorded confidentially on CPOMS

Behaviour Outside School Premises

The Headteacher has a specific, yet discretionary statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on public transport, outside the local shops, in a local park, or in the town centre.

Where bullying or anti-social behaviour outside school is reported to school staff, it may be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed. (Read in conjunction with

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/393770/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_school_staff_080115.pdf

Review

This policy will be reviewed annually unless there is change to legislation and statutory requirements.