



Commonswood Primary and Nursery School

Behaviour/Anti-Bullying Policy

Approved by Governors in conjunction with the Governors' written behaviour statement:
Summer 2023.

The Headteacher is responsible for this policy.
This policy is reviewed annually

At Commonswood Primary & Nursery School everyone has the right to

- Be and feel safe
- Be respected
- Learn

Philosophy

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education. This policy seeks to ensure an agreed and shared philosophy that promotes an ethos of positive behaviour and supports all in the school community to 'Aim High'. It also outlines the procedures that the school uses to support children and young people in managing their own behaviour and enables staff to act safely and with confidence. This policy is written using the guidance from the Governing Body written statement of our Behaviour Principles (Appendix 1).

Aims

The aims of our approach to behaviour:

- to be welcoming and inclusive
- to maintain, encourage and promote positive behaviour
- to have agreed rewards and consequences
- to have a consistent approach throughout the school
- to encourage self-regulation, independence and personal confidence
- to involve learners and parents and staff
- to have effective relationships built on respect
- to encourage a culture of risk taking
- to celebrate the achievements and successes of all

Promoting Positive Behaviour

At Commonswood, the behaviour and social and emotional development of our pupils is central to their ability to access and interact with the wider community. Everyone who comes into the school - learners, parents, staff and visitors - has responsibility for promoting positive behaviour by demonstrating clear values and principles through:

- teaching right from wrong
- honesty
- respecting others
- getting on with people and establishing positive relationships
- demonstrating respect
- internal-discipline, self-management of behaviour and a sense of internal reward from positive behaviour
- giving genuine, explicit, individualised praise
- being inclusive

Learner behaviour should be managed with sensitivity and with professionalism.

All staff at Commonswood Primary and Nursery School are trained in '**Therapeutic Thinking**' which is a therapeutic approach to behaviour management. It is 'The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.'

All staff receive annual refresher training. All staff know how to promote pro-social behaviour and manage difficult or dangerous behaviour, and to have an understanding of what behaviour might be communicating. All staff focus on de-escalation and preventative strategies rather than inconsistent reactive strategies.

There are three Therapeutic Thinking Tutors within Commonswood school who ensure all staff are trained in this approach to provide a consistent response to behaviour.

We support the 'Therapeutic Thinking' philosophy that long term *behavioural change* comes from developing internal discipline and that external discipline (in the form of inappropriate 'punishments and reactive responses) only serves to suppress anti-social behaviour. Children 'learn positive behaviour' and have good experiences through:

- developing trusting relationships with adults and peers
- responding to role models and positive phrasing
- consistent use of scripts and routines, repetition and structure
- establishing clear and agreed boundaries
- praise and positive reinforcement
- comfort, forgiveness and restorative processes
- an established programme of PSHE lessons which addresses healthy relationships, stereotyping, equality and prejudice
- an established programme of eSafety lessons

When pupils are engaged and learning, we need to 'catch them getting it right' through specific praise and celebration.

Pro-social behaviour / effort may be recognised in any of the following ways:

- private, individualised praise
- being given opportunities to share positive behaviour / learning with another adult
- celebration assemblies
- whole class reward systems which encourage teamwork towards a collective goal

- messages to parents either verbally or via the reading record
- 'Book of Brilliance' used in cases of low self-esteem
- individualised, daily 'Positive Behaviour Chart' shared between pupil, class teacher, SLT and parents
- displaying and valuing every learner's work
- thanking learners for positive responses

The school's expectations of behaviour are displayed throughout the school and shared in assemblies and lessons. Each class displays individually agreed and displayed class expectations.

Crucially, learners are taught that the internal feeling generated by their own positive behaviour is rewarding enough in itself. External reward should not be expected as this undermines motivation.

Planned Responses to Escalating Behaviours

When positive behaviour is not being demonstrated, we believe that it is essential that all adults use a consistent, shared response that allows children to display pro-social behaviours.

All staff have a responsibility to use their knowledge of common symptoms of mental health difficulties, to identify children who may be experiencing mental health difficulties in school to the SENCo or Head teacher for further consideration or support.

All staff have a responsibility to respond to difficult behaviours with a clear intention to de-escalate behaviour in the first instance and encourage a return to pro-social behaviour. These strategies include:

- positive phrasing
- limited choice
- disempowering the behaviour
- protective consequences
- educational consequences

A 'consequence' is a conclusion that logically or naturally follows from an action. Consequences may include: completing tasks, rehearsing, assisting with repairs, research, restorative meetings between the child and teachers or members of the SLT, checking understanding of learning in their own time, removal from the playground for a fixed period of days to develop and learn rules around positive playtimes, spending time in another classroom, or outside the classroom, to reflect on anti-social behaviour and recap the rules for positive learning (internal exclusion). Menial tasks, such as writing lines or 'missing break' with no discussion around the negative behaviour, have no positive impact on pupils 'learning' about how to change negative behaviour into positive behaviour, and therefore, must not to be issued by adults.

If behaviour is not restored and continues to escalate into the 'crisis' phase and a pupil is unable to manage their behaviour in a safe way, staff will use a 'de-escalation' script to remove the pupil safely from harmful behaviour. The school has the power to use reasonable force, when necessary, as advised in the DfE guidance on the use of reasonable force. (See Reducing the Need for Restrictive Physical Intervention policy).

Once a child has overcome the crisis phase and de-escalated, it is imperative that adults carry out a 'Reflect, Repair and Restore' session where behaviour can be discussed and resulting consequences and actions put in place. This is an important phase to forgive the behaviour and help the learner to understand the link between the behaviour and its consequences and understand how to respond to situations differently in the future. Restorative activities such as supported thinking, social stories, role play, discussions around the emotions and feelings of all the individuals involved in the dynamic will complete the therapeutic process.

These sessions should be conducted with an understanding of the context of the child. This knowledge is intended to help adults consider the underlying causes of anti-social behaviour which need to be understood rather than suppressed.

In the event of a physically violent incident, physically or verbally aggressive incident towards others or property or an incident which involves sexual violence or sexual harassment the following consequences may be used.

- removal from the place the incident took place
- repair, reflect, restore discussed with an adult (and other children where appropriate)
- an educational / protective consequence
- Parent / Carer notified of both the victim and perpetrator
- a record of the incident made on a behaviour log
- an internal / fixed term / permanent exclusion
- referral to or advice sought from Children's Services
- a 'Predict and Prevent' or 'Individual Risk Management Plan' put in place, or
- an 'Emotional Regulation Plan' put in place, and/or
- a 'Pastoral Support Plan' put in place, or
- a 'Safety and Support Plan' put in place, or
- a 'Risk Assessment Management Plan' (RAMP) put in place

Individual Risk Management Plan or 'Predict and Prevent plan'

For a few pupils, whose behavioural needs are exceptional an 'Individual Risk Management Plan' or 'Predict and Prevent' may be required to formalise strategies for all staff, so a consistent response to difficult or dangerous behaviour is given to the child.

Typically, these plans will include specific forms of intervention to maintain a pupil's own safety and that of others and to ensure learning takes place for all.

A plan co-ordinator will consider the following:

- calculate the risk of dangerous behaviour towards themselves, children, adults or property
- consider the pupils 'Roots and Fruits' (Appendix 2) and 'Anxiety map' to identify areas of difficulty
- consider the 'conscious' or 'subconscious' nature of the behaviour
- on the plan identify a pupil's 'Pro-social' behaviours and set out adjustments and planned scripted responses to pro-social behaviours so this can be utilised to develop self-esteem and reduce anxiety or escalation
- identify 'difficult' behaviour and set out adjustments and planned scripted responses to manage difficult behaviour and reduce escalation
- identify 'harmful or dangerous' behaviour and set out planned scripts and responses to ensure the pupil is removed safely without harm to themselves or others, in line with the school's 'Restrictive Physical Intervention' policy
- involve parents/carers and learners to ensure all parties understand clearly the actions and expectations of the school and what specific action the school may take
- consider the age, understanding, and competence of the individual learner
- outline the 'Reflect, repair and restore' phase
- base a plan on the basic premise that "*Positive experiences create positive feelings and Positive feelings create positive behaviour*" (Hertfordshire Steps Behaviour Management 2016)
- review the plan if further incidents occur and additional adjustments need to be made.

Adults always seek to de-escalate behaviour at each stage.

Pastoral Support Plan

For very few pupils, whose challenging behaviour has resulted in several internal exclusions or suspensions, a 'Pastoral Support Plan' is put in place. This means the school can monitor very closely the behaviour of a pupil for whom a suspension is deemed imminent or whose behaviour has not been modified by the actions on their 'Individual Risk Management Plan'.

These plans will include the aspects of an Individual Risk Management Plan but will be monitored daily over a 16-week period, by the end of which a significant change in a child's behaviour must be seen in response to intensive support to ensure every effort is made to avoid suspension and permanent exclusion.

The member of the senior leadership team will contact parents/carers by letter to inform them of an initial meeting to discuss their child's Pastoral Support Plan.

A plan co-ordinator will collect the following prior to the initial meeting:

- pupil voice
- parent voice
- teacher voice and a scale rating prior to the plan about certain aspects of the pupil's behaviour
- a plan setting out strategies, actions and outcomes for the child

A plan co-ordinator will then follow up with specific actions over a 16-week period:

- weekly monitoring of child's behaviour
- regular parent meetings to discuss progress
- individualised work with the child to effect behavioural change
- a reviewed teacher scale rating to measure progress fortnightly
- a reviewed pupil voice rating fortnightly
- referrals to outside agency support

Safety and Support Plan or RAMP

For some pupils, a 'Safety and Support Plan' or 'Risk Assessment Management Plan' (RAMP) may be required when an incident of child-on-child abuse, sexual harassment or sexual violence has occurred. This is to identify risks for the victim, perpetrator and other children and so that all staff are aware of their duty of care to the children.

Typically, these plans will include specific forms of intervention to maintain a pupil's own safety and that of others.

A plan co-ordinator will consider the following:

- removal of the alleged perpetrator from the class of the alleged victim
- contact parents/carers of the alleged victim and alleged perpetrator to explain actions after an event
- calculate the risk of dangerous behaviour towards children using the sexualised behaviour traffic light tool
- referral to or advice sought from Children's Services
- referral to the police where appropriate (see When to call the police guidance for schools)
- inform all staff of the plan to ensure all parties understand clearly what specific action they must take to keep children safe
- record the incident and follow up actions on the behaviour log
- consider using the 'Anxiety map' and 'Roots and Fruits' tools to identify areas of difficulty for the perpetrator (Appendix 2)
- consider the age, understanding, and competence of the individual
- offer therapeutic intervention to both victim and perpetrator
- review the plan every 4 weeks with parent(s)/ carer(s), Headteacher and the perpetrator or sooner if further incidents occur
- Notify the governing body of the nature of the incident

Adults will seek to remove any opportunity for further incidents to occur.

Learners with Special Educational Needs

We expect all learners to follow the school's behaviour expectations. However, this will be more difficult for some learners at certain times. A rise in incidents involving a child's anti-social behaviour is responded to through The Graduated Tiered response, outlined in the 'Hertfordshire Emotional Wellbeing and Behaviour Strategy'. This demonstrates the provision and services included at each level (tier 1-5) and the types of interventions locally accessible to support emotional engagement.

Learners with an identified SEN/D particularly under the category of Social Emotional and Mental Health (SEMH), may have personalised support and adjustments set out in an individualised plan and outside agency support. This is to provide a nurturing and inclusive approach, which will support all children to succeed in a calm and purposeful environment. The school undertakes STEP ON training for all staff, relevant training to support the understanding of needs, such as attachment and trauma and will refer to Outside Agencies for support and guidance.

The school will act reasonably in implementing the policy and to make reasonable adjustments for a child with characteristics protected by the Equality Act 2010. However, when the behaviour of those pupils with SEND, who may already have extensive support in place, becomes dangerous to themselves or others, and impacts on the education and safety of others, this cannot be tolerated. See The school 'SEN/D Information Report' and SEN/D policy for further details.

Dealing with Misconduct

In dealing with misconduct, staff should:

- take concerns raised seriously
- act promptly
- be consistent and assertive
- demonstrate that the focus of discussion is centred on the anti-social behaviours and this should not influence staff perception of the whole child
- listen to what the pupil has to say
- not jump to conclusions based on past history but should use unemotional, non-judgemental, factual language to describe the current behaviours
- avoid making threats, but do not avoid taking clear and decisive action when necessary in line with this policy or individual plans so that a child is clear about the action being taken
- ensure appropriate consequences are given with the view to 'teaching' positive behaviour
- act as role models and deal with incidents in a calm, consistent and reasoned manner,
- intervene swiftly if any adult, dealing with any conflict, responds inappropriately or with a lack of control
- make decisions based on evidence pertaining to the incident in question
- not promise confidentiality
- record the incident on the school behaviour system if necessary
- record the incident immediately on the school record system, under 'Record of Concern' if necessary
- Undertake protective measures if required for both victim and perpetrator from the point of allegation
- communicate issues with parents where necessary.

Reporting Behaviour Incidents

All staff have a duty to report behaviour incidents to the Senior Leadership Team (SLT) and to parents. Parents can be informed through a discussion at the end of the day between parent and teacher or can be relayed to parents by telephone.

When challenging / negative behaviour arises, all staff have a duty to log the misconduct on the school record system. Internal exclusions can only be issued in agreement with SLT. Every time an 'internal exclusion' is issued, staff must log the incident on the school record system (CPOMS) under 'behaviour' and inform parents to outline the seriousness of this action.

Children are also encouraged and expected to report cases of misconduct to an adult. This is best done at the time of the incident, so it can be addressed swiftly. Children can approach any member of staff, talk to the adults identified on their 'helping hand' network, or move their peg on the 'Feeling Safe' ladder if they prefer an adult to approach them.

A multi-agency assessment could be undertaken to identify any child's needs. This is especially appropriate given the provisions of paragraph 19 of the current DfE exclusion guidance in which it is stated that "early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. The head teacher should also consider the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour. Such assessments may pick up unidentified SEN but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems"

Exclusion:

The school sets clear and high expectations of behaviour and outcomes for all children, as well as support that individual children may need to meet these expectations.

Senior leaders (including Governors) seek to enable school staff to teach in a calm and safe school, and it is a right that every child benefits from a high-quality education that supports them to fulfil their potential.

Even with an understanding of the causal factors, which may underlie anti-social behaviour, schools need to be places where children can learn and the school workforce can teach, without disruption.

Even with extensive adjustment, reflection, planning and intervention around a pupil, all of which seeks to teach and restore positive behaviour and promote inclusion, schools need to be places where children can learn and the school workforce can teach, without disruption.

Harmful, violent behaviour cannot be tolerated in school. The school strives to develop and deliver a strong behaviour culture, with systems and strategies to manage behaviour. This includes making considered use of exclusion where appropriate.

It is important also to acknowledge the views of parents, carers and pupils within our school community, who consider a well-ordered environment, which promotes positive behaviour and a safe learning space for all, is a right for their child and themselves. This is set out in the Home/School agreement.

'The decision to exclude a pupil must be lawful, reasonable and fair' (Timpson Review 2019).

Issuing a suspension/exclusion.

The Headteacher, Deputy Headteacher, members of the SLT and teachers can take the decision to issue an 'internal exclusion' which means removal from a lesson to another classroom for a period of reflection. An internal exclusion is a response to challenging, anti-social behaviour which has become persistent and when a pupil is not responding to de-escalation strategies. Staff should seek to make internal exclusions rare. The behaviour which leads to this response must be logged on the school record system (CPOMS) and parents must be informed of the seriousness of this.

Hertfordshire County Council guidelines state that schools can use: Internal exclusions which can be used to defuse situations that occur in schools that require a pupil to be removed from the class but may not require removal from the school premises. The internal exclusion could be to a

designated area within the school, with appropriate support and supervision, or to another class on a temporary basis and may continue during break periods. Internal exclusions should be for the shortest time possible and should be subject to review.

Only the Headteacher can issue a suspension or permanent exclusion in school. If the Headteacher is off site the Deputy Head may also issue a suspension.

At Commonswood School we do not exclude pupils lightly, but suspension or permanent exclusion can be applied to pupils whose behaviour is:

- significantly or persistently violent, criminal or threatening,
- repeatedly and persistently disruptive, impeding their own learning and the learning of others
- found to have seriously compromised the school's IT system ("hacking") or to have used the school's IT system inappropriately
- malicious in their allegations towards staff which are proven to be false
- In possession of or supplying harmful and illegal drugs
- In possession of an offensive weapon

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

Suspension: The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. So that pupils do not miss out on access to their education during the suspension period, the class teacher must provide learning for pupils to complete. Upon return to school, a 'reintegration meeting' is arranged for the child and the parent(s) to meet with the Headteacher to establish expectations for reintegration and a commitment to maintain the school's Code of Conduct. A pupil 'Predict and Prevent', 'Individual Risk Management Plan', 'Emotional Regulation Plan', 'Pastoral Support Plan', 'Safety and Support Plan' or RAMP may be put in place or reviewed. Further child-centred or family support may also be discussed (in line with the Graduated Tiered approach).

Permanent exclusion:

Permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Only the Headteacher may exclude a pupil permanently. The Headteacher may also decide to convert a suspension into a permanent exclusion, if the circumstances warrant this. In the absence of the Headteacher, the Deputy Head teacher may exclude pupils.

If the Headteacher excludes a pupil, on a fixed term (suspension) or permanent basis, the parents will be informed immediately, giving reasons for the exclusion. A confirmation letter is then sent to the parents outlining reasons and number of days.

At the time of a *permanent exclusion*, 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.

The school will apply the standard of proof in deciding whether a suspension and exclusion should be imposed or not, i.e. the balance of probabilities. See paragraph 8 of the DfE exclusion guidance in which it is stated that "when establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the head teacher should accept that something happened if it is more likely that it happened than that it did not happen.

At Commonswood Primary & Nursery School we take care to apply the provisions of our behaviour policy consistently. A difference in approach might be taken to those involved in an incident being based on each individual's level of involvement and culpability, which will include an appraisal of each individual's circumstances. An excluded pupil is encouraged to give their own view, if appropriate to age and need. The pupil will be informed about how their views have been factored into any decision made.

The Headteacher informs the LA and the Governing Body about any permanent exclusion, and about any suspension beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The Governing Body has a discipline committee. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider a permanent 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 following a permanent exclusion, the Headteacher must comply with the ruling.

See the Department for Education 'Suspension and permanent Exclusion from maintained schools, Academies and pupil referral units in England including pupil movement' guidance.

A 'suspension and/ or 'permanent' exclusion will remain on a child's educational record for the duration of their time in education.

Prevention measures

The Suspension and Permanent Exclusion from Maintained schools, academies and pupil referral units in England including pupil movement DfE guidance 2022 states that:

- In addition to the strategies set out in initial intervention, page 29 of the Behaviour in Schools guidance, headteachers should also consider the following: a) an off-site direction (temporary measure that maintained schools and academies for similar purposes can use) or b) managed moves (permanent measure) as preventative measures to exclusion.
- Any use of AP should be based on an understanding of the support a child or young person needs in order to improve their behaviour, as well as any SEND or health needs. Off-site direction may only be used as a way to improve future behaviour and not as a sanction or punishment for past misconduct. Off-site direction should only be used where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate and should only be used to arrange a temporary stay in AP.
- The following individuals must have regard to the Alternative Provision: Statutory guidance for local authorities, headteachers and governing bodies
 - a local authority arranging suitable education under section 19 of the Education Act 1996;
 - the governing body of a maintained school making or reviewing an off-site direction under section 29A; and
 - the governing body or academy trust of a maintained school, academy school or AP academy arranging suitable education for a suspended pupil under section 100 of the Education and Inspections Act 2006.
- The nature of the intervention, its objectives, and the timeline to achieve these objectives should be clearly defined and agreed with the provider upfront. The plan should then be frequently monitored and reviewed. Pupils must continue to receive a broad and balanced education, and this will support reintegration into mainstream schooling.

Managed Move

The Headteacher may request that parent/carer consider a managed move for their child because the child is displaying some challenging behaviours and they believe all other strategies in school have been exhausted.

Monitoring

Where a serious incident occurs, attempts should be made to obtain corroboration from other children and where possible adults. Notes are kept of significant incidents and repeated incidents. These are logged on the school behaviour log. Repeated misconduct is reported to Team Leaders who take further action, based on information already received. The Senior Leadership Team monitor the behaviour log.

A rise in incidents involving a child's anti-social behaviour is responded to through 'The Graduated Tiered' response, outlined in the 'Hertfordshire Emotional Wellbeing and Behaviour Strategy'. This demonstrates the provision and services included at each level (tiers 1-5) and the types of interventions locally accessible to support emotional engagement.

Positive Playground Environment

We have several large playgrounds. Areas are designated for specific activities which are allocated to year groups according to a rota. In this manner, we disperse children and create adequate play space thus minimising conflicting pressure on the use of space.

- Staff will engage and lead children in play activities.
- Staff are aware of strategies used for individuals with Risk Management Plans, Pastoral Support Plans, Safety and Support Plans and RAMPs.
- Staff engage children in sociable conversation and avoid becoming engaged with other adults in the supervision of children.
- Staff minimise lining up times to enter the dining hall/school.
- Staff ensure that children keep to the designated play spaces.
- Staff position themselves to ensure that they can monitor the playground effectively.
- Staff collect pupils at the end of break times and lead them calmly to their classrooms.
- Disputes are dealt with calmly and promptly.
- Serious incidents are passed to Key Stage Leaders, SENCo, Assistant Headteacher, Deputy or the Headteacher promptly.

Discrimination, Racial, Gender, eSafety, Sexual Abuse

The school teaches a progressive anti-abuse curriculum which runs in conjunction with the Personal, Social, Health, Moral Education (PSHME) curriculum. This ensures that our pupils grow up knowing and understanding respectful and safe relationships.

In the event of an incident regarded as discrimination, racial, sexual or gender abuse, the following consequences may be used:

- Incident investigated by a senior member of staff
- Incident recorded on behaviour system
- Incidents must be recorded on a 'Incident form – located on the school server – and passed onto the Headteacher or Deputy Headteacher or eSafety safeguarding lead
- Parents/Carers of the victim and perpetrator are informed about the incident
- An educational / protective consequence will be put in place
- A therapeutic intervention may be offered to the victim and the perpetrator
- Suspension exclusion/ permanent exclusion where deemed necessary

For any incident which includes racism, the County Guidelines for dealing with Racial Harassment is referred to. The County Guidelines and Commonswood Primary & Nursery School accept The McPherson Report's definition of racial harassment, which is... 'any incident which is perceived to be racist by the victim or any other person'. All oppressive incidents are reported to the Governing Body and could, where necessary, be reported to the police.

Repeated incidents, where intervention and support has not had the desired impact, may result in suspension or exclusion. Parents are always informed of all oppressive incidents.

Bullying

'Bullying' is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It can take many forms, but the four main types are physical (e.g. hitting, kicking pushing, spitting), verbal (e.g. name calling, racist remarks), direct (eg theft), indirect (e.g. spreading rumours, excluding someone from social groups) or cyber bullying (e.g. using communication technology). Bullying is not tolerated at Commonswood Primary and Nursery School and pupils are strongly encouraged to report bullying in school so support can be put in place. There are several well-established systems within school which allow children the opportunity to report such behaviours.

TYPE OF BULLYING	Examples (not exhaustive)
Emotional	Repeatedly being unkind, excluding, tormenting, encouraging others to be unkind
Physical	Repeatedly hitting, kicking, pushing, biting, spitting, pinching taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Repeated taunts, gestures, graffiti or physical abuse focused on particular characteristics (e.g. gender, race, sexuality)
Sexual	Repeated explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Repeated name-calling, sarcasm, spreading rumours, teasing, belittling, leaving someone out
Cyber-bullying	Repeated bullying that takes place online, such as through social networking sites, messaging apps or gaming site For example sending nasty messages,; posting unkind content online, sharing photos or videos.

Zero tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Comments will never be dismissed as 'banter' or 'part of growing up' and quick action will be taken.

Pupils are encouraged to report anything that makes them feel uncomfortable, no matter how 'small' they feel it might be.

Within the curriculum the school raises the awareness of the nature of bullying through inclusion in PSHME, circle time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour. Staff and other children model appropriate behaviour in particular 'dispute resolution' and peer mentoring / mediating.

In the event of an incident regarded as bullying the following consequences may be used:

- incidents recorded on behaviour log and passed onto the Headteacher
- Parents/ Carers of the victim and the perpetrator are informed about the incident
- an educational / protective consequence will be put in place
- a therapeutic intervention may be offered to the victim and the perpetrator
- 'suspension/ 'permanent' exclusion

Home/School partnership

We expect parents to engage with school to support their child. Through protective and educational consequences, we aim to teach children to manage their own feelings and learn from their mistakes. It is our aim that they will develop strategies to enable them to self-regulate. Parents will be informed of concerns early on by the class teacher. We ask families to openly communicate behaviours or events from home so that we can offer support in the most informed and effective way.

Parents/Carers are encouraged to report suspected bullying promptly to school staff – class teachers, Key Stage leaders, the Assistant Headteacher, Deputy Headteacher or the Headteacher. Where bullying is suspected or established, Parents/Carers of victims and perpetrators will be advised of the investigation taking place.

All Parents/Carers are expected to sign their acceptance of the Home/School Agreement on enrolling their child at Commonswood Primary and Nursery School and on an annual basis, which contains a commitment to supporting the school and eradicating bullying through partnership with home and school.

Family support is available through our Partnership Family Support Worker.

A multi-agency assessment could be undertaken to identify any child's needs. Paragraph 19 of the current DfE exclusion guidance in which it is stated that "early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. The school should also consider the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour. Such assessments may pick up unidentified SEN, but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems.

Damages

Deliberate damage to school property and vandalism are **unacceptable**, parents need to be aware that vandalism has a detrimental impact on the learning environment and increases costs. For example: money spent on replacing or repairing a damaged door has to be taken from budgets allocated to educational resources and visits, therefore reducing the quality of education that could be offered. This is obviously unfair to those pupils who respect their school and as a result, an invoice for the costs of repair may be passed on to the parents of those pupils responsible.

The school may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some 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
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Statutory Duty of Schools

The Headteacher has acted to comply with his/her legal duty under the School Standards and Framework Act 1998 and procedures have been drawn up to prevent bullying among pupils and brought these procedures to the attention of staff, parents/carers and pupils.

Pupils' belongings will be searched if there is concern that weapons, drugs fireworks etc have been brought into school (not an exhaustive list) as per Searching, screening and confiscation - advice for head teachers, school staff and governing bodies document.

The Role of Governors

The Governing Body has the responsibility of setting down the general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out the guidelines.

Appendices:

Governing Body written statement of Behaviour Principles
Roots and Fruits tree

Document Links:

Keeping Children Safe in Education

Governors' Statement of Behaviour Principles

Aims & Values

Home School Agreement

PSHE Policy and Scheme of Work

eSafety & Data Security Policy

Reducing the need for Restrictive Physical Intervention Policy

Suspension & Exclusion from maintained school, academies and pupil referral units in England, including pupil movement September 2022

Preventing and Dealing with Racist incidents Policy

SEN/D Policy

SEN/D Information report

Mental health and behaviour in schools DFE March 2016

Sexual violence and sexual harassment between children in schools and colleges December 2017
Timpson Review 2019

Behaviour and discipline in schools - advice for headteachers and school staff, January 2016

Behaviour and discipline in schools - guidance for governing bodies

Use of reasonable force - advice for headteachers, staff and governing bodies, July 2013

Searching, screening and confiscation - advice for headteachers, school staff and governing bodies, January 2018

DfE and ACPO advice for schools - advice for local authorities, headteachers, school staff and governing bodies

When to call the police Guidance for Schools

Sexual violence and sexual harassment between children in schools and colleges - advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads, May 2018

Exclusion from Maintained School, Academies and Pupil Referral Units - statutory guidance for those with legal responsibilities in relation to exclusion, September 2017

HCC's Exclusions guidance supplement, September 2017

Footnotes:

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Appendix 1:

Commonswood Primary & Nursery School

Governing Body Written Statement of our Behaviour Principles

Commonswood Primary and Nursery School is a community in which good behaviour is nurtured in order to create a whole school environment conducive to maximising an individual's learning potential and achievement.

It is the responsibility of all staff to ensure that all pupils of the school maintain excellent behaviour at all times. Pupils play a key role in the promotion of acceptable behaviour. Parental support is essential in promoting positive pupil behaviour.

We aim for a high standard of behaviour which reflects care and concern for others, for materials, equipment, premises and for the environment both in school and on school activities elsewhere. We aim to help children to understand the need for this high standard of behaviour and this will be reflected in their behaviour outside school and in later life.

Our Code of Conduct has been developed with our pupils and all of the staff, and set out as our rules:

At Commonswood Primary & Nursery School everyone has the right to

- **Be and feel safe**
- **Be respected**
- **Learn**

Pupils who experience behavioural difficulties are monitored on an individual basis and supported in improving their behaviour. This can, at times include giving suitable consequences. The emphasis, however, is always on promoting and rewarding positive behaviour. The school's behaviour policy includes the power to use reasonable force, when necessary, as advised in the DfE guidance on the use of reasonable force.

Aims of our Statement on Behaviour

- To be a school that does not tolerate persecution or bullying of others on any grounds, including ability, additional educational need or disability, age, culture, faith, gender, ethnicity or sexual orientation.
- Every effort will be made by staff in collaboration with parents and may possibly involve outside agencies (for example, Educational Psychologist, Counsellor or Family Support Worker) to resolve the anti-social behaviour and where necessary to impose sanctions on the perpetrator. Monitoring and evaluation of the situation will continue until staff are satisfied that the anti-social behaviour has ceased.
- To ensure that praise, encouragement and rewards are used effectively to promote achievement and to secure good teacher-pupil relationships.
- To develop self-discipline, self-control and a sense of responsibility for the school and its environment.
- To encourage members of the school to demonstrate respect and courtesy to one another and to visitors to the school and our community neighbours.
- To provide a clear and precise framework which all staff, parents and pupils view as being fundamental to enhance learning and achievement.
- To promote ground rules of behaviour through the school's Code of Conduct.
- To ensure that the school's Code of Conduct is complied with at all times.
- To ensure that pupils understand the consequences of disruption to learning and breach of the Code of Conduct and that these are applied in a fair and consistent manner.
- To provide support for pupils who deliberately and persistently ignore or breach the Code of Conduct or disrupt learning.
- To provide appropriate support for staff and parents in managing behaviour effectively.
- To ensure effective management of teaching and learning with well-organised classes, and lessons that are stimulating, appropriate and matched to needs.

Appendix 2: Roots and Fruits

Negative -

Positive +

Roots and Fruits

Behaviours

* leaving the learning environment.
* refusing to engage in learning
* non-compliance with instructions.

* engaged in the learning process.
* remaining in the learning environment.
* cooperative with instructions.

Feelings

Bored / confusion / enjoyment / need to control / isolated / lonely / insecure / frustrated / having fun / thrilled.

Calm / secure / comforted / happy / engaged / comforted / motivated / in control / important and valued / responsible.

Experiences

* lack of ability to communicate needs to us through speech.
* recent separation of parents
* lack of boundaries at home
* past school experiences have, in the main part been negative ones.
* lack of positive relationships with peers / staff in school.
* staff unclear about likes and dislikes.

* positive relationships with others.
* ability to communicate needs to others.
* receives specific praise frequently.
* experiences consequences for actions.
* enjoys learning activities and experiences
* is part of a friendship group.