



Behaviour / Anti-Bullying Policy

Approved by Governors in conjunction with the Governors' written behaviour statement:
Summer 2026.

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. We believe no child at this school should have their learning disrupted by the Detrimental Behaviour choices of someone else. This policy seeks to ensure an agreed and shared philosophy that promotes an ethos of Valued 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).

Use of this policy

There are numerous examples given throughout this policy. They are for demonstrative purposes and should not be considered exhaustive lists.

Aims

The aims of our approach to behaviour:

- to be welcoming and inclusive
- to maintain, encourage and promote Valued 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

Definitions

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| Valued Behaviour | Behaviour held in high regard by an individual, the community or the environment. Creates helpful feelings in self or others. Behaviour characterised by a concern for the rights, feelings and welfare of others Behaviour which benefits other people or society |
| Detrimental Behaviour | Behaviour than hurts or hinders an individual, the community or the environment. Creates unhelpful feelings in self and others. Behaviour that is likely to cause injury, harassment, alarm or distress. Behaviour that violates the rights of others. |
| Unsocial Behaviour | Not desiring or benefitting from close association but not to the detriment of self or others. Not choosing to behave sociably in the company of others, but not to the detriment of self or others Not doing as instructed or dictated, but not to the detriment of self or others |

Promoting Valued 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 Valued 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 Valued Behaviour
- giving genuine, explicit, individualised praise
- being inclusive
- understanding the consequences for Detrimental Behaviours

Learner behaviour should be managed with sensitivity and with professionalism.

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 Valued 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 Valued 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.

Therapeutic Thinking

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 two 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 Valued 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 online safety learning

Developing intrinsic motivation is at the core of managing behaviour effectively. In simple terms children are motivated to make Valued Behaviour choices because they know it is the right thing to do and because it gives them positive feelings. When pupils are engaged and learning, we aim to ‘catch them getting it right’ through specific praise and celebration. Valued Behaviour / effort may be recognised in any of the following ways:

- private, individualised praise and positive reinforcement
- positive facial expressions
- hand gesture – thumbs up, ok
- being given opportunities to share Valued Behaviour / learning with another adult or member of the SLT
- celebration assemblies
- messages to parents either verbally or via the reading record
- ‘Book of Brilliance’ (used in cases of low self-esteem)
- displaying and valuing every learner’s work
- thanking learners for positive responses
- individualised, daily ‘Valued Behaviour Chart’ shared between pupil, class teacher, SLT and parents (to help support some children)

Whilst intrinsic motivation is our ultimate goal, we understand that many children begin their time at school extrinsically motivated by tangible goods. The movement from this to intrinsic motivation and emotional intelligence is a journey that can take many years. As such, a whole class reward system which encourages teamwork towards a collective goal is also used for rewarding appropriate and role model behaviour.

The school's behaviour curriculum sets out what and how the children are taught to maintain the high standards we set. The school's expectations of behaviour are displayed throughout the school and shared in assemblies and lessons.

Each class displays agreed class expectations. Disruption is not tolerated, and pupil behaviour is not expected to disrupt teaching and learning or school routines.

All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, and everyone is treated respectfully. Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

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

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.
- 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.

Detrimental 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.

When Valued 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.

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' Valued 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.

We believe that a consequence should follow detrimental (disruptive, difficult and dangerous) and Unsocial Behaviours. A consequence creates a learning opportunity by directly relating the behaviour to the harm that has been caused. Consequences are designed to help children learn and develop Valued Behaviour transferable to all contexts. A 'consequence' is a conclusion that logically or naturally follows from an action. They are dependent on the behaviour and largely fall under two categories:

| Protective Consequence | Educational consequence |
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| Protective consequences are actions to ensure no further harm occurs in the short term. Sometimes a protective consequence is needed immediately until we have been successful with our educational consequences. | Educational consequences provide the pupil with the skills and incentives to behave differently when faced with the same set of circumstances reoccurring. Educational consequences rely on finding the answers to two questions: What does the child need to learn? How are we going to teach them? |

Pupils are held responsible for their behaviour. When the school rules are not being followed, steps will be taken to address this. Staff working with children should manage the majority of behaviours that are displayed. Restorative conversations and consequences should, in the majority, be led by the member of staff with whom the behaviour occurred or with the class teacher. The SLT may be called upon to support with incidents where children are displaying dangerous behaviour.

Although behaviour is very complex, the tables below categorise them into three groups. It is important to note here however that not all behaviour can be predicted or categorised. It is essential that all staff are reflective about behaviour and consider how practice and pedagogy can be adapted to support children to develop.

| Disruptive Detrimental Behaviour | |
|---|---|
| Reactions to these behaviours need to be calm, consistent and kind. A conversation must be had with the child to explain why the behaviour was not appropriate. The expectation is that any disruptive behaviour is attempted to be resolved by the adult responsible at the time or the class teacher. | |
| Examples | Possible Consequences |
| <ul style="list-style-type: none"> • Leaving their desk without permission • Leaving the carpet without permission • Refusing to complete the work set • Refusing to get changed for PE • Refusing to follow an adult instruction • Choosing to do another activity than the one the class are doing (reading / drawing on whiteboard, etc) • Rocking on their chair • Calling out / talking to a friend • Distracting and / or disrupting others' learning by calling out, banging, making noises • Playing / fiddling with equipment • Arguments / bickering on the playground | <ul style="list-style-type: none"> • General reminders • Individual reminders (e.g. a quiet word) • Thinking time (time to regulate in a space in the classroom) • Reflective and Restorative conversation (at break times) • Missed work completed at break time • Differentiated learning space / work station • Meeting with parent to share concerns • 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, |

Menial tasks, such as writing lines or 'missing break' with no discussion around the Detrimental Behaviour, have no positive impact on pupils 'learning' about how to change Detrimental Behaviour into Valued Behaviour, and therefore, must not to be issued by adults.

| Difficult Detrimental Behaviour | |
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| De-escalation strategies should be used to support the wellbeing of the child. The class teacher will decide on any short term restorative consequences during a reflection time (playtime or lunchtime). This should be for a limited amount of time. With the child, an appropriate consequence should be agreed. | |
| The behaviour incident, consequence and outcome of conversation with parent must be recorded on CPOMS. | |
| Examples | Possible Consequences |
| <ul style="list-style-type: none"> • Repeated disruptive behaviours • Aggressive shouting / calling out | <ul style="list-style-type: none"> • Reflective and Restorative conversation • Monitoring and reporting system |

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|--|---|
| <ul style="list-style-type: none"> • Continued interruptions • Swearing • Answering back , mimicking • Lying • Throwing small equipment • Leaving the classroom / playground without permission • Damage to property / pushing over furniture | <ul style="list-style-type: none"> • Alternative play time arrangements • Assisting with tidying / clearing related to behaviour • Meeting with parents / carers • Limited / reduced access to playtime • Learning in another classroom • 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). |
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Dangerous Detrimental Behaviour

This is behaviour that could result in injury to self or others or behaviour that would be considered criminal if the person was the age of criminal responsibility. SLT should be informed immediately and involved in dealing with consequences. Parents / carers must be informed by the member of staff dealing with the incident and all notes of the incident, consequences and follow up actions (including conversation with parents) must be recorded on CPOMS.

Time should be taken to check on the welfare of any pupils impacted by the behaviour and their parents/carers informed. If these behaviours are persistent and signs of improvement are not seen, the SLT will consider next steps which may include a referral to the DSPL5 triage to seek external support, internal exclusion, suspension or permanent exclusion may be used as a last resort.

| Examples | Possible Consequences |
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| <ul style="list-style-type: none"> • Stealing • Leaving the school building / hiding in school grounds • Leaving the premises • Spitting (directly at another) • Physical abuse of peer or staff members including: scratching, hair pulling, hitting, kicking, punching, biting • Physical or verbal bullying / discriminatory behaviour including homophobic or racist • Sexual violence / sexual harassment towards a peer • Misuse of technology on school property including the use of social media • Persistent difficult Detrimental Behaviours | <ul style="list-style-type: none"> • Assisting with tidying / cleaning related to behaviour • Restorative apology conversations • Good citizenship work • Research about the impact of their behaviour • Potential payment for damage / replacement • Internal exclusion • Risk reduction plan • Alternative free play arrangements • Learning in alternative spaces • Referral to DSPL5 triage for support • Managed move • Permanent exclusion • Referral to WelHat hub • removal from the place the incident took place • repair, reflect, restore discussed with an adult (and other children where appropriate) |

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|--|---|
| | <ul style="list-style-type: none"> • Parent / Carer notified of both the victim and perpetrator • referral to or advice sought from Children’s Services • a ‘Predict and Prevent’ or ‘Individual Risk Management Plan’ • an ‘Emotional Regulation Plan’ • a ‘Pastoral Support Plan’ • a ‘Safety and Support Plan’ • a ‘Risk Assessment Management Plan’ (RAMP) |
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Responding to difficult and Dangerous Detrimental Behaviours

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

- Investigating antecedents including talking to witnesses (outside learning time)
- positive phrasing
- limited choice
- disempowering the behaviour
- protective consequences
- educational consequences

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).

The school may respond and issue a consequence to pupils for Detrimental Behaviours 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 Detrimental Behaviour 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 Detrimental Behaviour, the teacher can only issue a consequence to the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

For pupils who demonstrate persistent Detrimental Behaviours, it is the decision of the headteacher if they are able to participate in school events such as, but not limited to, trips, workshops and sporting events.

Every pupil with identified behavioural or safeguarding concerns must have an individual risk assessment completed and shared with parents prior to the offsite activity.

Offsite activities for individuals should not take place where risks to staff or pupils cannot be reduced to a safe and manageable level.

Staff wellbeing considerations must be made, ensuring no member of staff is placed in a situation of unreasonable stress or risk.

For individuals, where risk factors cannot be reduced to safe levels through appropriate adjustments, the school will offer different supervised provision instead of attending the trip.

Reflection and Restoration

Following Detrimental Behaviours and 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.

The following questions can be used to guide the discussion:

- What happened?
- How / what were you feeling / thinking?
- Who has been affected and how?
- How / what did it make others think and feel?
- What can we do to put things right? These then need to be done.
- What have we learnt and how can we respond differently next time?

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. The school will support staff by conducting a debrief meeting following critical incidents.

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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.

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.

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.

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"

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 Detrimental 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 recording 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', or move their peg on the 'Feeling Safe' ladder if they prefer an adult to approach them.

Individual Risk Management Plan or 'Predict and Prevent' plan

For a few pupils, whose behavioural needs are exceptional, or where there is a rise in, or persistent Detrimental Behaviour, 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' anxiety map and therapeutic tree 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 Valued Behaviour"* (Hertfordshire Therapeutic Thinking)
- review the plan if further incidents occur and additional adjustments need to be made.

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

If a risk reduction plan is in place, there will be regular review meetings with parents to highlight the achievements of the plan and make any necessary changes for further success. These reviews will continue until the child has had enough success to manage without a plan in place.

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 school record system.
- consider using the 'Anxiety map' and 'Therapeutic Tree' tools to identify areas of difficulty for the perpetrator
- 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

The DfE states that: **'Schools need to manage pupils' behaviour effectively, whether or not the pupil has underlying needs. And they owe duties (for example, over safety) not just to the individual pupil, but also to the other pupils and to staff. These are imperatives.'**

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 Therapeutic Thinking 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. This duty can, in principle, apply both to the suspensions and permanent exclusions process and to the disciplinary sanctions imposed. Under the Children and Families Act 2014, governing boards of relevant settings³⁸ must use their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN, which will include any support in relation to behaviour management that they need because of their SEN. See The school 'SEN/D Information Report' and SEN/D policy for further details.

We seek to engage proactively with parents in supporting the behaviour of pupils with additional needs.

Where there are concerns about the behaviour, or risk of suspension and permanent exclusion, of a pupil with SEN, a disability or an EHC plan we, in partnership with others (including where relevant, the local authority), consider what additional support or alternative placement may be required. This will involve assessing the suitability of provision for a pupil's SEN or disability. Where a pupil has an EHC plan, we will contact the local authority about any behavioural concerns at an early stage and consider requesting an early annual review prior to making the decision to suspend or permanently exclude. (unless this risks the immediate safety of the school community). For those with SEN but without an EHC plan, the school should review, with external specialists as appropriate, whether the current support arrangements are appropriate and what changes may be required. This may provide a point for schools to request an EHC assessment or a review of the pupil's current package of support.

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, as detailed in the table below.

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. |

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 systems 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

Parents / Carers are encouraged to report suspected bullying promptly to school staff – class teachers, Phase 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.

Bullying outside school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on students' well-being beyond the school day. Staff, parents and carers, and students must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

Suspension / Exclusion

DfE (September 2023) states: 'This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.' Suspension and Permanent Exclusion from Maintained schools, Academies and Pupil Referral Units in England, including pupil movement (Page 11)

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

Issuing a suspension/exclusion.

The Headteacher, Deputy Headteacher, and members of the SLT 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.

In situations where internal exclusions have not resulted in regular pro-social behaviour being restored, it may be necessary to extend periods of removal to learn in an alternative class while a restorative programme is in place. This may extend to a pastoral support plan.

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 suspend or 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

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 suspends a pupil, or excludes 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, make representation against the decision to the governing body. The school informs the parents how to make any such representation.

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 2023 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.

Discrimination, Online Safety, Racial, Gender and 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 systems may be followed:

- Incidents recorded on a 'Incident form – located on the school server – and passed onto the Headteacher or Deputy Headteacher or online safety safeguarding lead
- Incident investigated by a senior member of staff
- Incident recorded on behaviour system
- 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.

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.

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.

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

Document Links:

Keeping Children Safe in Education

Behaviour Curriculum

Governors' Statement of Behaviour Principles

Aims & Values

Home School Agreement

PSHE Policy and Scheme of Work

Reducing the need for Restrictive Physical Intervention Policy

Suspension & Exclusion from maintained school, academies and pupil referral units in England, including pupil movement August 2024

Preventing and Dealing with Racist incidents Policy

SEN/D Policy

SEN/D Information report

Mental health and behaviour in schools DfE March 2016

Timpson Review 2019

Behaviour and discipline in schools - advice for headteachers and school staff, February 2024

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, July 2022

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

When to call the police Guidance for Schools

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, August 2024

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 valued 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 Valued 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.