

# Behaviour policy and statement of behaviour principles

## Pike Fold Primary School



**Last reviewed:** January 2026

**Approved by:** Full Governors

**Next review due by:** January 2028

## Contents

1. Aims .....	2
2. Legislation, statutory requirements and statutory guidance .....	2
3. Definitions .....	3
4. Bullying .....	4
5. Roles and responsibilities .....	8
6. School behaviour curriculum .....	9
7. Responding to behaviour.....	11
8. Serious sanctions .....	19
9. Responding to misbehaviour from pupils with SEND.....	21
10. Supporting pupils following a sanction .....	22
11. Pupil transition .....	22
12. Training.....	23
13. Monitoring arrangements.....	23
14. Links with other policies.....	23
Appendix 1: written statement of behaviour principles.....	25
Appendix 2: staff training log .....	26
Appendix 3: behaviour log.....	<b>Error! Bookmark not defined.</b>
Appendix 4: letters to parents about pupil behaviour - templates .....	32

---

## 1. Aims

This policy aims to:

- › Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- › Outline the expectations and consequences of behaviour
- › Provide a consistent approach to behaviour management that is applied equally to all pupils
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination

## 2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- › [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- › [Behaviour in schools: advice for headteachers and school staff 2024](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)

- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### 3. Definitions

School takes all levels of poor behaviour seriously; however we also consider circumstances and individual pupils needs:

**Misbehaviour** is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude
- › Incorrect uniform

**Serious misbehaviour** is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying
- › Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- › Vandalism
- › Theft
- › Fighting
- › Smoking
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited items.
- › These may include:
  - Knives or weapons

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers including vapes
- Fireworks
- Pornographic images
- Online abuse, including the creation or sharing of AI-generated content intended to harm, intimidate or harass others.
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	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	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

All the school are informed of the sanctions of bullying detailing the procedures and consequences.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy in our policy Appendix 3. Where incidents outside school are witnessed by school staff or reported to the

school, the headteacher will use their discretion...and if a sanction is deemed necessary, it will be applied in line with this policy

## **Racism**

### **All children receive education on diversity and inclusion using Protected Characteristics**

At Pike Fold our wish is to develop in every individual a sense of self-worth and respect for others.

Racism is behaviour which upsets a person by making a connection with a person's ethnic group, skin colour, religious beliefs, language / dialect or cultural background or nationality in a negative way. It can take many forms including verbal abuse, threatening behaviour to the person or their property or exclusion from activities. All possible racial incidents are followed up immediately to ensure that it is obvious such behaviour is not condoned under any circumstances. If found to be serious, it will be formally recorded on CPOMS and reported at the next governors meeting.

It may be dealt with in a number of ways depending on the seriousness/level of intent of the incident and the understanding of the children involved. It may take the form of a discussion to improve understanding, the child may receive a consequence, parents brought into school, or in very serious incidents a child may be excluded from school following appropriate investigations by the Headteacher.

We oppose all forms of racism by both adults and children, in the firm belief that everyone has the right to the best possible education through equal opportunity and access in a healthy, safe, caring and stimulating environment. Children will be encouraged to respond to racism appropriately.

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

### **Sexist comments and harmful sexualised behaviour. (AIM)**

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction to the headteacher, if the pupil refuses to apologise in the first instance where parents will be invited to come to school to discuss the concerns

Our PHSE curriculum covers what healthy and respectful behaviour towards one another looks like.

This demonstrates our zero-tolerance approach better by making the following things clearer:

- What the unacceptable behaviour involves
- What we want the culture in our school to be
- How we will respond to this behaviour
- How we will support the victim(s) and alleged perpetrator(s)

A risk assessment will also be created if the safeguarding team feel it appropriate.

The risk assessment will inform whether we need to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care

- Report to the police

### **Homophobia, Biphobia and Transphobia**

There can be an overlap between what is homophobic, what is biphobic and what is transphobic language and lots of the same assumptions, prejudices or stereotypes may underpin remarks.

#### **Homophobia**

Incidents of homophobic name calling/bullying are taken seriously and responded to in a similar way to other incidents. We recognise both indirect homophobic abuse e.g. 'your bag's gay' and direct homophobic abuse e.g. a boy is called a 'poof'.

#### **What does it look like?**

- ✦ Homophobic bullying/name calling occurs when bullying motivated by a prejudice against lesbians, gay or bisexual people
- ✦ It can include spreading rumours that someone is gay, suggesting that something or someone is inferior and so they are "gay" – for example, "You're such a gay boy" or "That's gay"
- ✦ Even when pupils may not know what the words mean, but use homophobic language against others, it is still a form of bullying/name calling
- ✦ We do not view homophobic name calling as "harmless banter". We recognise that if it is not challenged at primary school it is harder to address at secondary school
- ✦ If a pupil is not explicitly told that homophobic bullying is wrong they may think it is OK to do this

#### **Biphobia**

Incidents of biphobic language includes language, jokes or 'banter' that is negative or disrespectful of, or that perpetuates stereotypes about, bisexual people (people who are attracted to people of the same gender and to people of a different gender to their own)

#### **What does it look like?**

- Making fun of bisexual people for being 'greedy' or because they are attracted to people of the same gender and to people of a different gender
- Accusing someone of going through a 'phase', questioning why they 'can't make their mind up' or saying 'surely you're just straight or gay'
- Saying 'why can't you just be normal', either because being bisexual is not perceived to be 'normal' or because it's not 'normal' to have same-sex relationships (link to homophobic language) Transphobia

Incidents of transphobic language includes language, jokes or 'banter' that is negative or disrespectful of, or that perpetuates stereotypes about, trans people (people whose gender is not the same as the sex they were assigned at birth)

#### **What does it look like?**

- Terms of abuse, including 'tranny', 'he-she', referring to a trans person as 'it' or deliberately misnaming or misgendering them (using the wrong pronoun when referring to them in conversation)
- Taunting or inappropriate questions or comments about a trans person's gender or gender identity, for example 'are you a girl, or a boy?' or 'you're not a 'real' girl'
- Questions or comments about a trans person's body, for example asking them what their body looks

Like

## Responding to an Incident-Record on CPOMs

If we hear a child using derogatory language we will address it, using the agreed guidance below and guided by our knowledge of the individual pupil's maturity and personal circumstances.

### Foundation – Y2 pupils

1. Establish why homophobic, biphobic, transphobic language was used? What was the motivation?
2. How did it make X feel?
3. Explain 'gay' is not the right word to use. What could they have done/said instead? Help child to understand how their behaviour affects others.
4. Ask the child to choose other words/actions which would help solve the problem in a positive way.

### Y3-Y6 pupils

1. Establish why homophobic, biphobic, transphobic language was used? What was the motivation?
2. How did it make X feel?
3. Ask if they know what the word means. After pupil answers –
  - Clarify "It's when two men or two women love each other".
  - State "Calling someone gay/something gay is not acceptable when the word is used to tease or upset someone." Help child to understand how their behaviour affects others.
4. Resolve conflict (write letter, verbal apologies, shake hands etc) in line with Behaviour Policy.  
If name calling continues sanction child in line with Behaviour Policy

### Our Strategy

How the school will prevent bullying-We remind pupils about expected behaviour and bullying is not tolerated. Discussed in assemblies and through the PHSE curriculum

How pupils, parents and staff can report incidents of bullying-Recorded on CPoms and concerns from home can be emailed or set via class Dojo

How the school investigates allegations of bullying- All allegations are taken seriously and investigated by class teacher or headteacher

How the school will react to bullying that occurs off school premises or online- School will investigate and inform the relevant people or issue sanctions in line with our policy. If external evidence is found this is shared with parents and if necessary the police

How the school records, analyses and monitors incidents of bullying All incidents are tracked on CPoms and are analysed by the headteacher half termly and findings shared with the GB

How the school supports pupils who have been bullied, and those vulnerable to bullying- Our Pastoral support in school monitors the impact upon the child and if necessary we will seek appropriate support from external agencies.

Whole-school proactive strategies to prevent bullying- Whole school zero tolerance understanding of bullying

## 5. Roles and responsibilities

### 5.1 The governing board

The GB is responsible for:

- › Reviewing and approving the written statement of behaviour principles (appendix 1)
- › Reviewing this behaviour policy in conjunction with the headteacher
- › Monitoring the policy's effectiveness
- › Holding the headteacher to account for its implementation

### 5.2 The headteacher

The headteacher is responsible for:

Reviewing this policy in conjunction with the **GB**

- › Giving due consideration to the school's statement of behaviour principles (appendix 1)
- › Approving this policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring that the policy is implemented by staff consistently with all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### 5.3 Teachers and staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- › Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

## 5.4 Parents and carers

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- › Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## 5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- › The expected standard of behaviour they should be displaying at school
- › That they have a duty to follow the behaviour policy
- › The school's key rules and routines
- › The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- › The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## 6. School behaviour curriculum

### Teaching the behaviour curriculum

The school's behaviour curriculum is **explicitly taught, consistently implemented and routinely reinforced** to ensure all pupils understand and meet behavioural expectations:

- **Modelling** – All staff consistently model expected behaviours and explicitly reference the school's behaviour expectations in classrooms, corridors, assemblies and social times. Positive behaviour is identified and reinforced using shared language.
- **Practice** – Pupils are provided with regular opportunities to practise expected behaviours and routines, including classroom conduct, transitions, movement around the school and social interactions.

- **Re-teaching** – Behaviour expectations are **re-taught where necessary**, including following incidents, at key transition points, or where pupils require additional support to meet expectations.
- **Induction and re-induction** – Behaviour expectations form part of induction for new pupils and are **re-established at the start of each academic year**, after extended breaks, and when required for individuals or groups.

Where appropriate and reasonable, adjustments are made to routines within the behaviour curriculum to enable all pupils to meet behavioural expectations.

Pupils are expected to be ready, respectful / responsible and safe – this clear language is used by all staff members to remind pupils of our expectations in all areas of school life. Children are aware all behaviour incidents are recorded. Rule posters are displayed on corridors to support children with their behaviour. Children are expected to :

- › Behave in an orderly and self-controlled way (Respectful & Responsible)
- › Show respect to members of staff and each other (Respectful)
- › In class, make it possible for all pupils to learn (Respectful)
- › Move quietly around the school (Respectful & Safe)
- › Treat the school buildings and school property with respect (Respectful & Safe)
- › Wear the correct uniform at all times (Respectful & Responsible)
- › Accept sanctions when given (Respectful & Responsible)
- › Refrain from behaving in a way that brings the school into disrepute, including when outside school or online (Respectful, Responsible & Safe)

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

### How our behaviour systems fit together

The school's behaviour culture is underpinned by a single, coherent behaviour curriculum. *Ready, Respectful, Responsible and Safe* describes what we expect from pupils at all times.

The *behaviour curriculum* explains how these expectations are explicitly taught, through modelling, practice, re-teaching and induction.

The *Good To Be Green* system provides a consistent classroom-level approach to recognising positive behaviour and addressing behaviour that falls below expectations.

Together, these approaches ensure clarity, consistency and fairness for pupils, staff and families.

## 6.1 Mobile Phones and Smart Watches

### Pupils – Mobile Phones and Smart Watches

In line with Department for Education guidance on behaviour and safeguarding, pupils are **not permitted to bring mobile phones or smart watches onto the school site**. These devices present safeguarding, data protection and behaviour risks, including distraction from learning, potential misuse of messaging or camera functions, and vulnerability to loss, theft or bullying.

**Exceptions** may be made in the following circumstances:

- Pupils in **Years 5 and 6 who walk to and from school independently** may bring a **mobile phone for safety reasons only**.
- Pupils with an **agreed medical or SEND-related need**, authorised in advance by the Headteacher.

Where an exception applies:

- Devices must be **switched off before entering the school gates**
- Devices must **not be used at any point during the school day**
- Devices must be **handed to the class teacher on arrival**
- Devices will be **securely stored in a locked cabinet** in the Deputy Headteacher's office
- Devices will be **returned to pupils at the end of the school day** as they leave the school gates

**Smart watches are not permitted under any circumstances**, including those with messaging, internet access, camera or recording functionality.

Any pupil found to be in **unauthorised possession** of a mobile phone or smart watch, or any pupil who **misuses a permitted device**, will have the device **confiscated**. Confiscated devices will be **locked in the school safe** and **returned only to a parent/carer**, in line with the sanctions outlined in this behaviour policy.

Members of staff are **not authorised to store or 'look after' pupils' mobile phones or smart watches**.

The school accepts **no liability** for any mobile phone or smart watch brought onto the premises by pupils.

### **Staff – Mobile Phones and Smart Watches**

Staff may bring mobile phones and smart watches onto the school site; however:

- Devices must **not be visible or used in classrooms or during the working day** without permission from the Headteacher
- Smart watches may be worn but must be **set to silent mode** and **not used** during the working day
- Personal use of mobile phones or smart watches is permitted **only during designated break times and in designated areas**
- Permission must be sought from the Headteacher for any personal calls during the working day, which should be for **exceptional circumstances only**

Mobile phones and smart watches **must not be used to take photographs of pupils** under any circumstances.

The school accepts **no liability** for any mobile phone or smart watch brought onto the premises by staff or parents/carers.

### **Consistency with Behaviour Policy and Sanctions**

The unauthorised possession or misuse of mobile phones or smart watches is treated as a **behaviour breach** and will be managed consistently in line with this behaviour policy, including **confiscation and appropriate sanctions**. This approach supports safeguarding, minimises distraction, and promotes positive behaviour, in accordance with Department for Education expectations.

## **7. Responding to behaviour**

### **7.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- › Create and maintain a stimulating environment that encourages pupils to be engaged
- › Display the behaviour curriculum or their own classroom rules
- › Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement
  -

## 7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information [Child protection and safeguarding policy updated 2023.doc](#)

## 7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal Praise
- Dojo / House points
- Class rewards
- Star of the week
- Sent to another teacher / SLT for praise
- Good To Be Green certificates and stickers
- Post Cards/ phone call home to parents
- Special responsibilities/privileges

## 7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- › Setting of written tasks such as an account of their behaviour
- › Expecting work to be completed at home, or at break or lunchtime
- › Detention at break or lunchtime, or after school
- › Loss of privileges – for instance, the loss of a prized responsibility
- › School-based community service, such as tidying a classroom
- › Referring the pupil to a senior member of staff
- › Letter or phone call home to parents (for our very young children parents may be asked to collect if behaviour poses a risk)
- › Agreeing a behaviour contract
- › Putting a pupil 'on report' through our CPoms system
- › Removal of the pupil from the classroom. We may use the meeting room in response to serious or persistent breaches of this policy. Pupils may be removed from the classroom to a designated supervised space, following disruption, in line with section 8.2 of this policy- where they will be expected to complete the same work as they would in class.

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

- › Suspension

Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

## 7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- › Causing disorder
- › Hurting themselves or others
- › Damaging property
- › Committing an offence

Incidents of reasonable force must:

- › Always be used as a last resort

- › Be applied using the minimum amount of force and for the minimum amount of time possible
- › Be used in a way that maintains the safety and dignity of all concerned
- › Never be used as a form of punishment
- › Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## 7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

### Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- › The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- › In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- › It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- › Assess whether there is an urgent need for a search
- › Assess whether not doing the search would put other pupils or staff at risk
- › Consider whether the search would pose a safeguarding risk to the pupil
- › Explain to the pupil why they are being searched

- › Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- › Explain how and where the search will be carried out
- › Give the pupil the opportunity to ask questions
- › Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- › Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- › Hats, scarves, gloves, shoes, boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- › Desks
- › Lockers
- › Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- › Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- › If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- › What happened
- › What was found, if anything

- › What has been confiscated, if anything
- › What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Strip searches (exceptional circumstances)**

The school recognises that strip searches are an exceptional safeguarding measure and will never be carried out by school staff.

Strip searches on school premises may only be conducted by the police, in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C and Department for Education guidance.

Before involving the police, the school will carefully consider:

- The risk of harm to the pupil or others if the suspected item is not recovered
- The potential impact on the pupil's mental and physical wellbeing
- Whether all other appropriate and less intrusive measures have been exhausted

Where a strip search is deemed necessary by the police:

- The school will prioritise the safety, dignity and wellbeing of the pupil
- Parents/carers will be informed as soon as reasonably practicable
- An appropriate adult will be present, unless exceptional circumstances apply
- A full written record will be kept and reviewed by the designated safeguarding lead (DSL)

Following any strip search, the school will ensure appropriate pastoral and safeguarding support is provided.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

### **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- › Act to safeguard the rights, entitlement and welfare of the pupil
- › Not be a police officer or otherwise associated with the police

- › Not be the headteacher
- › Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

## **7.7 Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- › Taking part in any school-organised or school-related activity (e.g. school trips)
- › Travelling to or from school
- › Wearing school uniform
- › In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- › Could have repercussions for the orderly running of the school
- › Poses a threat to another pupil
- › Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

## **7.8 Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- › It poses a threat or causes harm to another pupil
- › It could have repercussions for the orderly running of the school
- › It adversely affects the reputation of the school
- › The pupil is identifiable as a member of the school

This includes the use of AI-generated images, messages, audio or other content that is used to harass, bully, threaten, mislead or cause harm to others. Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

## **7.9 Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or a member of the DSL team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## **7.10 Zero-tolerance approach to sexual harassment and sexual violence (AIM)**

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

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

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information [Child protection and safeguarding policy updated 2023.doc](#)

## **7.11 Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

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 consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils

## 8. Serious sanctions

### 8.1 Detention

Pupils can be issued with detentions during break.

The school will decide whether it is necessary to inform the pupil's parents.

When imposing a detention, the school will consider whether doing so would:

- › Compromise the pupil's safety
- › Conflict with a medical appointment
- › Interrupt the pupil's caring responsibilities

### 8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- › Restore order if the pupil is being unreasonably disruptive
- › Maintain the safety of all pupils
- › Allow the disruptive pupil to continue their learning in a managed environment
- › Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a nominated member of staff and will be removed for a maximum of 5 days.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as

- › Meetings with learning coaches
- › Use of teaching assistants
- › Short term behaviour report cards
- › Long term behaviour plans
- › Pupil support units
- › Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

### 8.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information [Exclusion Policy 2023.doc](#)

#### Positive Behaviour Strategies

All classes and teachers use the 'Good To Be Green' traffic light system to enforce good or a 'green standard' of behaviour. The expectation is that all children will be on green and that this 'green standard' will be reinforced throughout the day through praise. 'eg: this table are demonstrating the green standard of behaviour, they are all sitting how we expect...' Children all start on green each lesson and the expectation is that they finish the lesson on green. Amber is used as a warning to those children who don't display green standard behaviour, for example: talking when it is not appropriate or being disruptive. Children should be moved to amber temporarily and it should be made clear to the pupil at this point what they need to do to be put back on green. Red should be used when the behaviour does not revert back to an acceptable level.

Children should be moved back to green as soon as they display 'a green standard' of behaviour. It is important that staff contact the parents of any child who is moved onto amber and red frequently so that support can be offered. Children on specific behaviour plans do not follow this system.

Strategies: Use positive rather than negative approaches

- Calm body language
- Dramatic pauses
- Polite silent gestures
- Praise good behaviour rather than paying attention to poor behaviour
- Instead of saying no it might be possible to say "yes you can, when you have finished..."
- Focus on the future. "What should we do next time?"
- Give time. After requesting an action, instead of hovering and demanding, move onto something else and check later
- When discussing behaviour issues with a child, a quiet word is more effective than public reprimanding in terms of establishing long-term respect.
- Give choices and consequences, hoping the child will make a responsible decision
- Use language carefully – "stop being careless with the paint" becomes "Carefully with the paint pots, thank you" - Instead of "listen to me" say "Thank you for showing me you're listening" Tell children what you would like them to do, not what you don't want eg "Walk please" rather than "Don't run."
- Remember, the children reflect back whatever you project, a calm and positive teacher will have more success in establishing a calm and positive classroom
- If behaviour issues arise, consider what the triggers may be. Were instructions clear and explicit? Was work set sufficiently challenging to avoid boredom? Was it accessible to avoid frustration? • Have high, realistic expectations

#### Physical restraint (in addition to Team Teach restraint by qualified staff)

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

## 9. Responding to misbehaviour from pupils with SEND

### 9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- › Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- › Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- › If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Pupils individual plans identify triggers in behaviour:

Strategies may include:

Short breaks

Sensory Room

Sensory trails in school

Adjusting uniform for children with sensory needs/medical reasons

Calling upon our SEN team for support-Autism

### Using our sensory room or safe space for self regulation monitored by staff

### 9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- › Whether the pupil was unable to understand the rule or instruction?
- › Whether the pupil was unable to act differently at the time as a result of their SEND?
- › Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **9.4 Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## **10. Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This may also use:

- Reintegration meetings
- Contact with our pastoral lead

Reward cards to set SMART TARGETS

## **11. Pupil transition**

### **11.1 Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### **11.2 Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## 12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- › The proper use of restraint
- › The needs of the pupils at the school
- › How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process if necessary

## 13. Monitoring arrangements

### 13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- › Behavioural incidents, including removal from the classroom
- › Attendance, permanent exclusion and suspension
- › Use of pupil support units, off-site directions and managed moves
- › Incidents of searching, screening and confiscation
- › Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by the headteacher and shared with governors at all meetings within the headteachers reports

The data will be analysed from a variety of perspectives including:

- › At school level
- › By year group
- › At the level of individual members of staff
- › By protected characteristic if required

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

### 13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the GB at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the full GB

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the GB annually.

## 14. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy

## Appendix 1: written statement of behaviour principles

- › Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- › All pupils, staff and visitors are free from any form of discrimination
- › Staff and volunteers set an excellent example to pupils at all times
- › Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- › The behaviour policy is understood by pupils and staff
- › The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- › Pupils are helped to take responsibility for their actions
- › Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the GB annually.

**Appendix 2: staff training log**

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

## Appendix 3: behaviour log- CPoms

### Behaviour – CPOMS

In the incident description please ensure you refer to the specific behaviour. A list of the categories is written below to refer to.

Behaviour – RED – Referred to SLT/HT	Assault on pupil or staff member Deliberate damage to property Fighting Leaving class without permission Absconding from the school building
Behaviour – AMBER – Referred to phase leader	Aggressive behaviour Deliberate damage to property Incitement Leaving class without permission
Behaviour – GREEN – Class Teacher	Arguing Deliberate damage to property Disruption to learning Low level behaviours Name calling Refusal Teasing Leaving class without permission

### **ANTI BULLYING STRATEGY- PIKE FOLD PRIMARY SCHOOL**

#### **Procedures for reporting and responding to bullying incidents**

All staff will respond calmly and consistently to all allegations and incidents of bullying at Pike Fold Primary School. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved.

The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents:

1. Report all bullying allegations and incidents to staff.
2. Staff will make sure the victim(s) is and feels safe.

3. Appropriate advice will be given to help the victim(s).
4. Staff will listen and speak to all children involved about the incident separately.
5. The problem will be identified and possible solutions suggested.
6. Staff will attempt to adopt a problem solving approach which will move children on from them having to justify their behaviour.
7. Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying.
8. Staff will reinforce to the bully that their behaviour is unacceptable.
9. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions applied (see next section).
10. If possible, the pupils will be reconciled.
11. An attempt will be made, and support given, to help the bully (bullies) understand and change his/her/their behaviour.
12. In cases of serious bullying, the incidents will be recorded by staff on the CPoms system.
13. In serious cases parents will be informed and will be invited to come into school for a meeting to discuss the problem where possible. If not parents will be telephoned
14. After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
15. Bullying incidents will be discussed regularly at staff meetings.
16. If necessary and appropriate, the Child Protection Officer in school, Social Services or police will be consulted.

The following sanctions may be used:

The children have also discussed this question in their classes and some of the sanctions they suggested are included in the list below:

- Apologise to the victim(s) verbally or in writing
- Lose privileges
- Lose playtimes (stay with class teacher, write lines or do extra work)
- Spend playtimes and lunchtimes in the meeting room
- Parents will be invited in to school
- Go on a self-improvement report-Sticker charts
- Be removed from class and work in isolation-usually the meeting room
- Report to the Headteacher or Deputy Headteacher
- Be withdrawn from participation in school visit, clubs and events not essential to the curriculum.
- Fixed term exclusion
- Permanent exclusion

### **Strategies for the prevention and reduction of bullying**

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur.

These can include:

- Involving the whole school community in writing and reviewing the policy
- Undertaking regular questionnaires and surveys to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy

- Producing a 'child speak' version of the policy for the children
- Each class agreeing on their own set of class rules
- Making national anti-bullying week a high profile event each year
- Awareness raising through regular anti-bullying assemblies
- PHSE (Personal, Health & Social Education) scheme of work from Reception to Year 6 used to support this policy
- Circle time on bullying issues
- Setting up of a circle of friends support network where a small group of children volunteer to help and support an individual experiencing difficulties
- Children writing stories and poems and drawing pictures about bullying
- Children being read stories about bullying
- Using drama activities and role-plays to help children be more assertive and teach them strategies to help them deal with bullying situations
- Introduction of a confidential 'Worry' box where children and parents/guardians can write and post their concerns and ideas
- Introducing playground improvements and initiatives
- Training Y5 or Y6 pupils to be Playground Pals
- Implementation of the Positive Play Programme
- Using praise and rewards to reinforce good behaviour
- Encouraging the whole school community to model appropriate behaviour towards one another
- Organising regular anti-bullying training for all staff
- 

<b>Name of organisation</b>	<b>Telephone number</b>	<b>Website</b>
Act Against Bullying	0845 230 2560	<a href="http://www.actagainstbullying.com">www.actagainstbullying.com</a>
Advisory Centre for Education (ACE)	0207 704 3370	<a href="http://www.ace-ed.org.uk">www.ace-ed.org.uk</a>
Anti-bully	not available	<a href="http://www.antibully.org.uk">www.antibully.org.uk</a>
Anti-Bullying Alliance (ABA)	0207 843 1901	<a href="http://www.anti-bullyingalliance.org.uk">www.anti-bullyingalliance.org.uk</a>
Anti-bullying Network	0131 651 6103	<a href="http://www.antibullying.net">www.antibullying.net</a>
Beatbullying	0845 338 5060	<a href="http://www.beatbullying.org.uk">www.beatbullying.org.uk</a>
Bully Free Zone	01204 454 958	<a href="http://www.bullyfreezone.co.uk">www.bullyfreezone.co.uk</a>
Bullying Online	020 7378 1446	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>
BBC	not available	<a href="http://www.bbc.co.uk">www.bbc.co.uk</a>

Childline	0800 1111 (helpline for children)	<a href="http://www.childline.org.uk">www.childline.org.uk</a>
Kidscape	020 7730 3300 (general enquiry number) 08451 205 204 (helpline for adults only)	<a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a> <a href="http://www.beyondbullying.com">www.beyondbullying.com</a>
NSPCC	0207 825 2500	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>
Parentline Plus	0808 800 2222	<a href="http://www.parentlineplus.org.uk">www.parentlineplus.org.uk</a>
The Children’s Legal Centre	0800 783 2187	<a href="http://www.childrenslegalcentre.com">www.childrenslegalcentre.com</a>
The Office of the Children’s Commissioner	0844 800 9113	<a href="http://www.childrenscommissioner.org.uk">www.childrenscommissioner.org.uk</a>
UK Government Website	not available	<a href="http://www.direct.gov.uk">www.direct.gov.uk</a>

### Examples of breaking school rules

	Be Ready	Be Respectful	Be Safe
<b>Low</b>	<ul style="list-style-type: none"> <li>Getting out of seat</li> <li>Not listening</li> <li>Fiddling</li> <li>Rocking on chair</li> <li>Distracting others or yourself from learning</li> <li>Inappropriate noises</li> <li>Sulking</li> </ul>	<ul style="list-style-type: none"> <li>Winding people up</li> <li>Mimicking or making fun of others</li> <li>Shouting out</li> <li>Talking when you shouldn’t</li> <li>Blaming others</li> <li>Not owning up to something</li> </ul>	<ul style="list-style-type: none"> <li>Silly, inappropriate play</li> <li>Running inside</li> <li>Not lining up properly</li> <li>Throwing across the classroom</li> <li>Not being in the right place</li> </ul>

<b>Medium</b>	Ignoring instructions Refusal to work Distracting other classes Encouraging others' poor behaviour	Walking away from an adult Answering an adult back Name calling Swearing Spitting Being unkind on purpose Withholding the truth	Dangerous play
<b>High</b>	Leaving classroom without consent Leaving building Destroying work	Swearing or spitting at someone Bullying Malicious lying Breach of 'No Outsiders', i.e. racism, sexism Damaging school property  Stealing Serious incident outside school Refusal to accept consequences Forcing others to make poor choices	Physically fighting Throwing in anger Lashing out and hurting someone Intentionally throwing objects at someone Using social media to  be unkind or threaten someone

## Appendix 4: letters to parents about pupil behaviour - templates

### First behaviour letter

Dear [insert parent name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour curriculum, which is set out in our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other pupils' property'.]

This has been promptly followed up in school with [insert brief description of what the school has done, e.g. talk with pastoral lead, missed break time].

I am confident that no further action will need to be taken, but would be grateful if you could discuss [insert pupil's name] behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

---

### Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Second behaviour letter

Dear [insert parent name],

Following my previous letter regarding the behaviour of [insert pupil name], I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy. [Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

[Insert details of how to contact the school to arrange the meeting.]

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Third behaviour letter

Dear [insert parent name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [Insert pupil's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the headteacher, the special educational needs co-ordinator, pastoral lead], to discuss the further support we will be putting in place for [insert pupil's name].

[Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.]

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Detention letter

Dear parent,

I am writing to inform you that [insert pupil's name] has been given a detention on [insert date] at [insert time].

The reason(s) for this detention are set out below.

Insert a brief description of the behaviour incident that led to the detention here.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

-----

## Detention letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_