

# St George's Hanover Square CE Primary School

Working together for the achievement of all.

## BEHAVIOUR POLICY

<b>Ratified by</b>	Full Governing Body
<b>Date</b>	October 2019
<b>Date for Review</b>	Autumn Term 2021

We aim to create a welcoming, secure and positive environment at our school. We are a caring community whose values are built on the gospel and reflect mutual trust and respect for all. The school behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way. It is everyone's responsibility to promote good behaviour and this policy contains guidance to support this ethos. Our school has an important role, in partnership with the family and wider community, in nurturing mutual respect, a sense of responsibility and a positive work and behaviour ethic. Our Behaviour Policy sets out to ensure that everyone; pupils, their families, staff and visitors to our school understands and adheres to school rules and expectations and positively contributes towards making the school a pleasant, safe and productive place to learn. We recognise the effect a calm, organised and productive atmosphere has on a child's learning, self-esteem and health. We are an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. This policy takes full account of the Public Sector Equality Duty.

### **The Public Sector Equality Duty or "general duty"**

This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation.

- Advance equality of opportunity between different groups.

- Foster good relations between different groups We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Our approach to equality is based on the following key principles:

- To promote the ethos that all learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

- To recognize, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

- To foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.

- To foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

- To have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.

- To work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

### **Aims and Objectives of our Behaviour and Anti Bullying Policy**

- To promote a positive ethos of learning and respect for others where all groups of children make every effort to ensure that others learn and thrive in an atmosphere of respect and dignity.

To enable children to show very high levels of engagement, courtesy, collaboration and cooperation in and out of lessons.

To promote excellent attitudes to learning.

To help children become highly adept at managing their own behaviour. To foster a culture of responsibility for actions and consequences.

To reward positive behaviour individually, in the class, in the playground and during Collective Worship.

To provide a clear, systematic and consistently applied structure of rewards and consequences towards positive and inappropriate behaviour respectively.

To clearly communicated between children, staff and parents, so that a partnership between home and school is fostered.

To ensure that there are no 'blanket' punishments.

To implement sanctions that are sensitive to differences in individual children.

To help children become acutely aware of different forms of bullying and actively try to prevent it from occurring.

To promote and model positive behaviour for citizens of the future.

### **Advice for staff on promoting positive behaviour**

All staff adopt the school policy of rewards and sanctions. Please do not introduce new systems that are not a part of this policy without agreement.

Insist on acceptable standards of behaviour, work and politeness.

Treat children fairly and sensitively, listen to them, hear both sides of any disagreements and help children sort problems out in a reasonable way.

Keep the children 'on your side' by:

- Consistently following the procedures for dealing with unacceptable behaviour.
- Consistently following the procedures for recognising appropriate behaviour.
- Give learners a choice whenever possible. This could be deciding which piece of work to attempt first. Being given choices increases a sense of independence and contributes directly to the development of self-esteem.
- Recognising that children can misbehave when they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they might get some help in overcoming them.
- Acknowledging feelings is in order to pre-empt inappropriate behaviour.

Regularly thanking children for their good behaviour

- Positive before negative
- Children respond well to praise. When positive behaviour is reinforced in the classroom and playground children are more receptive to what we have to say. If we aim to praise three children before criticising one child they will learn that they are more likely to get attention when they behave or work well than when they behave badly.

Separate the problem from the child and establish your authority firmly and calmly. Avoid confrontations with pupils, listen and establish the facts.

React to problems appropriately – **shouting is never acceptable.**

Judge only when certain.

Aim to organise life in the classroom in such a way that children always know what they should be doing and are able to work successfully at tasks appropriate to their level of ability.

Within such a secure structure we are able to ensure that all children understand and can adhere to what is expected of them in terms of their behaviour.

Problems are normal when children are learning and are testing the boundaries of acceptable behaviour; don't overreact, deal with situations in a calm and constructive manner.

Success is measured not by the absence of problems, but by the way we deal with them.

Acceptable standards of behaviour, work and respect depend on **all staff** setting a positive example.

Good order is achieved by setting high standards and applying rules firmly and fairly.

Build and develop relationships and communicate effectively to avoid misunderstandings.

### **Positive behaviour around school – expectations**

Staff are asked to observe the following points with regard to children moving around the school:

To support the school community ethos children are encouraged to greet others with a smile and greeting.

Children are encouraged to hold doors open for adults.

Deal with all inappropriate behaviour – even of those pupils are not in your class-to ignore it is to condone it.

Arrive to collect your class before the bell goes at the end of break or lunch

Children are not allowed to run anywhere in the school building. If you see a child running, please stop them and reinforce this rule.

When moving your class around the school, please expect them to do so in an orderly fashion.

Children should line up quietly at the door to the room they are leaving and walk in a line.

The teacher should be able to see all of the line, all of the time and walk the children point to point.

Children should move around the school calmly and quietly in single file. Remind the children that other people are working.

If you are walking with your class the length of the school, pause at regular stages to ensure that they are walking in an orderly fashion and maintain your vision of the whole class.

When children are collecting coats, the teacher should stand at the classroom door so that they can see the children in the class and the corridor at the same time. If this is not possible, please ask a TA to supervise your class.

At the start of the day and at the end of break and lunch times, classes should be collected by their teacher from the playground and enter the building quietly. Please arrive promptly before the bell is rung to aid orderly, calm and brisk transitions and maximise learning time in the classroom.

Children should not be allowed back into the building during break or lunch times unless accompanied by an adult or to visit the First Aid station as directed by an adult on duty.

### **Encourage pride in the school**

Insist on a clean and tidy room.

Teach and encourage tidiness. Insist on a litter free environment.

Leave equipment, furniture and resources in the right place after lessons.

Report any damage or repairs needed to the school keeper.

Enforce the ban on sweets, chocolate, gum and toys.

Keep displays fresh and attractive.

Keep your teacher area tidy and uncluttered as a model to pupils.

Deal promptly with poor behaviour– to ignore is to condone.

## **In the classroom**

Create and sustain a positive, supportive and secure environment.

Well prepared, stimulating lessons generate good behaviour and earn respect.

Expect to:

Use your strategy consistently to gain children's attention.

When you address the class insist on eye contact and pencils down.

Never shout. Shouting is never acceptable.

Be on time to collect your class and start lessons on time. Be prepared for the lesson with all your resources in place.

Have a well organised classroom (notices, labels, resources etc).

Have high teacher expectations set at realistic levels for each child. Share learning objectives – give clear instructions.

Share success criteria so children are guided how to achieve learning outcomes.

Keep everyone occupied and interested, differentiate learning appropriately for all levels of ability

- Use praise for all good behaviour.
- Give more attention to children for positive behaviour than negative.
- Point out that it is not OK to take other people's learning time.
- Mark all work promptly and constructively.
- Give children appropriate time to respond to marking.
- Set homework regularly to schedule.
- Maintain displays which are matched to current learning and support independent activities.
- Take all bullying, including cyber bullying, racism and unkind behaviour seriously.  
Please never leave pupils outside of classrooms. The problem needs a solution, not a complication.  
Seek help if you need it.

At any of the stages above, do check your classroom management strategies to see if they can be improved.

Consider these:

- Are your expectations clear?
- Are you using praise and rewards consistently?
- Is positive language being used?
- Consider your non-verbal signals and body language.
- Could you use forced choices as a strategy?
- Would specific roles within the class help a pupil?

Other strategies:

- A personalised Working towards Board
- Now/next board
- Visual timetable
- Sand timers
- Use an ABC chart to identify patterns/triggers

## At lunchtimes

To promote positive behaviour:

- Children are supervised when they are lining up for lunch.
- Children are supervised as they are eating.
- Children are supervised as they move to their playground.
- Children are supervised as they play.
- Lunchtime supervisors use lunchtime stickers to reward good behaviour whilst the children are eating their lunch.

## Golden Rules

St George's has a set of Golden Rules as the foundation of its behaviour management. These are displayed in every classroom, around the school and in the playground. They are referred to explicitly in Collective Worship, circle time activities and when dealing with inappropriate behaviour to reflect upon.

Do be kind	We do not use unkind hands, feet or words
Do be safe	We do not fight or rush around
Do listen	We do not call out or interrupt
Do work hard	We do not waste our own or other peoples' learning time
Do look after property	We do not damage school or personal property
Do be honest	We do not mislead or try to cover up the truth
Do move quietly around the school	We do not shout or run

Rewards/Praise	Description
Verbal	<b>To reward effort and promote self-esteem.</b> Verbal feedback linked to the <b>effort</b> made by a child, 'I like the way you tried really hard...' or a comment <b>specific to the task.</b>
Good work	<b>To reward effort and promote self-esteem.</b> Use positive verbal feedback Use as a model for the rest of the class Show work to another class/teacher or HoS
Smile chart	<b>To promote team spirit and cooperation.</b> For team efforts, the children are divided into three groups in each class: Fantastic, Brilliant and Super. For team efforts, children draw a smiley face on the class smile chart. At the end of the week, the winning team in each class send two representatives to the Head of School to collect a small prize for each member of the team.
Lunchtime stickers	<b>To promote exemplary behaviour.</b> In the lunchroom or playground the children are awarded a sticker by the member of staff on duty.
Merit cards: 10 merits: Head of School certificate 20 merits: Bronze certificate 30 merits: Silver certificate 40 merits: Gold certificate 50 merits: Diamond certificate	<b>To promote good social skills and learning behaviours.</b> Each child starts the school year with a blue merit card. The class teacher writes on this card the reason why the child is awarded their merit. When they have collected ten merits they take their card to the Head of School, who presents them with a sticker, the next colour merit card in the sequence and then a certificate at the school Chapel Service.
Star of the week	<b>To promote school values and exemplary citizenship.</b> Each week a child in each class is awarded Star of the Week during our Friday Chapel Service. The children will come up and explain what they have done and achieved that week to earn the accolade.

## Sanctions

**Poor classroom management is often the cause of low level inappropriate behaviour.**

Check your classroom management strategies to see if they can be improved.

Stage	Sanction Action	Recorded/monitored
Low level inappropriate behaviour	1	Non Verbal
	2	One verbal warning clearly referring to the Golden Rule and reminding children that they are taking away other children's learning time.
	3	Move the child within the class to reflect on the Golden Rules.
Persistent low level inappropriate behaviour	4	<p>To give the child additional thinking time, they are sent to another class escorted by a TA and a white slip, which has a brief description of the behaviour exhibited by the child. The child must take his/her work to complete. They stay with the other class (no more than 15 minutes).</p> <p>White slips to be given to the Head of School by the end of each day. These are monitored weekly by SLT. This is always followed up by a discussion with the pupil. Teachers are to inform parents at the end of the school day and complete a PCF which must be handed to Head of School at the end of the day.</p> <p>State the problem and give specific example</p> <p>Does the child have problems with his/her behaviour at home?</p> <p>Did they have problems in different settings? Ask for specific examples.</p>
More serious inappropriate behaviour in lessons	<p>If a child presents more serious inappropriate behaviours in lessons and does not respond to the above actions, please discuss with a member of SLT. Examples might include: swearing, spitting, biting, fighting</p> <p>Strategies may include *</p>	<p>As above</p> <p>Head of School will speak to child and reflect on which Golden Rule they need to work on and how they will do this.</p>
Behaviour that poses physical threat, danger to others or themselves	"Red card" to be communicated to HoS and then Phase Leaders.	A white slip and Serious Behaviour Incident Form will be completed.

## Sanctions

**Poor playtime management is often the cause of low level inappropriate behaviour.**

Check your classroom management strategies to see if they can be improved.

Stage	Sanction Action	Recorded/ monitored
Low level inappropriate behaviour	1 Non Verbal	
	2 Explain to the child what it is about their behaviour that is inappropriate. Explain that they are disrupting other children's playtime. Tell the child which Golden Rule has been broken.	
Persistent low level inappropriate behaviour	3 Time out bench for 5-10 minutes and make sure you alert the child when they may leave the time out bench. Explain to the child what it is about their behaviour that is inappropriate. Explain that they are disrupting other children's playtime. Tell the child which Golden Rule has been broken. Write a white slip clearly and briefly detailing the child's inappropriate behaviour and the sanctions imposed.	White slip completed by member of staff on duty and given to teacher at the end of play. The class teacher meets with the child to discuss their inappropriate behaviour. The class teacher meets with the child's parent to discuss the child's inappropriate behaviour and outcomes are recorded on a PCF. The white slip placed on the Head of School's desk by the end of the school day.
More serious inappropriate behaviour in lunch hall or playground	If a child presents more serious inappropriate behaviours in at playtimes and does not respond to the above actions, please discuss with a member of SLT. Walkie Talkies will be available in the playground. Examples include: swearing, spitting, biting, fighting Strategies may include *	As above Head of School will speak to child and reflect on which Golden Rule they need to work on and how they will do this.
Behaviour that poses physical threat, danger to others or themselves	"Red card" to be communicated to HoS and then Phase Leaders.	A white slip and Serious Behaviour Incident Form will be completed.

For more serious inappropriate behaviour in lunch hall or playground, the sanctions below \* need to be discussed with SLT.

Meet with the child to discuss their behavior using the restorative script as follows:

- What happened?
- What were you thinking?
- What were you feeling?
- What have you thought since?
- Who is affected by what happened?
- How can we make it right?

Meet with the child's parents to discuss their behaviour – **be clear about the serious nature of the problem.**

\* **Use any /a combination of the following to help the child put things right:**

Spend lunchtime with Head of School.

Revisit the Golden Rules.

Write a letter of apology (considered to be restorative justice).

Agree to try to put right what they did wrong e.g. pick up litter.

Instigate formal behaviour monitoring using a daily report card.

Allocate the child a 'special' isolated place within the classroom where they can't interfere with others' learning.

Move the child to work in a different class for a specified period of time.

Organise alternative playtimes for the disruptive child this may include use of an 'indoor club'.

Organise special arrangements to help the disruptive child move around the premises safely.

Prevent the child from using specific equipment at playtimes/lunchtimes for a specified length of time.

Withdraw the child from the playground for a specified length of

time. Refer the child to the PLSS or CAMHS for behaviour support.

Refer the child to the EWO if lateness/attendance problems are an issue.

Exclude the child for a fixed term.

Exclude the child permanently.

## **Exclusion**

In more extreme cases schools may use temporary or permanent exclusion.

The decision to exclude a pupil will be taken in the following circumstances:

1. In response to a serious breach of the school's Behaviour Policy
2. If allowing the pupil to remain in school would seriously harm the education or welfare of other persons or the pupil him/herself in the school.

Exclusion is an extreme sanction and is only administered by the Executive Headteacher and Head of School.

## **The power to discipline beyond the school gate**

Teachers may discipline pupils for misbehaviour when the pupil is:

taking part in any school-organised or school-related activity or

travelling to or from school or

wearing school uniform or in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:  
could have repercussions for the orderly running of the school or  
poses a threat to another pupil or member of the public or  
could adversely affect the reputation of the school.

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

### **Written daily behaviour reports and why we don't send them home**

The schools has taken advice on this issue from a variety of professionals as it is one which parents sometimes raise.

The Educational Psychology Service confirmed that there is no evidence that a diary of daily incidents (written or verbal) sent home at the end of the day works to support improvement in children's behaviour.

They pointed out that there is evidence that daily incident diaries that are shared with parents on a daily basis are usually counterproductive, particularly for children with emotional, social and mental health problems (all of which may be forms of SEN/D.)

Children can become anxious/frightened about going home because they know that their parent is going to hear bad news about their behaviour.

Parents, sometimes in denial about their child's poor behaviour, can misuse it to concentrate on irrelevancies e.g. the exact time to the minute of an incident or seeking more and more information about the detail of an incident in order to try to prove that their child was not 'at fault'.

This wastes the professional's valuable time and does not help the child.

For the same reasons we do not engage in daily telephone calls to parents to report on pupil behaviour.

### **What is a behaviour slip (white slip)?**

Behaviour slips are a form of communication between school staff.

Behaviour slips are a record of inappropriate behaviour that may form part of a more comprehensive record of a pupil's behaviour.

### **Behaviour slips are not a sanction.**

### **What are behaviour slips (white slips) used for?**

Together, class teachers, support staff and senior leaders use behaviour slips to inform their discussions about patterns in a child's behaviour and make decisions about sanctions/support etc.

### **What happens to the behaviour slips?**

- The Head of School reads them daily.
- The slips are filed to create a record of behaviour.

## **Use of Reasonable Force (Positive Handling) to Control or Restrain Pupils**

### **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force.

- This power applies to any member of staff at the school. It can also apply to people whom the Head of School has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### **When can reasonable force be used?**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or causing disorder.

In a school force is used for two main purposes-to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

**Schools can use reasonable force to :**

Remove disruptive children from the classroom where they have refused to follow an instruction to do so;

Prevent a pupil from behaving in a way that disrupts a school event or a school trip or visit;

Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

Prevent a pupil from attacking a member of staff or another pupil or stop a fight in the playground; and

Restrain a pupil at risk of harming themselves through physical outbursts

Incidents of the use of reasonable force are recorded in the bound and numbered book and reported to governors termly.

**Exclusion**

Our school uses the Westminster Exclusion Policy.

Exclusion must be considered if the child's behaviour:

Presents a physical danger to themselves or others

Presents a psychological danger to themselves or others (this includes all forms of bullying including cyberbullying)

Prevents other children from learning and teachers from teaching.

Exclusions may be fixed term or permanent. School work will be set for the excluded child by the class teacher. The child's parent or carer may collect this work from the school office.

Following a fixed term exclusion the parent or carer and excluded child must meet with the Head of School to take part in a reintegration meeting. In some cases the excluded child may attend only part of the meeting. This is at the discretion of the Head of School. At the reintegration meeting the Head of School sets out a plan for the child's reintegration in to school.

A reintegration plan may include the following:

A stepped approach towards reintegrating the child back in to their class eg spending time in another class and being slowly introduced back in to their year group alongside careful monitoring and support.

A stepped approach towards reintegrating the child back in to the playground eg spending playtimes and lunchtimes inside or in a different playground to their class and being slowly introduced back in to the playground alongside careful monitoring and support.

Regular meetings between the class teacher, Head of School and parent/carers. Referral of the child to the Educational Welfare Officer (EWO).

Referral to the Child and Adolescent Mental Health Support Team (CAMHS)

The use of a Parenting Contract to clarify roles and responsibilities of both the school and the child's parents.

An application to the Local Authority for a grant to support children who are in danger of further exclusion. This money would usually provide short term 1-1 behaviour support for the child during their period of reintegration in to the school.

## **Anti-Bullying Actions to Tackle Bullying**

We are vigilant for signs of bullying and always take reports of incidents seriously. We use the curriculum to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

### **Addressing prejudice and prejudice based bullying**

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

We treat all bullying incidents equally seriously.

### **Monitoring of bullying**

The school monitors bullying very carefully so that instances are extremely rare.

Bullying includes: cyber bullying, prejudice based bullying relating to special educational need, sexual orientation, sex, race, appearance, religion and belief, gender reassignment or disability. Incidents of bullying are reported to school governors on a termly basis.

### **What is bullying?**

There are many definitions of bullying, but most have 3 things in common:

- It is deliberately hurtful behaviour
- It is repeated often over a period of time
- It is difficult for those being bullied to defend themselves

### **This is a definition of bullying that is easy for children to understand (Olweus 1991)**

**"A pupil is being bullied or picked on, when another pupil or group of pupils says nasty things to him or her. It is also bullying when a pupil is hit, kicked, threatened, locked inside a room, sent nasty notes, when no-one ever talks to them and things like that. These things can happen frequently and it is difficult for the pupil to defend him/herself. It is also bullying when a pupil is teased repeatedly in a nasty way. However if two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying."**

### **The effects of bullying**

All forms of bullying are hurtful and may have a devastating effect on those who are bullied. Whilst some children may recover from bullying, there are others who suffer lasting consequences. Children who are bullied may see themselves as inadequate and friendless and suffer from loss of confidence and low self-esteem.

Bullies may also suffer from long lasting consequences and if offered no support, may continue with bullying behaviour into their adult lives. For this reason, it is important that they receive support to enable them to change their behaviour.

## **Strategies in use at our school in order to address**

### **bullying Preventative strategies**

The school behaviour policy stresses making expectations clear to children about their behaviour with others and promoting positive behaviours.

Bullying is discussed regularly in class sessions and at assemblies. There is a strong focus on encouraging children to tell an adult if they are sad about anything.

Circle Time which allows children to talk about feelings in a safe context and to bring out bullying issues.

Constantly improving the school's grounds, creating more cooperative play space and variety in the environment, reducing the domination of the playground by rough games and football.

Providing constructive and collaborative play opportunities.

### **Once a bullying incident has occurred**

The children are constantly encouraged to tell someone.

We involve parents of all parties.

All staff are informed and asked to particularly look out for the victim and bully.

Victims of bullying are given the space to say how they would like incidents to be dealt with (children vary– some like to talk to the bully face to face with a teacher, some like to have a member of staff deal directly with the bully, some just want the school to watch out for incidents at first, some want the chance for a supervised talk with friends to sort out relationship problems)- it depends on the nature and severity of the bullying.

Once a situation has been resolved we ask victims of bullying and bullies on a regular basis if they are OK.

### **Advice to children about bullying**

If you are a victim of bullying, you can tell a member of staff (anyone you feel safe to talk to). It is not weak to do this.

If you do not want to tell anyone at school, you can tell your parents who will tell us.

Friends of victims should let staff know of bullying incidents.

Nobody deserves to be bullied– remember, you have a right for this not to happen to you.

### **Advice to parents /carers about bullying**

If your child is bullying or being bullied they may:

Change their behaviour

Be unwilling to talk about their day — It is quite common for children not to want to talk about their day directly after school. You might find children more willing to talk during bath time or bedtime story when they are more relaxed.

Look less happy

Come home with cuts and bruises

Come home with toys and things you have not bought for them

Not want to wear their glasses

Take things from home without you knowing

Avoid certain children or activities

Be reluctant to come to school

### **How can parents help to prevent bullying?**

Everybody gets angry. Help your child to express it without hurting others.

Encourage your child to tell a member of staff straight away if they get hurt at school.

Praise your child when they sort out problems by talking rather than hurting others.

Involve yourself in school activities.

Make immediate contact with the school at any time over bullying incidents.

Do not intervene with other children or children's parents, but let the school know.

Allow the school to seek further professional advice and support over difficult bullying.

## Monitoring

Type of behaviour	Example	Recorded	Monitored
Smile charts Merit certificates Star of the Week		Head of School behaviour book	Termly by Head of School
Health and Safety incidents	Any injury to pupil or staff	Form from the office (sent to LA)	Termly by Executive Headteacher and Head of School
Significant incidents	Children being sent to sit outside Head of School's office or for unacceptable behaviour in the playground	Recorded white slips	Weekly by Senior Leadership Team
Serious incidents	eg. restraint required, injury or serious disruption	Serious Behaviour Incident file The Bound book	Termly by Executive Headteacher and Head of School



### Serious Behaviour Incident Form

<b>Name of pupil(s):</b>		<b>Location of incident:</b>	
<b>Class(es):</b>		<b>Adult reporting incident:</b>	
<b>Date &amp; time of incident:</b>		<b>Parent(s) contacted:</b>	YES / NO
Please highlight/indicate: Physical restraint or intervention required (please attached copy of the Bound and Numbered Book record)			

**Please indicated (tick all relevant)**

<b>Serious behaviour incident</b>		
Physical harm to other children	Self-harming	Danger to others
Physical harm to staff	Damage of property	Leaving room
Leaving building	Danger to oneself	Cyber incidents
Racist	Sexist	Homophobic
Disablist	Transgender	Bi-phobic
Other		

#### Description and details

Time incident started:	Time incident ended:	Place incident started:
Where was the child when the behaviour occurred?		
Who was working with the child? Who else was in the immediate area when the incident occurred?		
Describe the general atmosphere (eg. noise level, other behaviour of other pupils etc.)		
What was the pupil doing at the time of the incident? (eg.. describe the activity, task, event or interaction)		

What happened immediately before?

Describe what the pupil did during the incident (write an account of what happened: include key facts such as threw book at wall or kicked chair across the room)

**Action taken & any other comments:**

**The person completing this form should ensure that:**

**It is given to the Head of School;**

**The Head of School will ensure a copy is placed in the file(s) of the pupil(s).**





Reception	
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	

**Incidents of restraint**

The restraint methods used are nationally approved positive handling techniques. All incidents of restraint are recorded in the Bound and Numbered Book.

<b>Term</b>	<b>Nature/description of incident</b>
Summer 2016	
Autumn 2016	
Spring 2017	
Summer 2017	
Autumn 2017	
Spring 2018	
<b>Summer 2018</b>	

All staff refreshed their training around restraint by taking part in Positive Handling training for the INSET in January 2017.

**Incidents that have been identified as bullying following investigation by senior leaders**

<b>DfE Definition of bullying:</b>
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**There is no legal definition of bullying. However it's usually defined as behaviour that is:**

**Repeated**

**Intended to hurt someone either physically or emotionally**

**Often aimed at certain groups for example because of race, religion, gender or sexual orientation.**

**Physical**

**assault Teasing**

**Making threats**

**Name calling**

**Cyberbullying-bullying via mobile phone or online (for example email social networks and instant messenger)**

Date:

What happened:

What we did:

**Incidents that have been identified as racist, sexist, homophobic, disablist, transgender, bi-phobic, following investigation by senior leaders that were **not** found to be bullying**

Date:

What happened:

What we did:

Date:

What happened:

What we did:

Date:

What happened:

What we did:

**Cyber incidents investigated by senior leaders that were **not** found to be bullying**

Date:

What happened:

What we did:

Date:

What happened:

What we did:

Date:

What happened:

What we did:

## **Exclusions**

<b>Fixed term exclusions</b>
<b>Date:</b> <b>Child's name:</b> <b>Summary of details:</b>
<b>Date:</b> <b>Child's name:</b> <b>Summary of details:</b>

<b>Permanent exclusions</b>
<b>Date:</b> <b>Child's name:</b> <b>Summary of details:</b>
<b>Date:</b> <b>Child's name:</b> <b>Summary of details:</b>