Behaviour, Relational and Anti-Bullying Policy

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Positive Behaviour Management

At The Southwater Infant Academy we believe that positive behaviour management:

- Is value led
- Sets high expectations
- Establishes and maintains clear boundaries
- Rewards positive behaviour
- Uses reasonable consequences and restorative justice

These are taught and revisited through our expectations of **Ready, Respectful, Safe.**

Our Values

At Southwater Infants, our aim is to be proactive rather than reactive- to foster a positive environment where children exhibit a sense of commitment and pride in the school, promote excellent home/school partnerships with parents thereby encouraging effective two-way partnerships and genuinely celebrate the success of others. We aim to help children develop the following core strengths through our academy values: Respect, Kindness and Honesty.

Reference: Dr Perry's Six Core strengths in children "Pausing a moment between an impulse and an action is a life tool. Developing this strength helps a child physiologically and emotionally. But it's a strength that must be learned - we are not born with it."
Dr. Bruce Perry

The Academy Values are known and respected by the school community and are displayed in each classroom and throughout the academy. They are taught in assemblies and throughout the PSHE programme and are revisited with the children at every opportunity.

PSHE and Circle Time

At Southwater Infants we have developed our PSHE curriculum to support positive learning behaviours.

PSHE lessons and Circle Times contain a combination of games and opportunities for children to respond positively to each other in a safe, friendly environment. They also provide the class with an opportunity to use a restorative approach to discuss inappropriate behaviour and plan ways to improve the situation.

A Restorative Approach

At Southwater Infants, we always aim to be a restorative school. All staff have been trained in having restorative conversations, and will receive additional training and coaching to support this over the year, including how to use key questions to resolve and repair conflict and challenging behaviour.

A Restorative School is one which takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Expectations and Roles

Role of the Senior Leadership Team (SLT)
It is the responsibility of the SLT to implement the academy behaviour policy consistently throughout the academy, and to report to the Board of Trustees, when requested, on the effectiveness of the policy. The SLT set high expectations through consistently modelling the academy values and strive to ensure that all children work to the best of their ability. It is also the responsibility of the SLT to ensure the health, safety and welfare of all children in the academy.

The SLT keep records of all reported serious incidents of misbehaviour including bullying and any behaviours linked to protected characteristics, which are recorded onto CPOMS.

The Head teacher and Deputy Head teacher have the responsibility for giving suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher and Deputy Head teacher then may permanently exclude a child. These actions are reported to the Board of Trustees as soon as possible.

The Role of our Class Teachers

It is the responsibility of our teachers to ensure that all children are aware of the expectations and understand their rights and responsibilities. Teachers set high expectations through consistently modelling the academy values and strive to ensure that all children work to the best of their ability.

Children are taught about Behaviour throughout their time at the infant academy, and our Behaviour Curriculum details the content and processes that are involved in ensuring children understand the expectations at school. We follow a consistent, simple approach of ensuring children understand how to be Ready, Respectful and Safe.

Our class teachers will liaise with parents/ carers if there are concerns about the behaviour or welfare of a child. This will be carried out through regular communication, either face to face or via a phone call or email. Teachers keep records of all meetings with parents. Teachers consistently use the Southwater Infants behaviour chart to monitor and track the behaviour of the children in their class (please see Behaviour chart below).

The Role of our Teaching and Learning Support Assistants, and Midday Meals Supervisors

All of our support staff support the teachers in implementing this policy and the behaviour chart in lessons, around the school and on the playground. They apply the same Southwater Infants behaviour chart when at lunch or on the playground.

They consistently model the academy values in and around the academy. They ensure high expectations are made explicit to the children and monitor the safety and well-being of the children in their care. Our support staff support children using a restorative approach to behaviour management.

The Role of Parents and Carers

Parents have a vital role to play in their child's education. It is very important that parents support their child's learning and co-operate with the academy. We are very conscious of having strong links with parents and good communication between home and school. Parents are able to address any queries regarding sanctions, firstly to the class teacher, then to the Year Group Leader, and where necessary to the Deputy or Head Teacher.
We expect parents to behave in a reasonable and civil manner towards all academy staff. Incidents of verbal or physical aggression to staff by parents or carers of children in the school will be reported to the Head teacher, who will take appropriate action.

The Role of the Pupils

At Southwater Infants we recognise that children have a right to learn and to feel safe. We regularly monitor this through pupil interviews, behaviour logs, pupil questionnaires, School

Council and assessment data (including assessment data).

All pupils are expected to uphold the academy values and behave accordingly at all times, following the three main principles of being Ready, Respectful and Safe. Any incidents of poor behaviour will be dealt with in line with this behaviour policy.

Celebrating Success

Rewards
At Southwater Infants all members of staff recognise, model and celebrate the academy values at all times around the academy through informal and specific praise. Wherever possible, children's best efforts will be celebrated through praise, display and performance. We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children through written and verbal feedback.
- Teachers give children a variety of agreed in class rewards e.g. stickers, marbles in jars.
- Teachers give 'Value Points' to children demonstrating our academy values of honesty, respect and kindness
- Children with their first 20 Value Points will receive a Value Point Certificate from Dave the hamster as a result and then each 40 points thereafter.
- Weekly celebration assemblies will be a time to hand out tea party invites, 'Lunchtime Value Point' winners and 'Effort of the Week' certificates targeting specific efforts within learning
- Half-termly 'always cub' reward parties celebrate 2 children from each class that always demonstrate our academy values.

Consequences of inappropriate behaviour and poor choices
At Southwater Infants we recognise that there are, on occasion, times that mistakes can and will be made. The children are learning their way in the world and will need help and guidance at times. At Southwater Infants, our aim is to be proactive in supporting children to learn from mistakes and take ownership of their own choices. This may mean accepting consequence for these actions.

At Southwater Infants we use a restorative approach to resolving and repairing conflict and tackling challenging behaviour. We do not welcome punishments that set out to humiliate or belittle a child. All consequences have a learning outcome and aim to teach children that there are always repercussions for poor choices and inappropriate behaviour. Our goal is to help the children learn to make informed and positive decisions and to choose a better way. If a child does make poor choices, whether it is deliberate or unintentional, the following stages will be introduced.

Southwater Infants sees each day is a new day - every day will start afresh.

Ready

We are on time



We take pride in our work



We ask questions



We wear correct uniform, smartly



We get equipment ready



We try our best



Respectful

We listen to others – one voice



We are polite to others



We respect academy rules



Our eyes are on the speaker



We look after academy equipment



We respect that we are all different



Safe

We use kind and gentle hands



We walk through the academy safely



We stay where our adult needs us to be



We use equipment safely



We stay safe online



We stay safe in our community



Yellow level behaviours

Yellow –Warning	
Disruptive Learning (DL)	Not listening Lack of focus/off task Chatting/ Calling out Disturbing others Interrupting Wandering around classroom

Yellow level consequences

Yellow –Warning
First reminder-verbal Second reminder-verbal Third reminder- Record on weekly behaviour log (under yellow) Time with SLT and restorative conversation Loss of privileges. ***Persistence of the behaviours above will result in orange level consequence***

Orange level behaviours

Orange –Time out	
Persistence of the behaviours above ***Disrespectful behaviour (DB)*** ***Anti-social behaviour (ASB)*** ***Inappropriate language (IL)***	Refusal to do as asked Not following instructions Rudeness to peers and adults Leaving the classroom Disregard for school property-on purpose or as result of poor behaviour Play fighting-pushing, grabbing, spitting, pinching, Inappropriate language

Orange level consequences

Orange –Time out
Record on weekly behaviour log Lunchtime reflection completed and conversation held with parents – 1. from Class teacher, 2. from Year Group Leader Restorative work completed by appropriate member of staff Individual Behaviour Target Report started On-going alternative provision organised for playtime/lunchtime (Garden Room) Loss of privileges e.g. golden time, responsibilities ***Persistence of the behaviours above will result in red level consequence.***

Red level behaviours

Red – Consequence	
Persistence of the behaviours above ***Physical (P)*** ***Targeted language (L)*** ***Stealing (St)*** **Vandalism (V)** ***Bullying (B)*** ***Swearing (Sw)***	Intentional physical assault to peers or adults-punching, kicking, fighting. Racism Homophobia Stealing from others Vandalism towards property Intentional damage of property Continuous verbal or physical taunting and threats Inappropriate use of technology Extreme swearing

Red level consequences

Red – Consequence
Record on weekly behaviour log
Incident report on CPOMS
Removal from class
Parents contacted by Deputy or Headteacher
Loss of privileges eg responsibilities
Restorative work completed by appropriate member of staff
Internal exclusion set by Deputy / Headteacher
Suspension
Permanent Exclusion

There are some actions and choices children make that at Southwater Infants we have a complete Zero Tolerance policy for and these behaviours will not be accepted, such as; racism, homophobia, bullying, stealing, intentional physical assault and intentional vandalism. All RED level behaviours will be referred straight to the SLT.

Child on child abuse

Children may be harmful to one another in a number of ways which would be classified as child on child abuse. Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up' . All forms of child on child abuse are categorised as RED level behaviours and will be referred straight to the SLT. There are many forms of abuse that may occur between peers and this list is not exhaustive:

Intentional physical abuse

Physical abuse may include, hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm to another person. At Southwater Infants we recognise that there may be many reasons why a child harms another and it is important to understand why a child has engaged in such behaviour, including accidently before considering the action or punishment to be undertaken.

Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)
Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse. Sexually harmful behaviour from children is not always contrived or with the intent to harm others. There may be many reasons why a child engages in sexually harmful behaviour and it may be just as distressing to the child who instigates it as well as the child it is intended towards. Due to the young age of our children, staff at Southwater Infants use the Brook Traffic Light Tool to support them in dealing with potentially sexually harmful behaviour, as incidents of touching or revealing private parts are often considered age appropriate behaviours for our children. Staff will always report such incidents directly to a DSL or via CPOMS to ensure any appropriate action is taken.

Bullying (physical, name-calling, homophobic etc.)
Bullying is unwanted, aggressive behaviour among school-aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both children who are bullied and who bully others may have serious, lasting problems.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose. At Southwater Infants we support children in recognising and challenging bullying through the STOP message:
Several
Times
On
Purpose

This is shared with children during assemblies, and in follow up sessions in class.

See Anti-bullying Policy below.

Cyber bullying
Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above.

While it is unlikely that children will encounter cyberbullying whilst at the academy to their young age, we operate an 'it could happen here' policy to this and other potential safeguarding concerns. Incidents of cyberbullying occurring outside school will be investigated where they have the potential to impact pupils' safety, wellbeing or education within school.

We teach the Purple Mash Computing curriculum that covers online safety and conduct on line in progressive detail.

Sexting
Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. As mentioned above, whilst this behaviour is unlikely in children at infant age, staff are aware of the possibility that it could happen.

Prejudiced Behaviour
The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised. This is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Strategies to support behaviour management

Reflection
At Southwater Infants, we believe that changing children's behaviour may need more than a consequence approach. As an academy, we believe in restorative approaches. This is a way of challenging behaviour, which puts repairing harm done to relationships and people, over and above the need for assigning blame and dispensing punishment.

During reflections held by the class teacher, Year Group Leader or SLT, children will have the opportunity to reflect on their behaviour, and discuss restorative approaches linked to the academy values.

Behaviour Target Report

If a child is finding it difficult to follow the academy values and is frequently attending reflection for their behaviour then they may be put onto a weekly behaviour target report. The report will outline individual behaviour targets that will be agreed with the child and that the child will work towards. The report will be shared with parents and used for each lesson (including break and lunchtime). It will then be shared with a member of SLT and parents at the end of each day and monitored weekly until the targets are met and a positive change in behaviour is seen. Teachers will adapt the reports according to the age and needs of the child. Steps in implementing the report are shown below, and an example report can be found at the end of this policy.

1. The Class Team will identify triggers / behaviours / habits that need to be targeted as a result of conversation between them.
2. A conversation with SLT will then take place so they are aware and any edits can be made.
3. The class teacher will then discuss with parents the need for a Behaviour Target Report and gain their consent.
4. The Class Teacher will then formulate the BTR with the child, discussing what and why, focusing on positives and decide what the rewards will be for meeting an agreed number of ticks.
5. All staff working with the child should be made aware of their target(s) to allow for a common language to be used and for the target(s) to be reinforced by all staff.
6. At agreed intervals in the school day, a member of the class team will either tick (met) or dash (not met) and hold a quick discussion around why they are met or not met.
7. At the end of the week, the child and a class team member will carry out the agree reward(s) after counting up the ticks against their targets.
8. The BTR will then be placed into a book bag (or other agreed method of communication with parents).
9. The BTR will be signed at the end of every week by both the class teacher and a parent / guardian.
10. Any conversations around the BTR should remain positive and focus on what to do next week.
11. A copy will be added to the behaviour log in class.

ELSA and Play Therapy

Those children who have been identified through our behaviour tracking and/or other assessments as needing additional support will be considered to attend our ELSA or Play Therapy provision. This additional ELSA provision is run by a trained ELSA practitioner and focuses on developing children's social and emotional development with the intention that they can be more successful at managing their own behaviour back in the classroom.

Recording, Monitoring and Evaluating Behaviour

All behaviour incidents and consequences are recorded on behaviour logs to ensure records and patterns are accurately established and analysed. Any incidents that are classed as Red Level will be recorded onto CPOMS, including all cases of removal from class. This data is analysed on a regular basis by the SLT. Any concern surrounding general behaviour and/or individual children is discussed in weekly DSL and year group meetings to ensure a proactive approach to situations. Whole academy and year group patterns of behaviour are analysed

and monitored every half term and are used to inform current and future practise. It is the responsibility of the class teacher to record incidents onto their class behaviour logs.

SEN & behaviour
At Southwater Infants, SEN is not considered an excuse for poor behaviour, however for children whom this staged approach is not appropriate, due to their particular Special Educational Needs or Disability, will have an personalised plan or behaviour plan detailing alternative approaches, rewards and techniques.

We recognise that Inclusion does not mean that all children are treated in the same way, we support Individual Needs in consultation with the Parents / Carers, Class Teacher, SENDCO and SLT.

Where children are struggling to make the right behavioural choices or where a Special Educational needs or disability has been identified, support may be offered from external agencies. Risk assessments may be deemed necessary.

Safer Handling and Reasonable Force
At Southwater Infants the majority of staff are trained in Safer Handling with Team Teach Level 2 training.

All members of school staff have a legal power to use reasonable force (Use of reasonable force, DfE July 2013).

'Reasonable force' includes a broad range of actions that includes physical contact with pupils, usually to control/ prevent harm. A professional judgement is made as to when to use it.

'Reasonable' means no more force than is needed.

'Control' means, for example, blocking a pupil's path.

'Preventing harm' means, to stop a child endangering themselves or others.

According to DFE guidance:
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 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; and
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.

Schools cannot:

- use force as a punishment – **it is always unlawful to use force as a punishment.**

Physical Restraint and Reasonable Force

We are committed to ensuring the safety and well-being of all pupils and staff. All school staff have a legal power to use reasonable force. Reasonable force and physical restraint is used only as a last resort and in situations where it is necessary to prevent harm to the pupil themselves, other pupils, staff, or property.

The following guidelines outline our approach to the use of physical restraint:

1. When to Use Physical Restraint:
● Physical restraint may be used when a pupil's behaviour poses a significant risk of harm to themselves or others, or when there is a risk of serious damage to property.
● Restraint is employed only when other de-escalation strategies have been attempted and proven ineffective.

2. Who Can Use Physical Restraint:
● It is intended that, except in extraordinary circumstances where safety is compromised, only trained staff members who have received appropriate training in the use of physical restraint are authorised to restrain pupils. This ensures that restraint is applied safely and effectively.
● Staff members must follow the approved techniques and guidelines provided during their training.

3. Procedure for Physical Restraint:
● Staff members should use the minimum amount of force necessary to manage the situation and for the shortest duration possible.
● Restraint should be carried out with sensitivity, respect, and a focus on de-escalation.
● The pupil's safety and dignity must be maintained at all times during the restraint.

4. Post-Restraint Actions:
● Once the situation is under control, the restraint should be released immediately.
● The pupil should be monitored for any signs of distress or injury, and appropriate medical attention should be provided if necessary.
● The incident should be recorded on the school's CPOMS (child protection online monitoring system) and linked to the Team Teach techniques. Details of the reasons for the restraint, the methods used, and the duration of the restraint should be recorded.

5. Reporting and Review:
● Parents or guardians will be informed of the incident as soon as possible.
● The incident will be reviewed by the school's leadership team to ensure that the use of restraint was appropriate and to identify any additional support needed for the pupil involved.
● Staff involved in the restraint will receive support and debriefing to address any emotional impact.

6. Training and Professional Development:
● Staff members authorised to use physical restraint will receive regular training and updates on safe restraint techniques, de-escalation strategies, and relevant legal and policy frameworks.
● Training will also include understanding the signs of distress and how to respond appropriately to ensure the well-being of all pupils.

Parents will always be informed about serious incidents that involve the use of physical intervention. All incidents resulting in physical intervention being used are recorded.

Suspensions and Permanent Exclusions

At The Southwater Infant Academy, we are committed to helping every child succeed in a safe, supportive and inclusive environment. We work closely with families to address concerns and use a range of strategies and support before considering suspension. However, in rare cases where a child's behaviour poses a serious risk to the safety, wellbeing or learning of others, a suspension may be necessary. Permanent exclusion would only ever be considered as a last resort following a serious breach of the school's Behaviour and Anti-Bullying Policy, or where allowing a child to remain in school would seriously affect the safety or education of others. Any decision will be made fairly and proportionately, taking into account the individual circumstances of the child, including any special educational needs, disabilities or safeguarding considerations. Parents will be informed promptly of any suspension or exclusion and supported through the process. Following a suspension, the school will work with the child and their family to ensure a positive and successful return to learning. The Academy follows the latest Department for Education statutory guidance on school suspensions and permanent exclusions.

Anti-Bullying Policy

Definition of Bullying

DfE guidance defines bullying as 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.' (Preventing and Tackling bullying DfE July 2017)

Bullying means that one child is deliberately using his or her power over another to make them feel bad. *Bullying is not having a single argument or fight with someone. It isn't saying something bad to someone once when you are angry.* Bullying goes on deliberately over a period of time. The academy recognises that bullying can be linked to protected characteristics, including race, religion, disability, sex, gender reassignment and sexual orientation. Such incidents will be treated as serious behaviour incidents and recorded appropriately.

Bullying is anything done, physically or verbally with the intention of hurting somebody. It can be:
EMOTIONAL: being unfriendly, excluding, tormenting:
PHYSICAL: hitting, kicking, taking belongings or any use of violence
RACIST: racial taunts, graffiti, gestures
SEXUAL: unwanted physical contact or comments
HOMOPHOBIC: because of or focussing on the issue of sexuality.
VERBAL: name calling, insulting, sarcasm, making offensive remarks
INDIRECT: being made the subject of malicious rumours, sending malicious emails or text messages
CYBER: all areas of the internet including email, social media, chat rooms, mobile threats by text messaging and calls, misuse of the camera and video recording.

Our Principles

At Southwater Infant Academy, bullying will not be tolerated. No one deserves to be the target of bullying. Everyone has the right to be treated with respect. Children who use bullying behaviour need to be aware of the consequence of their actions. They need to be taught different ways of behaving.
https://www.anti-bullyingalliance.org.uk/tools-information
The academy recognises that both the child experiencing bullying and the child displaying bullying behaviour may require support. Appropriate pastoral, emotional and behavioural support will be offered where needed.

Not all friendship difficulties are bullying, for example:

One-off arguments.
Accidental hurt.
Friendship disagreements.
Isolated incidents of unkindness.

Aims and objectives

Bullying is wrong and damages individuals. We therefore do all we can to prevent it, by developing an academy ethos in which bullying is regarded as unacceptable.

We aim, as an academy, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

The academy feels that bullying is not a prevalent problem at the academy but we are aware that there are many differing perceptions amongst parents, teachers and children of the nature and impact of bullying and therefore, we reflect seriously upon this subject and make a commitment to deal with it professionally and effectively. Anti-bullying strategies are seen as part of the academy's overall aims and ethos and as part of the academy's Behaviour Policy, RRS ethos and the PHSE curriculum, used to raise awareness and increase understanding.

This policy aims to produce a consistent academy response to any bullying incidents that may occur.

The role of pupils

We are a 'telling' school. Pupils are encouraged to tell anybody they trust if they or any other member of the academy are being bullied and if the bullying continues or restarts, they must keep on letting people know.

All pupils in the academy have a responsibility to tell their class teacher, classroom assistant, Midday Meals Supervisor or the Headteacher or Deputy Headteacher if they are a target of bullying, believe another child is a being targeted or witness bullying behaviour.

The role of the teacher and support staff

All the staff in our academy take all forms of bullying seriously, and seek to prevent it from taking place.

All incidents of bullying that occur both ***in and out*** of class are logged on CPOMS. We also record incidents that occur near the academy, or on the children's way between the academy and home. The academy staff may investigate and act upon instances of bullying behaviour outside the academy if it is reasonable to suggest that the academy should be regulating their behaviour in the circumstances.

All incidents of bullying behaviour are to be reported to a member of staff AND the Headteacher, Deputy Headteacher or the SLT, who will further investigate. If teachers witness an act of bullying, they will investigate it themselves and inform the Headteacher. Teachers and support staff will do all they can to support the child who is being targeted. All incidents should also be recorded on CPOMS by the member of staff who witnessed or was first told about the bullying.

There is a simple three stage procedure if bullying behaviour has occurred:

1. *A verbal warning is given to the child/children concerned and the children are clear as to why/how their behaviour is bullying and how it has made the other child/ren feel. This is recorded to clearly show who has been the target of the bullying and who has been exhibiting bullying behaviour.*

2. *If there is a second formal occasion then the parents will be informed and a meeting with Headteacher to discuss the situation. The academy and parents will receive a written record of this meeting and the agreed actions. A support programme may be put in place to help the child change their behaviour. Our SENDCo may need to refer to other outside agencies.*

3. *If the behaviour continues, then in cases of extreme behaviour then internal or fixed term exclusions will be considered.*

After the incidents, each case is monitored to ensure repeated bullying does not take place again.

Attempts will always be made to help the child change their behaviour and if necessary the police, Family Support Workers or the Behaviour Support Team may be contacted for advice and support.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc. within the curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. PSHE and circle time is used to praise, reward and celebrate the success of all children, and thus to create a positive atmosphere.

The role of the Headteacher and SLT

It is the responsibility of the Headteacher to implement the academy anti-bullying policy, and to ensure that all staff (both teaching and non-teaching) are aware of the academy policy, and know how to identify and deal with incidents of bullying. The Headteacher reports to the board of trustees about the effectiveness of the anti-bullying policy on request.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this academy. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong.

All incidents of bullying, including suspected bullying, will be logged on CPOMS and reviewed periodically by senior leaders to identify patterns, trends and vulnerable groups

The role of parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher

immediately. If they are not satisfied with the response, they should contact the Headteacher or trustees. If they remain dissatisfied, they should follow the academy's complaints procedure, as detailed on the academy website.

Parents have a responsibility to support the academy's anti-bullying policy, actively encouraging their child to be a positive member of the academy. Advice for parents if they think their child is being bullied are available on a variety of websites including http://www.bullying.co.uk/advice-for-parents/, https://www.kidscape.org.uk/advice/advice-for-parents-and-carers/ or https://www.anti-bullyingalliance.org.uk/tools-information/advice-parents

The role of trustees

The trustees support the Headteacher in all attempts to eliminate bullying from our academy. The Board of Trustees will not condone any bullying at all in our academy, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The trustees monitor both the effectiveness of the anti-bullying policy and the records kept by the Headteacher.

A parent who is dissatisfied with the way the academy has dealt with a bullying incident can ask the chair of trustees to look into the matter. The Board of Trustees responds within ten days to any request from a parent to investigate incidents of bullying. In all cases the Board of Trustees notifies the Headteacher and an investigation is conducted into the case.

Behaviours

Gold - Exemplary behaviours	
Consistently demonstrating and role modelling STRONG values in and around the school.	
Green – Expected and Exemplary behaviours	
Following the academy values: Respect Kindness Honesty	
Yellow –Reminder 1	
Disruptive Learning (DL)	Not listening Lack of focus/off task Chatting Calling out Disturbing others Interrupting Wandering around classroom
Orange (or second reminder) - Time out	
Persistence of the behaviours above	
Disrespectful behaviour (DB)	Refusal to do as asked Not following instructions Rudeness to peers and adults Leaving the classroom
Anti social behaviour (ASB)	Disregard for school property-on purpose or as result of poor behaviour Play fighting-pushing, grabbing, spitting, pinching
Inappropriate language (IL)	Use of words that are considered inappropriate at school
Red (or third reminder)– Consequence	
Persistence of the behaviours above	
Physical (P)	Intentional physical assault to peers or adults-punching, kicking, fighting.
Targeted language (L)	Racism Homophobia Targeted against protected characteristics
Stealing (St)	Stealing from others
Vandalism (V)	Vandalism towards property Intentional damage of property
Bullying (B)	Continuous verbal or physical taunting and threats Inappropriate use of technology

Swearing (Sw)	Extreme swearing

Consequences

Gold - Exemplary behaviours
Weekly – Value Point and Effort of the week certificates
Green – Expected and Exemplary behaviours
Termly – Always Club – half termly tea party for two children identified as always showing academy values
Yellow –Reminder 1
First reminder-verbal Second reminder-verbal Third reminder- Record on weekly behaviour log (under yellow) and see Year Group Leader Time out with Class teacher at playtime or lunchtime and restorative conversation Loss of privileges. ***Persistence of the behaviours above will result in orange level consequence***
Orange (or second reminder) - Time out
Record on weekly behaviour log Lunchtime reflection completed and conversation held with parents – 1. from Class teacher, 2. from Year Group Leader, 3. from SLT and meeting with parents/CT/YGL Individual Behaviour report started On-going alternative provision organised for playtime/lunchtime (Garden Room) Loss of privileges. ***Persistence of the behaviours above will result in red level consequence.***
Red (or third reminder)– Consequence



Record on weekly behaviour log
Incident report on CPOMS
Removal from class
Parents contacted by Deputy or Headteacher
Loss of privileges
Restorative work completed by appropriate member of staff
Internal exclusion set by Deputy / Headteacher
Suspension
Permanent Exclusion

Name:

Behaviour log

Class:

Date	Staff Name	Incident – *include what happened before (if known), initials of other children involved, where incident took place, adult who dealt with it if not the adult reporting*	Intervention strategy and outcome – *include details of action taken, other staff members involved in the action (if relevant) and the outcome from this. All incidents of removal of a child from a class MUST be reported, including the location of their removal, how long they spent away from their class, and what reflective and restorative work took place.*

[Name]	Monday	Tuesday	Wednesday	Thursday	Friday
Target 1:					
Target 2:					
Target 3:					

Insert picture of child's choice e.g. footballer, movie character

Reward 1 (9 points):
Reward 2 (11 points):
Reward 3 (13 points):

Parent / Guardian signature: _____ Teacher signature: _____

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