

# Eaton Primary School

An Evolution Academy Trust School

Duverlin Close, Norwich, NR4 6HS  
Tel: 01603 502454  
Fax: 01603 502454  
Email: [office@eaton.norfolk.sch.uk](mailto:office@eaton.norfolk.sch.uk)  
Web: [www.eatonprimary.co.uk](http://www.eatonprimary.co.uk)  
Twitter@eatonprimarysch



Headteacher  
Mr Allan Lowe MA(Oxon),NPQH

<b>Policy</b>	Behaviour and Anti-Bullying
<b>Date</b>	November 2016 - 19
<b>Review Time</b>	3 Years
<b>Status</b>	Statutory
<b>Statutory Guidance</b>	Independent School Standards Regulations
<b>Approval</b>	Headteacher

1. Aims, values and expectations
2. Praise and Rewards for Positive Behaviour and Effort
3. Sanctions to encourage Discipline and Positive Behaviour
4. Bullying: What is it?
  - 4.1 Eaton Primary School's approach to Bullying Incidents
  - 4.2 What happens when the School becomes aware of an incident?
5. Positive Handling – Step On Approaches
6. Exclusions
7. Dissemination of Information and Review of this Policy
8. Evaluation of the Impact of this Policy
9. Useful resources/websites

## 1. Aims, values and expectations

At Eaton Primary we set high expectations for all members of our community. This policy encourages pupils, staff, parents and visitors to reflect on how they approach life in school. To this end, this Policy has the School's Aims and expectations at its heart.

These values, and the impact these have on positive behaviour and discipline, underpin everything we do at Eaton Primary School. They help to develop a positive ethos and working environment; and they encourage and support an environment within which the right conditions for effective teaching and learning can take place.

- The school recognises and actively encourages positive behaviour and effort, as this will help to further develop a kind and co-operative environment.
- The school expects every member of its community to behave in a considerate way towards each other.
- Everyone will be treated fairly and this policy will be applied in a consistent way.
- This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

This Policy should be read alongside Eaton Primary School's PSHE & Citizenship Curriculum Policy; Safeguarding Policy; Disability, Race and Equality Policy; Positive Management of Aggressive Behaviour Policy; and Supervision Policy.

## 2. Praise and Rewards for Positive Behaviour and Effort

We are intent on praising our pupils at Eaton Primary School; and pupils' efforts, achievements and positive behaviour are recognised regularly throughout the year.

There are a number of ways that positive behaviour and effort is celebrated:

- Staff praise verbally but also have individual award systems. These are along the lines of awarding stars, stickers and 'golden time'. Golden time is a period of free choice time 'awarded' each week to celebrate whole class good behaviour,

- Outstanding work etc. It can be held in the classroom or in any part of the school building/grounds at the discretion of the class teacher.
- Comments made to parents/carers. This may be done either face-to-face, via telephone or in a home/school contact book - the use of these may differ from year group to year group. Stickers may be given to children to highlight that they have been awarded a House Point during that day.
- Each child is a member of a House and House Points are awarded (no more than three House Points are awarded at any one time) to individuals which are in turn included in the weekly competition. Inter-house events and competitions are organised termly to promote team spirit and collaboration.
- Achievement certificates given for sporting, academic or other efforts
- SEAL/PSHE/CIRCLE time, a time for all members in the class to offer praise or acknowledgement for positive behaviour or efforts within the class setting.

### 3. Sanctions to encourage Discipline and Positive Behaviour

When there is a need to implement a sanction, this is done fairly and firmly (Appendix B).

- Explanations of the reason why a sanction is being used will be shared with the child/children.
- The consequences of unacceptable behaviour will be discussed with the pupils, together with the feelings accompanying these consequences if the situation were reversed.
- On occasions the pupil/pupils will be asked to take "time out" (to an agreed area) following an incident. This gives time for the child to gather her/himself together and calm down if the incident involved anger, rough play etc. Should it be necessary, Time Out! is used at lunchtimes for children to reflect on their actions.
- On all occasions of misbehaviour, pupils are encouraged to realise the consequences they have caused and offer an apology – this may be verbal or written. At the same time the recipient is encouraged to forgive unconditionally.
- Staff, when dealing with incidents, will always keep in mind that blame may not be all on one side. We ask that parents/carers do likewise.
- Staff on duty will deal with a situation in the first instance. If an incident warrants it this will be escalated in accordance to the 'chain of escalation' – details are included

on the Sanctions Snake. The approaches to discipline carried out by each member of staff are the same as the sanctions listed above and will follow those outlined in this policy.

- Parents are contacted by telephone or letter regarding more serious (see Appendix A, Positive Behaviour Management) behaviour issues. Whenever necessary, parents will be invited into school in order to be informed and involved with decisions and outcomes. Where appropriate, children may be involved in this discussion.
- The Head Teacher, and the Designated Safeguard Lead (DSL) if this is necessary, should be informed of any complaint about bullying or an issue pertaining to the Single Equality Scheme, and the procedures outlined in this policy followed. This should be done on the same day as the incident has occurred.
- A whole school system of recognising and illustrating positive behaviour is used in each class. Although based on the same system, there are age appropriate differences between lower school and upper school.
- Where it is necessary children may be given an Individual Behaviour Plan. This plan will be tailored to the needs of the pupil at that time and will be reviewed and amended accordingly throughout the year.

#### 4. Bullying:

##### Bullying is not:

When a child/children unintentionally hurt someone's feelings by mistake. For example: having a laugh; knocking into people by mistake; getting angry because they are annoyed with someone or something; or when they decide they don't want to play with someone one day. It is also not when a child is involved in a 'one off' incident of physical or emotional harm. Such examples are dealt with in accordance to the behaviour scale and will be monitored closely in the future.

##### Bullying is:

- 'The wilful, conscious desire to hurt, threaten or frighten someone' (Tattum, D & Herbert, G Bullying – a Positive Response).
- 'A deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully'.

- A premeditated, unresolved single frightening incident that casts a shadow over a child's life, or a series of such incidents. It could be aimed at an individual or a group.

Bullying can include repeated incidents of:

- teasing and/or abusive remarks and name calling
- threats and physical violence
- damage to property
- deliberately leaving pupils out of social activities
- spreading rumours with the intention of causing harm
- upsetting mobile phone or email messages (cyber bullying)
- behaviours which can be described as racist. 'A racist incident is any incident which is perceived to be racist by the victim or any other person' (Association of Chief Police Officers, Stephen Lawrence Inquiry). In the context of school: 'If a child feels the incident is racist, it is.' (Ofsted, November 2005)

4.1 Eaton Primary School's approach to bullying Incidents

Although we endeavour to provide a happy, safe environment for pupils, staff and parents (promoting an 'anti-bullying' culture) we know that we may not be immune to incidents of bullying. However, our approach to any bullying incident is very clear.

Bullying of any kind is unacceptable at Eaton Primary School and is immediately investigated.

Strategies have been introduced at Eaton Primary School to reduce the possibility of bullying. These cover raising awareness about bullying and our Policies relating to bullying, discipline and positive behaviour. They increase understanding for those involved in bullying; and teach pupils how to manage relationships in a constructive way. We work with positive behaviour and anti-bullying within our school community in many ways.

#### With Children:

- We place our expectations for positive behaviour and anti-bullying within the curriculum (PHSE, SEAL, Drama, Circle Time and Rtime) so that Children can regularly reflect on themselves and others in a citizenship context.
- Pupil questionnaires are carried out annually.
- Anti-Bullying week

#### With Parents/Carers:

- 'Meet the Head' meetings at different times throughout the year.
- Parent/carer questionnaires annually.
- Parent/Carer Support Advisor provides additional support for parents/carers.
- 'Open door' policy for parents/carers to come in and talk with staff and members of the leadership team.
- All parents/carers are invited to parent consultation meetings.

#### With Teaching and Support Staff:

- Clear guidelines on positive behaviour management (See Appendix B)
- INSET training days
- Training days for support staff
- By maintaining and regularly reviewing a Bullying Incidents log.
- Reviewing supervision practices.
- Ensuring Care Plans include actions to be taken for children that might be vulnerable to bullying and making all staff aware of these plans
- Staff member with special responsibility for anti-bullying.
- Regular meetings with all members of sub teams (MSA, TAs etc) to discuss, identify and address any issues as soon as possible.

#### Whole School:

- Anti-bullying Week in November – link to the national anti-bullying week initiative. Includes different kinds of bullying: physical, emotional and cyberbullying.

#### With the Community:

- Working with External Agencies who provide best practice, support and encouragement.

- Working with Extended Services to ensure Positive Behaviour, Discipline and Anti-bullying Policies are in place; and ensuring that reporting methods are clear to all users.

#### 4.2 What happens when the School becomes aware of an incident?

The Head Teacher should be informed of any complaint about bullying on the same day as the incident took place – or as soon after as is possible.

The following procedures will be followed by the Head Teacher or Senior Leader, with an investigation and a written record of the outcome.

- Thank the person (child/children/parent/guardian) for telling you, and if appropriate, reassure them that they have done the right thing by telling you.
- Discuss the nature of the bullying, recording outcomes if deemed necessary.
- Identify the bully/bullies, the person being bullied and any witnesses.
- Interview witness/es.
- Discuss the incident with the alleged bully/ies. Explain the allegations and ask them to tell the truth about the situation. Make it clear that this is only an investigation at this stage.
- If the bully admits, make it understood that bullying is not acceptable. Tell them what effect it has on the self-esteem and education of the person being bullied and the rest of the children in the class/school. Apply sanctions relevant to the type of bullying.
- If the allegation of bullying is denied, investigate further. If there is sufficient evidence that the bullying occurred, apply relevant sanctions.
- Consider whether it is necessary to have discussions with the parents/guardians of the bully/bullies and the person who has been bullied.
- Provide support for the child/children who have been bullied. A mentor/named person will monitor and observe at break times and lunchtimes, and through discussion, make sure there is no repetition.
- Provide support for the bully. This may include a programme to support behaviour. A mentor/named person will support the child during this programme.
- Provide opportunities in Circle Time, Rtime or groups, for the children to discuss relationships, feelings and the effect bullying can have on individuals. This will include

re-iterating that it is OK for children to 'tell' a teacher when they witness, or are subject to, bullying in the School.

#### 5. Positive Handling – Step On Approaches

At Eaton Primary School, it is very rare that the use of physical restraint will be required. However, in order to prevent harm to pupils, staff, property or learning all staff, involved in regular contact with those children at risk of needing this kind of intervention, will receive 'STEPS' training.

#### 6. Exclusions

In serious and persistent cases of poor behaviour, bullying etc the Head teacher may have to consider excluding a pupil. Procedures will be followed according to the National guidelines. In general this involves the following:

- The Head teacher will be responsible for the exclusion of pupils.
- When the Head teacher excludes a pupil she/he will inform parents, the Local Authority and Trust.
- All exclusions will have regard to the guidance issued within current guidelines.

#### 7. Dissemination of Information and Review of this Policy

Children are made aware of this Policy through the Circle Time and PSHE/SEAL sessions. The key principles are also supported by a number of events related to promoting positive behaviour, anti-bullying and citizenship. The Head teacher and members of the SLT ensure that parents/guardians and all staff are familiar with the arrangements set out in this Policy Statement. A copy of this Attitude and Behaviour policy is on the School website and a paper copy available for perusal in the school, on request.

#### 8. Evaluation of the Impact of this Policy

On-going analysis of results from the following, to see if positive behaviour increases and bullying decreases:

- Bullying incidents log

- Annual pupil survey
- Annual parent survey
- Annual staff survey

#### 9. Useful resources/websites

Information for Parents, see

<http://www.direct.gov.uk/en/Parents/Yourchildshealthandsafety>

Information for Schools/Parents - click Behaviour and Attendance in the left hand column on <http://schools.norfolk.gov.uk>

DCSF Anti-Bullying Charter for Action, see

<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/>

and

<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/>

The National Organisation for Anti-bullying

<http://www.anti-bullyingalliance.org.uk>

including information on

- Homophobic, racist, religious and cultural bullying
- Special educational needs and disabilities
- Sexual and cyber bullying

### Appendices

#### Appendix A:

Positive Behaviour Management

#### Appendix B:

The Eaton Rewards Ladder, Sanctions snakes and Chain of Escalation

## Appendix A: Positive Behaviour Management

At Eaton Primary School we have high expectations of behaviour and this is modelled by staff and pupils. The information below is intended as guidance for teachers. We expect staff to use their professional judgement when dealing with children who have SEN or those who may require more sensitive handling. At any time if the class teacher is concerned they should approach the Headteacher or Senior Leaders for support.

Behaviour strategies and sanctions comments: Examples of behaviour and possible actions are included as a guide only and should not be taken as a definitive list for each stage. The 'chain of escalation' clearly identifies which staff members should be involved at each stage.

### **Stage 1: Aggravations (low level)**

#### Examples:

Wandering about the class without permission, calling out, interrupting teacher when talking to the whole class, interrupting other pupils, ignoring minor instructions, talking with other pupils when requested not to, silly noises, pushing in line etc.

#### Actions to be taken by members of staff:

- Attention drawn to good behaviour
- Eye contact
- Frowns or use of other 'signals'
- Reminders of task, class rules, what to do, options
- Change of seating

#### Outcome or next steps:

Dealt with by class teacher or support staff who has witnessed the incident

Some children may need discussion away from peers

## **Stage 2: Less serious**

### **Examples:**

Not responding to teacher's requests to work. Being more disruptive, deliberately creating a disturbance. General refusal to follow instructions or complete given task. Accidental damage through carelessness. Cheek, off hand comments. Minor challenge to authority. Using inappropriate language. Preventing other children from completing work. Leaving class without permission

### **Actions to be taken by members of staff:**

- Separation from the rest of the class group within the classroom for a set time period
- Referring to class rules and reminding children of the expectations in school
- Completion of unfinished work in own time (Time Out!)

### **Outcome or next steps:**

Dealt with by class teacher

Discussion with child on own regarding their behaviour using positive behaviour management strategies

### **Stage 3: More serious**

#### Examples:

Deliberately throwing objects, harming someone or damage of school/other pupil's property. Repeatedly leaving classroom without permission Repeated refusal to do set tasks. Continued or more serious cheek/challenge to authority. Harmful/offensive name calling.

#### Actions to be taken by members of staff:

- Internal exclusion from class to other work base for an agreed period (this can be within the same year group or to a different year group)
- Contact with parents by class teacher to discuss behaviour by telephone, note in contact book or letter. Meeting between parent and class teacher
- Pupil reflects on behaviour/actions in Time Out! A variety of methods are used in this instance including: written letter of apology by pupil, reflection tasks, discussion with member of staff
- Placement on report card

#### Outcome or next steps:

Dealt with by Senior Leader

Reminder of home school agreement

Placement on Behaviour Plan with evidence logging for monitoring behaviour, SENCo involvement as appropriate

#### **Stage 4: Very serious**

##### Examples:

Repeated and unacceptable lunchtime/playtime behaviour. Fighting and intentional harm to other children. Deliberately throwing dangerous objects. Serious challenge to authority. Verbal abuse to staff. Vandalism. Stealing. Bullying. Racist or homophobic incidents. Leaving school site.

##### Actions to be taken by members of staff:

- Requires immediate involvement of the Deputy Head
- Parents called into school
- After school detention
- Possible suspension/exclusion
- Child on report upon return

##### Outcome or next steps:

Dealt with by Deputy Head

Review of IEP

Invitation for external agency involvement, for example: Education Psychologist, PRU etc

### **Stage 5: Extremely serious**

#### Examples:

Extreme danger or violence. Very serious challenge to authority. Physical abuse to staff.  
Repeatedly leaving site. Persistent bullying.

#### Actions to be taken by members of staff:

- Immediate suspension
- Exclusion

#### Outcome or next steps:

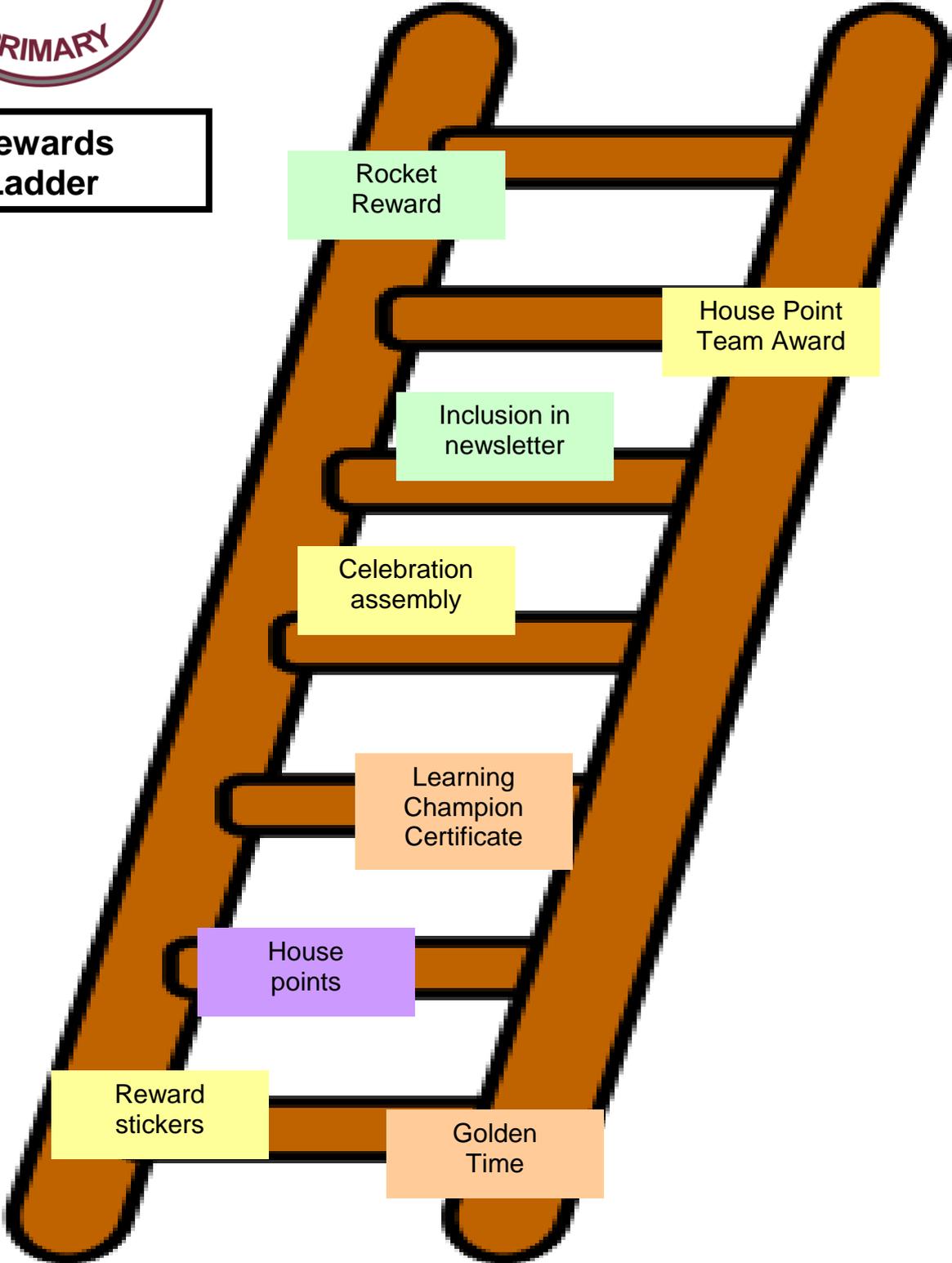
Dealt with by Head teacher  
Education Welfare Officer involvement  
Behaviour contract for phased return  
Behavioural unit involvement



<b>Attitude and Behaviour Sanction Snake stage:</b>	<b>To be dealt with by:</b>
<p style="text-align: center;">Stage 1</p>	<p style="text-align: center;">Class teacher or support staff who has witnessed the incident</p>
<p style="text-align: center;">Stage 2</p>	<p style="text-align: center;">Class teacher</p>
<p style="text-align: center;">Stage 3</p>	<p style="text-align: center;">Senior Leader</p>
<p style="text-align: center;">Stage 4</p>	<p style="text-align: center;">Deputy Head</p>
<p style="text-align: center;">Stage 5</p>	<p style="text-align: center;">Headteacher</p>



**Rewards  
Ladder**





## Possible actions or sanctions

### Stage One: Aggravation

Actions: Attention drawn to good behaviour, eye contact, hand signals, reminder of class rules and expectations, change of seating.

*Dealt with by teacher or support staff.*

### Stage Two: Less serious

Actions: Reference to class rules, reminder of expectations, completion of work in own time (Time Out!), separation from class (parallel class),

*Dealt with by teacher*

### Stage Three: More serious

Actions: Internal exclusion from class (within another year group), contact with parents/carers, Time Out to reflect on actions, written letter of apology by pupil, placement on report,

*Dealt with by Team Leaders*

### Stage Four: Very serious

Actions: After school detention, meeting with parents/carers, possible suspension/exclusion – placed on report on return to school.

*Dealt with by Deputy Head*

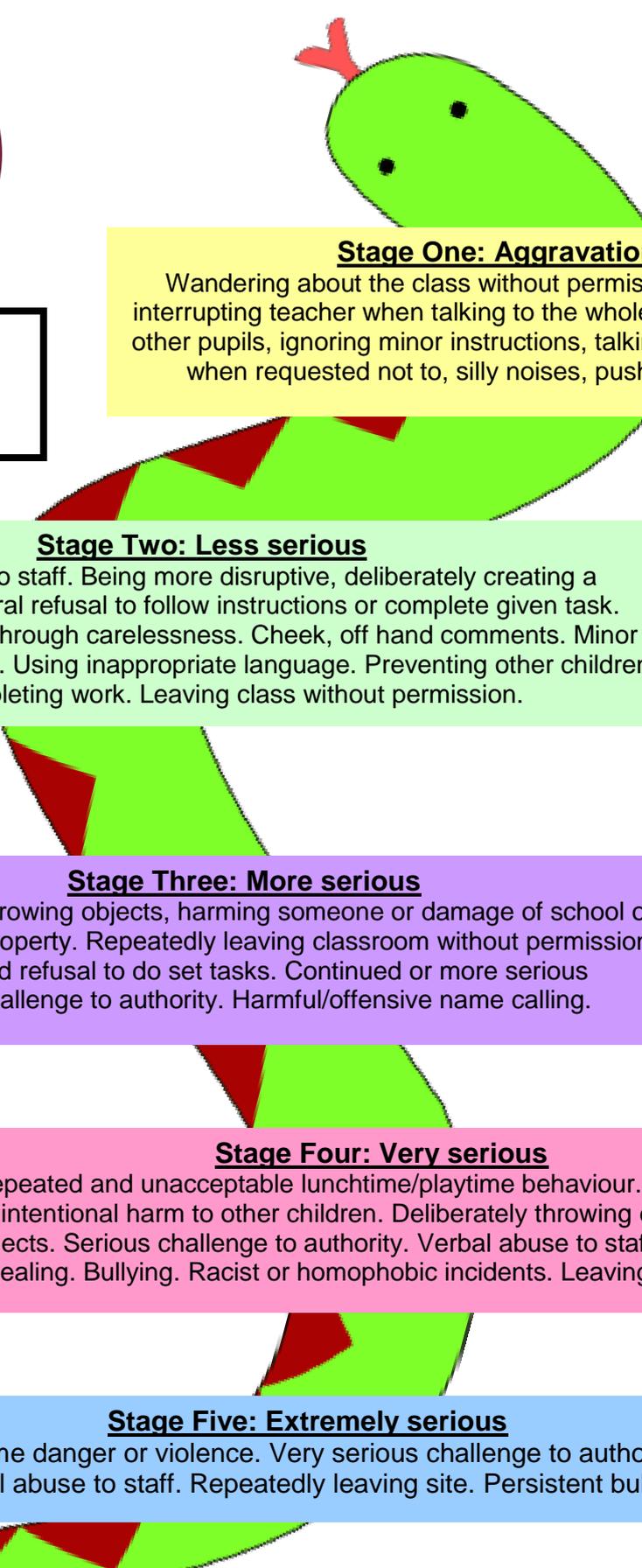
### Stage Five: Extremely serious

Actions: suspension/exclusion, discussion

*Dealt with by Headteacher*



**Examples of  
'Snake'  
behaviour:**



**Stage One: Aggravation**

Wandering about the class without permission, calling out, interrupting teacher when talking to the whole class, interrupting other pupils, ignoring minor instructions, talking with other pupils when requested not to, silly noises, pushing in line etc.

**Stage Two: Less serious**

Not responding to staff. Being more disruptive, deliberately creating a disturbance. General refusal to follow instructions or complete given task. Accidental damage through carelessness. Cheek, off hand comments. Minor challenge to authority. Using inappropriate language. Preventing other children from completing work. Leaving class without permission.

**Stage Three: More serious**

Deliberately throwing objects, harming someone or damage of school or other pupil's property. Repeatedly leaving classroom without permission. Repeated refusal to do set tasks. Continued or more serious cheek/challenge to authority. Harmful/offensive name calling.

**Stage Four: Very serious**

Repeated and unacceptable lunchtime/playtime behaviour. Fighting and intentional harm to other children. Deliberately throwing dangerous objects. Serious challenge to authority. Verbal abuse to staff. Vandalism. Stealing. Bullying. Racist or homophobic incidents. Leaving school site.

**Stage Five: Extremely serious**

Extreme danger or violence. Very serious challenge to authority. Physical abuse to staff. Repeatedly leaving site. Persistent bullying.