



Eaton Primary School



Duverlin Close, Norwich, NR4 6HS
office@eaton.norfolk.sch.uk
01603 502454
Headteacher : Mr Allan Lowe

Policy	Behaviour and Anti-Bullying
Date	February 2019
Review Time	3 Years
Status	Statutory
Statutory Guidance	Independent School Standards Regulations
Approval	Headteacher

1. Purpose and Aims

The aim of this policy is to help to promote a positive climate for learning at school. In so doing, it sets out how the school recognises and rewards positive behaviour and how unacceptable behaviour will be dealt with. The school will endeavour to work in partnership with parents, children and outside agencies to support the social, emotional and academic development of all pupils.

2. Principles and Ethos

Our vision is for every child to have a safe, happy and inspiring learning journey.

Our aims:

- To provide a safe and stimulating learning environment, through robust financial management and adherence to policy and procedure, in which we all continually strive to provide excellence for our children.
- To fulfil the potential of every child, through encouragement and challenge, so that they can be adaptable and self-sufficient and are prepared for life ahead.
- To achieve high levels of motivation and well-being for our employees, through quality training and personal development.
- To foster trust and confidence from our community partners, so that we can both learn from and contribute to our local, national and global neighbours.

Our values:

Learning Together Through Challenge

Eaton Primary School is part of the Evolution Academy Trust which is an exempt charity and a company limited by guarantee, registered in England and Wales with company number 08158619.

The Registered Office is at Suite 1, Keswick Hall, Norwich. NR4 6TJ

We strive to achieve our aims through promoting and acting on the values of Trust, Openness, Respect and Integrity.

3. Expectations

Our expectations for the way in which pupils and adults behave in school is determined by our values.

Trust: We expect members of the school to be able to trust one another.

Openness: We expect members of the school to be open and honest with each other.

Respect: We expect members of the school to respect one another and all of the nine protected characteristics; age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

Integrity: We expect members of the school to act with the best intentions towards one another.

4. School Rules

1. Tell the truth and be honest
2. Be kind and gentle with each other
3. Respect one another
4. Respect school property
5. Be careful and stay safe
6. Work hard at learning

School rules will be displayed prominently in every classroom alongside the class rules. Class rules will be agreed each September and revisited termly by all classes.

5. Promoting Positive Behaviour

5.1 House Points

House points (HP) will be collected in a HP passport.

The passport will contain 26 maps for countries A-Z.

Each country will be completed by gaining 20 HP.

Teachers will update passports at the end of every day with HP.

An entire passport will be completed by achieving 650 HP (approx 100 ½ termly)

Pupils will progress through bronze, silver and gold levels.

House Captains will collate totals each week.

House totals will be announced in assembly.

5.2 Classrooms

Individual class teachers may use incentives in their own classes such as reward charts for pupils or the whole class.

Classrooms will use `bubble time` and `worry boxes` to ensure that pupils have ways to express their concerns to staff.

5.3 Curriculum

Positive behaviour will be specifically taught during assemblies, PSHE lessons and during circle time in class.

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6. Sanctions

6.1 Stages

There are 4 stages for sanctions, dealt with by different roles within school.

1. Class teacher: verbal warnings, time out in class, loss of break time.
2. Class teacher: sent out for time out or loss of break time.
3. Senior Leaders: loss of lunchtime for reflection. Letter sent home. Behaviour record kept.
4. Headteacher: fixed term or permanent exclusion. Exclusion notice sent home. SAIG notified. Behaviour record kept.

Parents of pupils receiving 4 stage 3 letters in any one half term, will be invited to a review meeting with a senior school leader.

Stage 3 letters are reset at the start of every half term.

6.2 Types of behaviour

Disruptive:

Stage 1 - calling out, non-compliance, work avoidance, argumentativeness, name calling, attention seeking

Stage 2 - repeated above

Threatening:

Stage 3 - intimidation, name calling (protected characteristics), pushing, malicious allegations, intentional isolating, taking or removal of property, ganging up, includes online

Stage 4 - repeated above, verbal & non-verbal bullying, harassment, includes online

Dangerous:

Stage 3 - damage to property, throwing objects, leaving class or site, undermining staff authority, pushing, kicking, hitting, bringing banned items to school

Stage 4 - physical assault, serious challenge to staff authority, repeated above, physical bullying.

6.3 School support for pupils demonstrating `stage level` behaviour.

Referral to the Pastoral Support Assistant

Behaviour support plan intervention

Report & Reward card

Reflection Time

6.5 Exclusions

Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed-period exclusion does not have to be for a continuous period.

A fixed-period exclusion can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. The legal requirements relating to exclusion, such as the head teacher's duty to notify parents, apply in all cases.

Lunchtime exclusions are counted as half a school day.

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The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

The behaviour of a pupil outside school can be considered grounds for an exclusion.

The head teacher may withdraw an exclusion that has not been reviewed by the governing board.

Any decision of a school, including exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate.

The head teacher must take account of their legal duty of care when sending a pupil home following an exclusion.

When establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the head teacher should accept that something happened if it is more likely that it happened than that it did not happen.

Under the Equality Act 2010 (the Equality Act), schools must not discriminate against, harass or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices and the provision of auxiliary aids.

In carrying out their functions, the public sector equality duty means schools must also have due regard to the need to:

- eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act
- advance equality of opportunity between people who share a protected characteristic and people who do not
- foster good relations between people who share a protected characteristic and people who do not share it.

These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

The Headteacher and governing board must comply with their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice.

It is unlawful to exclude for a non-disciplinary reason. For example, it would be unlawful to exclude a pupil simply because they have additional needs or a disability that the school feels it is unable to meet, or for a reason such as: academic attainment/ability; the action of a pupil's parents; or the failure of a pupil to meet specific conditions before they are reinstated, such as to attend a reintegration meeting. However, a pupil who repeatedly disobeys their teachers' academic instructions could, be subject to exclusion.

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'Informal' or 'unofficial' exclusions, such as sending a pupil home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.

Maintained schools have the power to direct a pupil off-site for education to improve their behaviour. A pupil at any type of school can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents and the admission authority of the school. However, the threat of exclusion must never be used to influence parents to remove their child from the school.

7. Bullying

7.1 A definition of bullying

There is no legal definition of bullying.

However, it's usually defined (Gov.uk) 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

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

School staff will deal with bullying in different ways, depending on how serious the bullying is. Any discipline measures must take account of special educational needs or disabilities that the pupils involved may have (Gov.uk)

7.2 Bullying complaints procedure

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 procedure will be followed by a Senior Leader, with an investigation and a written record of the outcome.

- Discuss the nature of the bullying with the person making the complaint.
- Identify those involved: witness, perpetrator, and victim
- Interview witnesses and victim
- Interview likely perpetrators. 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 bullying is admitted, 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 of the perpetrator and victim.

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- Provide support for the victim. 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 perpetrator. This may include a programme to support behaviour. A mentor/named person will support the child during this programme.
- Provide opportunities in Circle Time 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.

8. Searches

8.1 Items Banned in School

By law all school staff can search pupils for any items with the authority of the Headteacher and consent of the pupil. Pupils in KS2 are determined old enough to give consent to a search by a designated member of staff.

Searching without consent is permitted to search for prohibited items:

- Knives or weapons, alcohol, illegal drugs and stolen items.
- Cigarettes, fireworks and pornography
- Any item that the school reasonably believes is likely to be used to cause an offence, cause personal injury or damage to property.
- Any item identified in the school rules as an item which can be searched for.

These items are: matches, lighters, lasers, mobile phones

8.2 Designated members of staff

Only the Headteacher and those authorised by the Headteacher are permitted to carry out searches of pupils.

8.3 Telling Parents and Making Complaints

Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

There is no legal requirement to make or keep a record of a search.

The school will inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

Complaints about searching should be dealt with through the normal school complaints procedure.

9. Use of Reasonable Force

9.1 What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

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Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. 6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

9.2 Who can use reasonable force?

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

9.3 When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from 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. (Section 93, Education and Inspections Act 2006)

The following list is not exhaustive but provides some examples of situations where reasonable force can be used.

Schools can use reasonable force to:

1. remove disruptive children from the classroom where they have refused to follow an instruction to do so
2. prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
3. 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 other
4. prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
5. restrain a pupil at risk of harming themselves through physical outbursts.

9.4 Staff Training

Eaton Primary School has staff trained in positive handling techniques.

Step On: provides a foundation knowledge in understanding and responding to behaviour within settings. The course explores a therapeutic model for understanding and responding to both pro-social and anti-social behaviours.

Step Up: provides a range of the most commonly used personal safety and restrictive physical interventions relevant to services supporting children and young adults.

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