



# Bungay Primary School

## Behaviour and Discipline Policy

Date Agreed by the Governing Body: Nov 2017

Review Date : April 2019

## Bungay Primary School Behaviour and Discipline Policy

### **Aims and objectives: -**

Bungay Primary School is a happy and caring school, where high standards of achievement and behaviour are expected of all children. We want to ensure that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a supportive community, whose values are built on mutual trust and respect for all. We are proud of our school and the positive ethos that is reflected in every aspect of our work.

Our philosophy towards responding to behaviour is rooted in the Restorative approach; we aim to provide children with clear guidelines, boundaries and rewards and consequences. Our aim is to provide children with the skills and tools to successfully resolve conflict, understanding how the choices they have made have affected themselves and others. We promote positive language and look to find opportunities where children can succeed and have good choices to their behaviour recognised. We use the language of 'wow' and 'Good' but equally are consistent in our high expectations that children with our care, guidance and support can make mistakes but then work hard to rectify any damage their actions, words or consequences have caused.

All discussions with children regarding behaviour will consistently be structured using five key restorative questions:

- 1) What happened?
- 2) What were you thinking at the time?
- 3) What were you feeling at the time?
- 4) Who has been affected and how?
- 5) What needs to happen now to repair the harm and for everybody to move on?

### **This policy has been drawn up because: -**

We believe the development of personal behaviour and discipline is a fundamental part of the curriculum and an important life skill which will enable every child to reach their full potential.

Learning is given the best opportunity when pupils understand the need for appropriate behaviour and making their own decisions accordingly.

Therefore, everyone who works and learns within our environment needs to share the same basic attitudes to school life and a purposeful atmosphere, so that everyone has the best chance of fulfilling their potential within the learning environment.

## **AIMS**

**This policy reflects the aims of our school and sets out to: -**

- clearly define the expectations of behaviour and discipline so that they are easily understood by everyone involved with the school;
- clarify the limits of behaviour and discipline for the benefit of everyone in the school;
- enable positive working relationships to develop between everyone in school;
- enable pupils to develop responsibility for their actions and behaviour;
- to promote an environment in which everyone feels happy, safe and secure.
- offer all adults guidelines for the management of behaviour.

## **PRINCIPLES**

**This policy should: -**

- be reasonable, fair and enforceable;
- be owned by everyone;
- be reflected in the curriculum and in the general role-model offered by staff;
- offer clear guidance that is easily understood by anyone new to the school;
- aim to create an environment where it is possible for all to work together without conflict.

## **We value**

- a positive, enjoyable and hard-working atmosphere;
- good relationships between all who work and learn in our school;
- pride in ourselves through our work and achievements;
- pride in our school environment both inside and out;
- tolerance of individuality, differences, behaviours and failings;
- courtesy and consideration to all in school and a respect for each other's rights.

**To achieve these principles, we expect that everyone will show respect, courtesy and consideration for others at all times.**

This means that we must try to:

- i) understand other people's point of view;
- ii) make it as easy as possible for teaching and learning to take place for everyone;
- iii) move gently and quietly about school;
- iv) speak politely to everyone;
- v) be silent whenever required to be;
- vi) to take an active role in lessons;
- vii) to be a positive learner;
- viii) keep the school clean and tidy so that it is a welcoming place of which we can

- all be proud;
- ix) remember when out of school, walking locally or with a school group, that the school's reputation depends on the way we behave;
  - x) for safety reasons and for the reputation of the school, good behaviour is essential when travelling to and from school.

### OUR BEHAVIOUR CHART

Our behaviour chart is displayed within every classroom, and is referred to throughout the school day. It is the key to ensuring a consistent, calm and stable school environment, encouraging children to take responsibility for their own choices and actions.

### BEHAVIOUR MANAGEMENT

Each class discusses and reviews their own set of rules and routines throughout the year.

Each class has a set of TRAFFIC LIGHTS (which reflects the colours used in the behaviour chart) - All pupils start each day on green.

The PCM may use the school system of REPORT for KS2 children who are persistently moving to red or being 'timed out' of class. This system supports the child by recording conduct targets and progress against them at the end of each session on a physical report sheet. Pupils will remain on REPORT until their behaviour is suitably modified. Parents are informed if their child is put on REPORT and the targets and report is shared with them each day. Class teachers are then responsible, with the child, to complete the target score sheet on the report at the end of each session. The child is then sent to the PCM/SLT member to have their REPORT signed off for that session. Scores below 7/10 will result in additional consequences to support behaviour modification, whilst adhering to the schools Restorative practice principles.

The head may consider an after school detention, internal, fixed or permanent exclusion.

**An after school detention will take place either on a Tuesday, Wednesday or Thursday at 3.15pm - 4.15pm with a senior members of school staff. Parents will be given at least 24 hours' notice of the after school detention, by telephone and receive confirmation in writing. After school detentions will take place when there have been repeated or disruptive or disrespectful/rude behaviour incidents which have been logged in Scholarpack.**

Pupils are excluded for extreme incidents of **unacceptable or severe behaviour**, including:

- Putting the safety of others and/or themselves at risk of harm

Swearing at an adult or another child

- Clear disobedience
- Fighting
- Theft
- Vandalism
- Persistent misbehaviour/disruption

When a child is internally excluded the parents will be informed verbally and recorded in school. The child will work away from other children and will be supervised by an adult. In order for this to be well managed the exclusion may not always take place the next day. It may be appropriate for a child to be internally excluded for just part of a day, one, two or three sessions of the four that make up a full school day. It can be appropriate for a child to be internally excluded for part of a day and then return to class on a *bond of good behaviour*. If they misbehave again once back in class, they will be requested to leave class and the internal exclusion will be completed until the end of the session or day, depending on what is deemed appropriate. It may not be possible to inform parent until the end of the school day if this has happened. Parent will always be notified if an internal exclusion has happened within a school day, but they may not be informed until after the event for logistical reasons.

Cases of **severe behaviour** may warrant immediate **EXTERNAL EXCLUSION** - At the Headteacher's discretion a pupil may receive a fixed term or permanent exclusion. The agreed procedures available on the Department for Education website are strictly adhered to.

### **THE ROLE OF THE CLASSTEACHER**

1. It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
2. The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
3. The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
4. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. (see appendix A) However, if misbehaviour continues, the class teacher seeks help and advice from the pastoral care team, manager, SLT or ultimately the headteacher.
5. The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour

support service.

6. The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **THE ROLE OF THE HEADTEACHER**

1. It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
2. The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
3. The headteacher keeps records of all reported serious incidents of misbehaviour.
4. The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

### **THE ROLE OF PARENTS AND CARERS**

1. The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
2. We explain the school rules on the school website and we expect parents and carers to read them and support them.
3. We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
4. If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **THE ROLE OF GOVERNORS**

1. The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these

guidelines.

2. The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

### **FIXED - TERM AND PERMANENT EXCLUSIONS**

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called *Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units* (DfES, January 2003). We recognise the legislative changes which took effect from 1 September 2007, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal. The headteacher informs the LA/Academy and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

The governing body will convene a discipline committee if necessary which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the

headteacher must comply with this ruling.

### **DRUG AND ALCOHOL RELATED INCIDENTS**

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.

If the offence is repeated, the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

### **EMERGENCIES -**

In the classroom, the primary concern is the safety and welfare of everyone in the classroom.

If possible:

- i) escort the offender to another teacher.
- ii) if the class cannot be left, send a reliable pupil with a message to another member of staff.
- iii) The class teacher and children leave the classroom leaving the offender inside, send a message to another member of staff

Physical restraint of any kind should never be used unless an offender is a danger to anyone or themselves. If this is the case, reasonable restraint should be used sufficiently, only to contain the threat of danger.

The use of reasonable force is explained in the Suffolk guidance notes.

### **REASONABLE FORCE**

Section 550A of the Education Act 1996 clarified the powers of teachers to use reasonable force to prevent pupils committing crimes, causing injury or damage, or causing disruption. This section allows teachers (Teaching staff and TA's), and others authorised by the Headteacher to have control or charge of children, to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following;

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere.

It is incumbent upon Headteachers to ensure that staff are aware of and properly understand what such authorisation entails. At Bungay Primary School the Headteacher has given this authorisation to all teaching and non-teaching staff and has made them aware that there is no legal definition of reasonable force and the following are considered when making any judgement:

- It will always depend on the circumstances of the case.
- The degree of force must be in proportion to the incident. It must be the minimum force needed to achieve the desired result.
- The age, understanding and sex of the child should be taken into account.

The Headteacher has advised staff that after any event that is not routine they should make and retain a written record of that event, which should be maintained for the appropriate time scale, in case of future enquiry. A central record will be kept by the Headteacher. The Headteacher has also advised that in dealing with any non-routine circumstances with pupils or parents that consideration should be given to having a witness present. There should be no physical contact when reprimanding a child - reasonable force is only used in the situations outlined and should contribute to the de-escalation of a situation. After any incident there will be a discussion with the member of staff and a member of the SLT to evaluate the actions that took place.

Where a child poses a foreseeable risk to themselves or others the Headteacher will draw up a physical intervention plan, using the guidance from the SUFFOLK SCHOOL SAFE programme. This will be shared with parents and staff each half term or when necessary. Only staff who have received the relevant training will be involved in the

plan.

### **SCREENING, SEARCHING AND CONFISCATION**

The school will carry out searches of pupils and their desks or trays, if members of the senior leadership team feel that there are reasonable grounds for suspecting that a child has weapons, alcohol, illegal drugs, stolen items or prohibited items (the latest craze). Prohibited items include items that the children have been told are banned from school as they are a cause of disruption to the day to day running of the school. A condition of having a desk and tray in the school is that school staff may search this without the consent of the child. The protocols of a search will follow the guidelines laid down in 'Screening, searching and confiscation' - Advice for Headteachers, staff and governing bodies - Department for Education.

These include:

Punishing a child for refusing to turn out their pockets or bags if a member of staff suspects them of having a banned item in their possession. Searches to be carried out by a member of staff of the same gender as the child. Searches will be witnessed by another member of staff.

### **MONITORING**

We recognise that much of what we do in school needs constant reinforcement. Children in a learning situation may test the limits of what is and is not acceptable. Therefore, the primary concern of our monitoring should focus on how effective we are at managing behaviour.

**Monitoring occurs -**

**Informally** through:- adult contacts

**Formally** through:- staff meetings which are held regularly and provide an opportunity to discuss any aspect of school discipline.

**Pupil records:** - all teachers have access to the files and therefore are able to see what has happened so far regarding individual pupils.

**Teacher records:-** enable the teaching staff to monitor a pupil's progress.

**Records of Support:-** provides a structure to involve parents and pupils in the process of monitoring and modifying serious behaviour.

**Parents' evenings and end of term reports:-** provide other opportunities to share concerns or appreciation of a pupil's achievements and contributions to school life.

### **PUPIL CONDUCT AND MISBEHAVIOUR OUTSIDE THE SCHOOL PREMISES**

What the Law allows :

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate pupils' behaviour in these

circumstances "to such extent as is reasonable."

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

Any misbehaviour when the child is:

Taking part in any school-organised or school-related activity; or travelling to or from school; or

Wearing the 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.

#### Out of School Behaviour

This school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

Good order on all transport (including the school taxi) to and from school, educational visits or learning opportunities in other schools. Good behaviour on the way to and from school.

#### Sanctions and Disciplinary Action - Off-site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

The severity of the misbehaviour.

The extent to which the reputation of the school has been affected. Whether pupils were directly identifiable as being members of the school.

The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).

Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

## **ALLEGATIONS OF ABUSE AGAINST STAFF AND OTHER ADULTS WORKING IN SCHOOL**

### *General*

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously.

The Governors of Bungay Primary School have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (section 175 of the Education Act 2002). Our policy is to identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate, and in accordance with local inter-agency procedures.

School staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

In order to fulfil its commitment to the welfare of children, this School has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

In the event that a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school, reference can also be made to the school's Whistleblowing policy.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in relevant DfE statutory guidance and the Suffolk LSCB procedures.

### **Action in the Event of a Malicious Allegation**

If an allegation is determined to be unfounded or malicious, the Local Authority Designated Officer (LADO) will be informed and will refer the matter to local

authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Head teacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a pupil might include detention, fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/carer of the pupil concerned at an early stage.

### **BULLYING AND THE LAW**

Bungay Primary School endeavours to comply with the legal requirements placed on schools and the Governing body to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that 'encourage good behaviour and respect for others on the part of pupils and in particular preventing all forms of bullying among pupils' Education and Inspections Act 2006, section 89. The school will exercise its legal powers (as outlined in section 89/5) and (section 91, Education and Inspections Act 2006) as deemed appropriate and practicable.

Schools are required to comply with the new equality duty 'The Equality Act 2010'. The public sector equality duty has three aims:

Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;

Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and

Foster good relations between people who share a protected characteristic and people who do not share it.

### **What is Bullying?**

The Governors, staff and pupils at Bungay Primary School accept the following definition of "bullying" taken from:

#### **Primary National Strategy SEAL materials (2006)**

Bullying may be physical, verbal or (in the case of cyber bullying) written and has three

key characteristics:

It is ongoing (not the same as a conflict between two equals or a random, unprovoked, aggressive act)

It is deliberate

It is unequal - it involves a power imbalance (this can result from size, number, and higher status, being "different" or having access to limited resources)

Specific types of bullying include those relating to: race, religion, culture or gender;

SEN or disabilities;

appearance or health conditions; sexual orientation;

young carers or looked after children or otherwise related to home circumstances; sexist or sexual bullying.

Acts of bullying can include:

name-calling;

taunting;

mocking;

making offensive comments; kicking;

hitting;

pushing;

taking belongings;

inappropriate text messaging and emailing;

sending offensive or degrading images by phone or via the internet e.g. via Social Networking sites;

producing graffiti;

gossiping;

excluding people from groups;

spreading hurtful and untruthful rumours.

Cyber bullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying that occurs while pupils are under the schools direct supervision will be dealt with in line with this Policy (Whole School Behaviour Policy).

In cases where cyber bullying occurs while pupils are outside our direct supervision (i.e. at home), parents will be encouraged to report these incidents to the police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. The school wherever possible will support parents in this, and may impose a sanction upon the bully where this individual is recognisable.

### **Principles**

Bullying happens in every school and the effects can be long lasting, sometimes devastating. We take bullying seriously in our school and will not tolerate it.

We work proactively to address the issue explicitly with children and provide opportunities to develop understanding, empathy and self- esteem.

We also react to bullying decisively and consistently with appropriate sanctions.

Children are not "bullies" or "victims". Bullying is not a character trait but a set of behaviours. Even "perfectly nice" and popular children can use bullying behaviours on occasion. "Witnesses" to bullying also have a role to play.

All "sides" in a bullying incident will be listened to calmly and with respect.

We will involve parents in our approach to preventing or addressing bullying behaviour.

### **Strategies**

Key messages about bullying are addressed through SEAL materials "Say No To Bullying" each year as part of a spiral curriculum and through the PSHE. SEAL activities involve role-play, storytelling, charter writing, and debate.

We address cyber bullying by discussing texting or messaging during PSHE and through

the computing curriculum. Mobile phones are not allowed in school.

The school takes part in National Anti Bullying Week through Assembly Time, Circle time and PSHE lessons.

Children are provided with a clear message about bullying "TELL" - this is reinforced and encouraged by an empathetic, listening culture amongst the adults in the school.

Adults are alert to bullying behaviours both inside the school and in the playground and address incidents immediately.

### **Reporting and Recording Incidents of Bullying**

Pupils and parents are encouraged to report bullying to any member of staff. Incidents are in the first instance referred to the pupil's Class teacher to be investigated, appropriate action taken and parents will be informed promptly using usual school procedures: this is that all bullying incidents are formally logged on the ORANGE form and the PCM will formally meet with those involved. Incidents may then be referred to the Head teacher. Pupil voice is important at this school and pupils are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of.

This is reinforced via Assembly times, Anti-Bullying Week, and PSHE and during circle time. The Whole School Behaviour Policy also reinforces the school's expectation as to how members of the school community should conduct themselves. A log book (purple) will be maintained of racist incidents and information on incidents of bullying will be recorded on Scholarpack.

### **Tackling Bullying**

The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour

### **Strategies for Dealing with the Bully**

Disciplinary sanction imposed either time out, removal of privileges or in extreme instances exclusion

Engage promptly with parents to ensure their support and involvement talking through approaches taken as appropriate

One to one interviews with staff or Counselling offered

Work with the educational psychologist or other outside agency Anger management strategies discussed.

### **Strategies to Support a Victim**

Disciplinary sanctions as appropriate applied to the bully

Counselling offered

Mediation

One to one parental interview, parental support and involvement

### **BEHAVIOUR OF PARENTS/CARERS AND OTHER VISITORS TO THE SCHOOL**

Bungay Primary School encourages close links with parents/carers and the community. We believe that pupils benefit when the relationship between home and school is a positive one. The vast majority of parents, carers and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the school community.

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. When formulating our procedures, reference was made to the DfES document 'A Legal toolkit for schools - Tackling abuse, threats and violence towards members of the school community'.

Our school expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of the school community (including other parents/carers and visitors) have the right to visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence.

We expect parents/carers and other visitors to behave in a reasonable way towards other members of the school community. The following outlines the steps that will be taken where parent/carer or visitor behaviour is unacceptable.

### **Types of behaviour that are considered serious and unacceptable**

The following list outlines the types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community.

This is not an exhaustive list but seeks to provide illustrations of such behaviour:

Shouting, either in person or over the telephone. Speaking in an aggressive/threatening tone.

Physical intimidation e.g. standing very close to her/him.

The use of aggressive hand gestures/exaggerated movements.

Physical threats.

Shaking or holding a fist towards another person.

Swearing.

Pushing.

Hitting, e.g. slapping, punching or kicking.

Spitting.

Racist or sexist comments.

Sending inappropriate or abusive e-mails or letters to school staff or to the general school e-mail address.

Publishing or posting derogatory or inappropriate comments which relate to the school, its pupils or staff/volunteers on a social networking site

Circulating letters with derogatory or inappropriate comments which relate to the school, its pupils or staff/volunteers within the community or to others outside the school

Breaking the school's security procedures

Unacceptable behaviour may result in the Police being informed of the incident.

### **Procedures for Dealing with Unacceptable Behaviour**

When a parent/carer or member of the public behaves in an unacceptable way during a

telephone conversation, staff at the school have the right to politely terminate the call. The incident will be reported by staff to the Senior Management Team. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to verbal abuse. The school may warn the aggressor, ban them from the school, and/or contact the police.

When any parent/carer or visitor behaves in an unacceptable way in person towards a member of the school staff a member of the Senior Management Team will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedure should be followed. Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an extreme act of violence, the discussion will be terminated and the visitor will be asked to leave the school immediately. It is also an offence under section 547 of the *Education Act 1997* for any person (including a parent) to cause a nuisance or disturbance on school premises. The police will be called if necessary. The perpetrator may also be banned from the school premises for a period of time, which will be determined by the school.

Prior to a ban being imposed, the following steps will be taken:

Depending on the severity of the incident, the parent/carer/visitor may first be issued with a written warning stating that if a similar incident occurs, the individual concerned will be banned from the school premises.

In more serious cases, the parent/carer/visitor will be informed, in writing, that she/he is banned from the premises temporarily, subject to review, and what will happen if the ban is breached. Extreme incidents will result in a permanent ban being enforced. The individual will be informed in writing of the permanent ban but will be given the right to appeal in writing against the decision.

In all cases, parents/carers will still have the opportunity to discuss any issues relating to their child with school staff.

Incidents of verbal or physical abuse towards staff may result in the police being informed, and may result in prosecution.

If a parent/carer/visitor is intimidating, threatening or aggressive towards a member of the school community any interaction will be terminated immediately and the person will be instructed to leave the premises. Further action may be taken by the school.

Bungay Primary School will take action where behaviour is unacceptable or serious and breaches this Whole School Behaviour Policy.

### **Unacceptable Use of Technology**

Bungay Primary School takes the issue of unacceptable use of technology by any member of the school community very seriously.

We expect parents and other adults within the school community to act responsibly when using on-line technologies. Failure to comply with these expectations could similarly result in parents and/or other adults being banned from the school site, and the incident may be reported to the police.

## **EVALUATION**

The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

The schools Written Behaviour statement can be found in APPENDIX B

## Appendix 1

# Our School Rules

To support these aims and expectations we have *5 Cool School Rules that we expect all pupils to follow*:

1. We are kind.

2. We look after our school.
3. We take care of ourselves and others.
4. We follow instructions.
5. We are honest.

## Appendix A

We expect children to listen carefully to instructions in lessons. If they do not do so, we use our Traffic Light system to support them to make good choices. The traffic light system is designed to positive promote positive behaviour and enable children to easily identify when their conduct behaviour is unacceptable or inappropriate. It is NOT a punitive system and should never be used in such a way.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

If a child is disruptive in class/school, the teacher/staff will use the Traffic Light system.

### **This works as follows:**

A green, orange and red circle displaced in each classroom, each child has their own named peg or name card.

Each morning *all* names start on green, always. Teachers are encouraged to reset the traffic lights each session, however a degree of professional discretion should be tolerated depending on the class/activity/circumstances.

1<sup>st</sup> instance of inappropriate behaviour, 1<sup>st</sup> verbal warning/explanation (discretionary, as an immediate move to orange may be appropriate, depending on the circumstances)

2<sup>nd</sup> incident of inappropriate behaviour - verbal explanation **and** peg moves to orange. Teacher to explain how the pupil may rectify their behaviour and give clear timeframe (within the session) for the positive behaviour to be identified and for the peg to move back to green as recognition that the behaviour has become positive..

3<sup>rd</sup> inappropriate behaviour verbal explanation **and** peg moves to red. Teacher to explain how the pupil may rectify their behaviour and give clear timeframe (within the session) for the positive behaviour to be identified and for the peg to move back to orange as recognition that the behaviour has become positive. Then proceed as 2<sup>nd</sup> incident.

Subsequent good behaviour means the peg is moved down one colour at a time to help children monitor and modify their behaviour. It is **a visual system to enforce positive behaviour** - clear to children, staff and parents. It is paramount that **a child is always aware what colour their name is on and why it is moving and what may happen next**. The system is to enable the child to have the opportunity to modify their behaviour and understand the consequence of the way they behave. **It is a staff responsibility to ensure the child is clearly communicated with to show them what they need to achieve and in what reasonable time frame (during that session),** to get their name moved back to orange/green in a short as timeframe as possible. It is not acceptable for staff to leave pupils 'hanging' on orange or red beyond the session. The staff must always identify positive behaviour where possible to move names back to green.

Continued poor behaviour should result in moves to red and beyond so that senior staff or the Pastoral Care manager can intervene.

Pupils whose behaviour has resulted in them misbehaving whilst on red, can, in addition to their time out, and at the discretion of the class teacher be sent to the PCM at morning or lunch break to complete a 'reflection sheet' – which allows time for the pupil to reflect on their inappropriate behaviour and consider strategies with the PCM to avoid reoccurrence of unwanted behaviour.

If the unacceptable behaviour persists after the child's name is on red, they will be given 'time out' from their class or from the activity and will be taken to another area in the classroom or, to another class (with work to do) where they are expected to sit down and quietly complete their work. If the child needs a calm time to reflect then a 5 or 10 minute timer should be employed and the **child must not be left for longer unless a specific activity or LSA has been provided to support the child to resolve the behaviour of concern**.

When the child returns to the setting after time out their name should be returned to orange to reflect the inappropriate behaviour has stopped and the child is ready to modify their behaviour. The PCM in discussion with the SLT may decide to put a pupil 'on report' if the log shows that they are on red too often. This report has pupil personalised targets to support the pupil to monitor and modify their behaviour with the additional support of senior teacher. A pupil will be scored 0-9 on their personalised targets. If they score 8&9 all week they can come off 'report'

If the child continues to behave in an unacceptable way and their name returns to red for a second time in a day, then a secondary time out should be preceded by an intervention by the Pastoral Care manager (PCM), Headteacher or deputy if the head is unavailable or a suitably appropriate senior teacher. The child should then not be returned to class for the rest of that session. **The child will have broken Severe rule 4**: Do not disrupt learning in class. The parents must be informed and meet with the appropriate member of staff.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session and will seek support from other staff.

If a child threatens, hurts or bullies another child, the class teacher records the incident and an appropriate sanction imposed. Bullying must always result in completion of an ORANGE form and the involvement of SLT/PCM

If a child repeatedly acts in a way that disrupts or upsets others, the headteacher contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to working together to improve the behaviour of the child.

The school has 4 *Severe Rules* which are non-negotiable:

- **Do not** swear or use abusive or racist language, use name calling or being rude to a member of staff.
- **Do not** use your body to behave in a violent or dangerous way.
- **Do not** damage property belonging to school or other people.
- **Do not** disrupt learning in class.

***If a child breaks any of these rules then they will be told to leave class /activity to have time out or and the parents or carer will have to meet with the class teacher. After 3 Severe rule breaks in 1 academic year or exceptional circumstances a member of the senior leadership team or the Head teacher will meet with the parent to discuss their child's behaviour.***

2.3b Severe rules are logged on pupils record folders and electronically by the office after a copy of each is signed by the parent and passed to the dh.

2.3c The school believes in restorative justice and will, when appropriate, encourage pupils to articulate or write an appology to any 'victims' of their inappropriate behaviour. This is especially important when there have been incidents of physical or verbal abuse/rudeness, or personal property damaged.

2.4 The class teacher discusses the school rules with each class and explains the Traffic Light system. In addition to the school rules, each class have their own classroom rules, which are agreed by the children and displayed on the wall of the classroom. In this way, every child in the school, and every member of staff knows the standard of behaviour that we expect and there is consistency throughout the school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

2.5a The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We will do everything in our power to ensure that all children attend school free from fear. **Bullying or behaviour which results in others being hurt will not be tolerated.** Bullying must always result in completion of an ORANGE form and the involvement of SLT/PCM.

## Appendix B

### Behaviour written Statement-

#### 1. Statement of Behaviour Principles Requirement and Application

Under the **Education and Inspection Act 2006**, school governing bodies are charged with the duty to set the framework of school policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of the pupils.

The following has been approved by the Bungay Primary School Board of Governors. It applies to all adults employed by, volunteering at or providing services to Bungay Primary School (the **School**).

Similarly, given the duty of care to pupils, this statement and the policies that both stem from it and are influenced by it (e.g. appropriate contact, anti-bullying and exclusions) applies to all pupils when in School, when travelling to and from School and when engaged in extra-curricular activities and residential trips.

#### 2. Behaviour Principles and Safeguarding Statement for Bungay Primary School

We, the staff & Board of Governors of Bungay Primary School:

- adopt and support the School in achieving its values, safeguarding its rights and following its rules (all set out at paragraph 4);

- respect and value all members of the School community and are committed to providing a caring, friendly and secure environment for all pupils so that they can learn and achieve success in a safe and happy environment;
- recognise our responsibility to safeguard all who access our School and we promote the welfare of all pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying;
- value the strong relationships that exist in the School which leads to mutual respect and we encourage positive behaviour;
- have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability; and
- seek to eliminate all forms of discrimination, harassment and bullying.

This statement will be applied with consistency and fairness with regard to each individual situation.

### **3. Monitoring School Discipline and Understanding Pupil Requirements**

It is recognised that on occasions sanctions may be necessary to demonstrate that seriously inappropriate behaviour is unacceptable; to express the disapproval of the community; and to deter other pupils from similar behaviour. The Board of Governors will monitor the School in this regard.

It is recognised that sanctions will enable the pupil to reflect upon and learn from their behaviour and make reparation wherever possible. Because of the focus on positive behaviours and the opportunities for pupils to learn from their mistakes, the Board of Governors expects lower than the national average rates of exclusion.

Some pupils, for example those with special educational needs, physical or mental health needs can experience particular difficulties with behaviour and the School will seek to ensure that such pupils receive behavioural support according to their need. However, when making decisions the School must balance the needs of the individual with those of the School community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount.

The Governing Body works with all members of the School community to understand the pupils and their circumstances and believe this relationship is an important part in building a strong learning community.

### **4. The School Values, Rights and Rules**

**Our Values – We believe all children can achieve success:**

- **Respect** – we are interested in others;
- **Behaviour** – we are kind, polite, honest and follow the rules;
- **Communication** – we listen, think and speak confidently;
- **Learning** – we put learning first, we work hard and show resilience;
- **Pride** – we celebrate success;
- **Together** – we work and play together to make a happy school; and
- **Care** – we keep safe and make healthy & safe choices.

### **Our Rights:**

- we have the right to feel safe;
- to be able to learn; and
- to be treated fairly and to have a voice.

### **Our Rules of Responsibility for Good Behaviour and Good Learning:**

#### **Good Conduct Behaviour:**

6. We are kind.
7. We look after our school.
8. We take care of ourselves and others.
9. We follow instructions.
10. We are honest.

#### **Good Learning Behaviour:**

- > Try new things: 'I enjoy new things and take opportunities wherever possible.'
- > Work hard: 'I have fun working hard.'
- > Concentrate: 'I focus on what I am doing, giving my full concentration'.
- > Improve: 'I am very clear about what I have done well.'
- > Push Yourself: 'I find a way to push myself even when things are difficult.'
- > Imagine : 'I have lots of ideas.'
- > Understand others: ' I am keen to seek the opinions of others.'
- > Don't give up: 'I think of new ways to do things if my first idea doesn't work out. '