

**Behaviour for
Learning and
Anti-Bullying Policy**

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School staff were consulted on this document on:	November 2017
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Next Review Date:	November 2019

1 - Our Behaviour and Anti-Bullying Policy

Date	Review Date	Coordinator	Nominated Governor
4/10/16	October 2017	Heads of School	
28/11/17	November 2018	Headteacher/Head of School	
26/1/18	November 2019	Headteachers	

1.1 Our schools are committed to positive behaviour management as part of a whole school policy.

We believe that being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimise disruption while helping children acquire self-discipline. Reinforcing positive behaviour helps our children feel good about themselves and creates an enabling environment for learning. Learning to behave appropriately is a developmental task that requires support, encouragement, teaching and setting the correct example. Good attendance is seen as part of our behaviour code and this is rewarded and celebrated along with all other achievement.

1.2 Aims of this policy

- ✓ To create an environment which encourages and reinforces good behaviour.
- ✓ To define acceptable standards of behaviour.
- ✓ To promote self-esteem, self-discipline and positive relationships.
- ✓ To ensure that each school's expectations and strategies are widely known and understood.
- ✓ To encourage the involvement of both home and school in the implementation of this policy

1.3 We consider that:

- ✓ Children have the right to learn and play in a friendly, helpful and safe environment.
- ✓ Parents have a right to feel welcome and that their children are safe and well cared for.
- ✓ Staff have a right to feel safe and to be treated with courtesy and respect.

1.4 We believe:

- ✓ Working in active partnership with parents is the most effective way of helping children to learn and to behave positively.
- ✓ Behaviour is learned in the same way as any other attitude or skill and children need to be taught.
- ✓ Learning to behave appropriately and to gain social skills is a very important part of children's social, personal and emotional development.
- ✓ Learning in this area supports all other forms of learning, and builds sociability, confidence and independence.
- ✓ Good attendance plays a vital role in social and academic achievement.

1.5 Children are encouraged:

- ✓ To be considerate towards and value and respect others
- ✓ To show consideration for their surroundings and property.
- ✓ To work hard and do their best.

Our expectations for positive behaviour
2 - Our Reward System

2.1 We encourage in children the development of positive behaviour, attendance and attitudes. This is so that parents, children, trustees and teachers can all work together to take pride in their school. The first approach is to be a positive adult role model, always setting a good example. Secondly, we expect there to be consistent use of the behaviour strategy to reward good behaviour, helpfulness and effort.

2.2 Children are awarded merits or dojos when they do particularly well in:

- trying their best - hard work and good work
- exhibiting exemplary good behaviour
- politeness, sharing with and caring for others.

At Alton Park Junior School certificates are then issued when the children have collected 25, 50, 75 and 100 dojos.

At Holland Park Primary School rewards are issued when children have completed merit cards 3, 6, 9, 12, 15, 18 and 21. Any child completing other numbered cards (known as 'Inbetweeners') are also celebrated.

2.3 Fitting in with the school ethos, we take a pride in awarding rewards and certificates - as children do to receive them. This is reinforced by positive comments by staff, trustees and parents as they see children walking around the school with their stickers and badges. We try to speak or praise when we see children wearing their stickers and badges or have read or seen the certificate presented.

2.4 All members of staff may award merits to pupils. The certificates and rewards are given out in weekly Celebration school assembly.

Our expectations for positive behaviour
3 - Our Rules

3.1 The school rules are common sense. They are intended to encourage positive behaviour around school and in classrooms. These are discussed and agreed in a whole school assembly. Rules are put as positive points- what we do rather than what we don't do.

3.2 Rules are reinforced in daily routines. Periodically they may be reinforced and explained again in school assemblies. They are an integral part of the whole school ethos. Parents are made aware of the ethos and rules as they are invited to work with us as partners in reinforcing the expectations with their children.

3.3 Teachers will talk about rules with their class, and complement them by making up a set of class rules. Any 'class rules' should be positive (i.e. avoiding the 'don't' statements). Children should be involved in making the class rules and guided to consider why rules are made.

3.4 The Good to be Green System

All classes will have a 'Good to be Green' chart and each child will have a Green card, a Warning card and a Consequence card. Children are encouraged to stay Green all week. School and class rules are displayed in all classes and in the corridor

If a child breaks a class or school rule the following steps are taken (consider the numbered points as stages – see Appendix 4) –

- 3.4.1 A verbal warning is given and a reminder is given of the rule that has been broken and that if they continue they risk losing their **Good to be Green** status.
- 3.4.2 If the poor behaviour choices continue, the child turns their card over and receives a **Warning Card** plus a reminder of the rule that has been broken.
- 3.4.3 A further verbal warning and reminder of the rule that has been broken. This should also include a reminder that they are already on a **Warning Card** and if their poor behaviour choices continue they will be given a **Consequence Card**.
- 3.4.4 The child turns their card over and receives **Consequence Card**. Explain what the consequence will be and why this has happened where appropriate. Remember that the certainty of a consequence is more effective than the immediacy of one so do not feel rushed in deciding about the consequence unless it is very clear.
- 3.4.5 At each stage the child has the chance to earn back their prior card status but this should not be done easily or quickly. **Consequence Cards** cannot be turned back.
- 3.4.6 Each class is entitled to Reward or Golden Time. This is earned by staying **Green**.

3.4.7 Therefore, if at the end of a school day a child is on;

- **Green** = 5 minutes Golden Time
- **Warning** = partial loss of Golden Time
- **Consequence**= No Golden Time for this day

3.4.8 It is possible for pupils to earn 25 minutes of Golden Time each week.

3.5 Guidelines for using the system

3.5.1 These systems are designed primarily to deal with low level disruptive and distracting behaviour in the classroom. Sanctions can be applied when pupils fail to follow instructions or respect the reasonable authority of teaching staff.

3.5.2 Sanctions should only be applied when pupils have been given appropriate prior warnings and provided with a real opportunity to correct or change their behaviour.

3.5.3 Pupils should always be made aware as to why they have had to turn their card over or move up the traffic lights.

3.5.4 In the use of any form of punishment or sanctions, good communication with the pupil's home is vital. Parents must take responsibility for their child's behaviour at school and they are only able to accept this responsibility if they are provided with clear and regular communication. This might include notes in journals, letters home or telephone calls.

3.5.5 The school (teacher or Senior Leader) should be encouraged in certain situations to work with the parent or carer in agreeing sanctions at home that encourage good behaviour at school. Positive behaviour at school can be significantly improved when the school and home liaise and demonstrate that poor behaviour choices at school can influence life outside of school.

3.5.6 Rudeness or aggression towards teachers will not be tolerated and will almost always lead to a period of internal exclusion or fixed-term exclusion for the pupil concerned.

3.5.7 Incidents involving racist language or behaviour are always dealt with very seriously and a separate "racist incident" form must be completed for the school file and for reporting to Trustees. Parents of victims and perpetrators will be phoned and informed about the incident.

3.5.8 Heads of Year/Phase will generally take responsibility for arranging meetings with parents. It should be remembered that parents need to be given as much support as possible in empowering them to accept responsibility for their child's progress and behaviour at school.

3.5.9 A Behaviour Thermometer tool (Appendix 5) defines the range of typical behaviours and the menu of consequences that can be applied to them. It also provides clear expectations of staff roles and responsibilities.

Our expectations for positive behaviour
4 - Dealing with Poor Behaviour

4.1 A minority of children have trouble in settling into work or following the school code of conduct. **We disapprove of the actions - not the child.** We follow the procedure below, unless somebody is put in danger or totally unacceptable behaviour is displayed, in which case the matters will be referred directly to the appropriate senior leader.

4.2 When a situation arises anywhere in the school, we:

- Employ tactical ignoring and proximity praise (e.g. praising appropriate behaviour of other children, reward with merits)
- Establish eye contact
- Have a personal quiet word
- Give a verbal warning (see the Good to be Green)
- Turn the card over on the Good to Be Green System
- Refer the problem to Head of Year/Phase, possibly for short impact removal from class to Head of Year/Phase classroom.
- Send to the Leas Suite or Rainbow Room where a therapeutic or restorative approach may be employed before the child is required to complete suitable work.
- Refer the problem to an appropriate Senior Leader via reporting system (e.g. Tootoot)
- Contact the parents/carers and seek an interview with them (after consultation with Senior Leaders).

4.3 For persistent poor behaviour choices or unacceptable social behaviour, after the above strategies have been tried unsuccessfully, we may place children on a behaviour chart/book/plan. This arises from open discussion between the teacher, SENCO, Assistant/Deputy Head and Head Teacher and ideally has input from the parent and child.

Parents are involved at each stage of this process, from initial agreement, mid stage checking and final solution. As necessary, charts/books/plans are sent home and parents are invited to attend progress meetings in school.

Completed charts are taken home by children and a photocopy retained in their school record folder. If there are no more incidents the charts are removed from the child's record at the end of each academic year.

4.4 Report System

The Headteacher and/or Deputy Headteacher will use his/her professional judgement to decide whether the child needs to be placed on report. This could be due to a build-up of misdemeanours or there may be times when the misdemeanour is serious enough to be put immediately on report.

Initially the child is 'on report' for one week. During this time the child has a Report Card on which a record of the child's behaviour during each session of the day is kept.

At the end of this time the Headteacher and/or Deputy Headteacher will use his/her professional judgement to decide whether the child can:-

1. come off report
2. be kept on report for a further week
3. receive a lunchtime detention

During the time that a child is 'on report', they may be excluded from all extra-curricular activities and cannot represent the school in sporting, music or other events.

4.5 The above methods have been found to work. However, if they are unsuccessful then alternative appropriate strategies are found. These are arranged after discussion between the teacher, senior manager, parent, and with the involvement of outside agencies such as educational psychologist or specialist teacher.

The school has the facility to offer time out to allow pupils **cool down time** and to **internally exclude** if the pupil is impacting negatively on the education or safety of others, as a final sanction the school does have the power to **exclude** (fixed term or permanently) for serious infringement of acceptable behaviour codes.

4.6 Restrictive Physical Intervention and Use of Force

Our separate Restrictive Physical Intervention Policy gives more detailed information about the use of force at Premier Learning Trust schools.

4.6.1 There are occasions when school staff may have cause to make physical contact with children for a variety of reasons, for example:

- to comfort a pupil in distress (so long as this is appropriate to their age);
- to praise a pupil
- to gently direct a pupil;
- for curricular reasons (for example in PE, Drama etc);
- in an emergency to avert danger to the pupil/pupils or staff;
- in rare circumstances, when Restrictive Physical Intervention is warranted.

4.6.2 "Restrictive Physical Intervention" is the term used to describe interventions requiring the use of "reasonable physical force" to control or manage a child's behaviour.

4.6.3 There is no legal definition of "reasonable physical force". However, Premier Learning Trust considers that:

- The use of force can only be regarded as *reasonable* if the circumstances of an incident warrant it; i.e. it is necessary.
- The degree of force must be in *proportion* to the circumstances of the incident, age and understanding of the child and the seriousness of the consequences it is intended to prevent.

4.6.4 Situations that may require a Restrictive Physical Intervention:

- To prevent a child from committing a criminal offence
- To prevent a child from injuring themselves or others
- To prevent or stop a child from causing serious damage to property (*including the child's own property*)

4.6.5 At our schools, Restrictive Physical Interventions are only used as an act of care and control, not as a punishment. All staff are responsible for the safeguarding of our children and therefore all staff are authorised by the Headteacher to use physical force (which is deemed reasonable, proportional and necessary) to keep our children safe.

4.6.6 We also take the view that staff should not be expected to put themselves in danger and that removing other children and themselves from risky situations may be the right thing to do. All staff have Continual Professional Development in de-escalation and managing challenging situations. However, we consider that some members of staff require ongoing training in this area to enable them to carry out their responsibilities and better meet the needs of the pupils in doing so.

4.7 Individual Child Risk Management Plans

If a pupil is identified for whom it is felt that Restrictive Physical Intervention is likely, then an Individual Child Risk Management Plan will be completed. This plan will help the child and staff avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing.

4.7.1 The plan will include:

- Involving parents/carers and children to ensure they are clear about what specific action the school may take, when and why.
- A risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens.
- Techniques for managing the child's behaviour i.e. strategies to de-escalate a conflict, and stating at which point a Restrictive Physical Intervention may be used.
- Identifying key staff who know exactly what is expected. It is best that these staff are well known to the pupil.
- Ensuring there is a system to summon additional support.
- Identifying training needs.
- Medical advice about the safest way to hold a child with specific medical needs.

4.7.2 A blank Individual Child Risk Management Plan is included as Appendix 2.

4.7.3 All Restrictive Physical Interventions that take place at our school are recorded on our Record of Restrictive Physical Interventions form which includes a section for pupil and parent views. See Appendix 3.

4.7.4 All complaints or disputes which arise about the use of force by a member of staff will be dealt in-line with our Child Protection and Safeguarding policy.

4.7.5 At our schools “physical force” will never be used to force compliance and will only be used as a last resort and when all other strategies have been tried or considered.

4.7.6 In extreme situations, only with the agreement of a member of the Senior Leadership Team and only when all other strategies have been considered along with the consequences of not using physical force; a Restrictive Physical Intervention may be employed to;

“Prevent a child from engaging in behaviour which causes serious disruption to the maintenance of good order and discipline at the school” (DfE)

4.7.7 In such situations, removing a child from a situation causing anxiety or distress to a less stressful location where the child can be continually observed and supported we believe can, in some situations, be in the best interest of the child.

4.8 The Leas Suite (Alton Park) and Rainbow Room (Holland Park)

- Both provisions provide a safe place for children to go to
- They provide a nurturing environment for group work, including lunchtime clubs and PACS groups’, interventions and one to one-to-one support for identified children.

4.8.1 Staff will always accompany a child to the Leas Suite or Rainbow Room and will remain there alongside the member of staff who is on duty – ensuring at least two members of staff are always present when situations are likely to cause significant concern.

4.8.2 There are a variety of bean bags and other calming measures that are available in both provisions. Both provisions also have a room with reduced stimulus for children who may suffer from sensory overload.

4.8.3 *A child will never be locked in any room, including the Leas Suite or Rainbow Room, on their own and against their will.*

4.8.4 The use and effectiveness of the Leas Suite and Rainbow Room will be overseen and monitored by a senior member of staff.

4.9 Searching Pupils

Across the Trust we follow the guidance for schools set out by the DfE, published in 2014. This guidance explains that any member of staff can search a pupil for any item with his/her consent.

4.9.1 The staff member does not need to obtain written consent. It is enough to ask the pupil to hand over an item, or to ask whether the staff member can look in the pupil's bag or drawer, and for the pupil to agree. It explains that if the pupil refuses the request, the staff member can apply a suitable punishment in line with the school's behaviour policy.

4.9.2 The guidance explains that only the Headteacher or a member of staff authorised by the Headteacher can conduct a search without a pupil's consent. The person conducting the search must be the same sex as the pupil being searched, and another staff member must be present. The Headteacher will accept ultimate responsibility for this search.

4.9.3 The guidance adds that there is a limited exception to the above rules. Any member of staff can carry out a search if he or she reasonably believes there is a risk that serious harm will be caused to a person if the search is not conducted immediately and another member of staff cannot be summoned. A list of prohibited items is contained within the guidance.

4.9.4 Authorised staff members can search for certain items without a pupil's consent, including:

- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property (prohibited items).
- Any item banned by the school which has been identified in the school rules as an item which may be searched for.

4.9.5 Searches without consent can only be carried out on the school premises or where the member of staff has lawful control or charge of a pupil, for example on school trips.

4.9.6 During a search:

- The person conducting the search may not require the pupil to remove any clothing other than outer clothing.
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- Schools can search drawers and bags for any item provided the pupil agrees. If the pupil does not consent, it is possible to search a drawer or bag but only for the prohibited items listed on pages 3-4 of the guidance.
- Members of staff can use reasonable force when conducting a search for prohibited items, but force cannot be used to search for additional items banned under the school rules.

4.10 Confiscating Items

Staff may retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so. If the item poses an immediate threat to the safety of others reasonable force may be necessary to remove the item from the child but this must be as a last resort and must be followed up in-line with the policy guidance.

4.10.1 Items such as alcohol, fireworks, tobacco or cigarette papers, for example, should be confiscated and may be disposed of. These items should not be returned to the pupil and must be recorded on SIMS or other record keeping system. A member of the Senior Leadership team must be informed immediately. Parents or carers must then be informed.

4.10.2 Pornographic images may be disposed of/deleted unless an image constitutes a specified offence (i.e. it is extreme or child pornography). In these cases, it is necessary to pass images to the police immediately preferably via the school Safeguarding Officer.

4.10.3 Weapons or items that are evidence of an offence must be passed to the police as soon as possible.

4.10.4 Controlled drugs should be passed to the police unless the member of staff believes there is good reason to dispose of them.

4.10.5 It would not be reasonable to involve the police in dealing with stolen low-value items such as pencil cases. However, school staff may judge it appropriate to contact the police if stolen items are valuable (for example, iPods or laptops) or illegal (for example, alcohol and fireworks).

4.10.6 For all items mentioned above (4.9.1 to 4.9.5), staff must consult a member of the Senior Leadership Team before taking any follow-up action with the confiscated items including disposal, referral to other agencies and informing parents and carers.

4.10.7 There is no legal requirement to keep a record of any search but it is advisable to do so and again seek advice from a member of the Senior Leadership Team in the first instance.

4.10.8 As mentioned above the school will inform the pupil's parents or carers where alcohol, illegal drugs or potentially harmful substances are found, although there is no legal requirement to do so.

4.10.9 Currently, **Premier Trust schools do not screen pupils** as they enter school and have no plans to do so but this will be reviewed as necessary.

4.10.10 Any complaints about screening, searching or confiscation will be dealt with through the school's normal complaints procedure as necessary.

4.11 Educational Visits

For some children, individual supervision may be necessary on educational trips, including residential trips. A risk assessment noting their particular needs will be identified by the lead teacher, attached to the general assessment, and shared with the EVC (see Inclusion Policy). Health and Safety of the children and staff overrides all, therefore it may become necessary to not allow a child to go on a trip if there is evidence that a child poses a risk to themselves or others on the trip.

4.12 Residential Trips

Both parents and children will be fully briefed, before the residential trip, regarding behaviour. Parents will be informed, that if a child's behaviour is such that they put theirs or others safety at risk, they will be immediately contacted and asked to collect their child from the trip.

Our expectations for positive behaviour
5 - Dealing with Bullying

Any reports of bullying are taken seriously and incidents are investigated with the aim that matters are resolved as soon as possible. The school policy, agreed by trustees is:

5.1 In our schools we aim:

- to create an atmosphere where children, parents and staff feel happy and confident.
- For children, parents and employees to feel able to approach members of staff if they have concerns about bullying involving themselves or others.
- to take all concerns seriously and investigate the reported incident(s).
- for children to take responsibility for their own actions.
- to give children confidence to be assertive and be able to say "Don't do that. I don't like it."

5.2 What is bullying?

Bullying occurs when a child is seriously upset by the behaviour of another child or group of children. This behaviour occurs more than once and can take a variety of forms which may include:

- physical
- verbal
- emotional

5.2.1 Incidents of bullying can include:

- racism
- name calling
- malicious gossip
- damaging or stealing property
- coercion into acts they do not wish to do
- violence and assault
- pinching/kicking
- jostling
- teasing
- intimidation
- extortion
- damaging school work
- damaging school/home equipment

5.2.2 It is not bullying when children have a one-off disagreement which is immediately resolved with (or without) adult intervention.

5.3 Prevention of Bullying

We encourage a positive approach to the prevention of bullying through cross-curricular activities, particularly in health education and religious education.

5.3.1 We provide opportunities to:

- encourage children to talk about their feelings 'good' and 'bad' through:
 - stories
 - class discussions
 - assemblies
 - role play/drama.
- use circle time (shared class opportunity for children and teacher to talk together) to build positive behaviour and promote self-esteem.
- promote understanding of friendship through:
 - co-operative work/play situations in and out of the classroom.
 - use of storybooks and poems that talk about and illustrate friendships.
 - understanding of friendship through the PSHE syllabus.
- use playground equipment to give constructive activity during break times.
- maintain a consistent approach to unacceptable behaviour by all members of staff.
- treat all children fairly and equally (this extends our school equal opportunities policy).
- praise positive behaviour through school's reward system.
- teach children to know what is acceptable or unacceptable behaviour in school and why.

5.3.2 Incidents of bullying may be reported by:

- a parent/carer of a child who is being bullied.
- a child who is being bullied.
- other children not directly involved in the bullying.
- a member of staff.

5.3.3 Procedures to follow if an incident of suspected bullying is reported:

1. All claims of bullying should be taken seriously and investigated promptly.
2. If a suspected incident of bullying is reported to a member of staff other than the class teacher, the class teacher must be informed.
3. The member of staff should speak to the child/children involved. This may be on an individual or group basis depending on the teacher's/member of staff's interpretation of the incident.
4. The member of staff involved should try to ascertain the true details by:
 - taking the incident seriously
 - keeping calm, never over-reacting and acting with fairness, even while showing displeasure with the child's/children's behaviour
 - listening to both/all sides of the reported incident
 - reassuring the victim
 - make sure that all parties involved understand what behaviour/action is being disapproved of and why
 - being seen to treat all parties fairly and with a consistent approach

- trying to decide on a positive course of action for all parties and for all parties to agree/understand the reasons behind the agreed action to prevent recurrence of unwanted incidents through the implementation of the “No-Blame” approach.

5.3.4 Learning Mentors may be used to work with the children involved and use Friendship Groups and social stories to resolve the situation. Learning Mentors will also work on reintegration programmes, rewarding good behaviour.

Outcomes from this work may be:

- to develop and implement a structured intervention management programme for children displaying behaviour difficulties;
- to provide teaching for identified pupils;
- to assist pupil learning for those on the SEN register for behaviour difficulties;
- to respond flexibly to pupils needs in order to avoid exclusion;
- to monitor the non-attendance of pupils and unauthorised absences;
- to implement a re-integration programme for non-attendees;
- to analyse statistical information such as incidents of poor behaviour and unauthorised attendance's;
- to encourage pupil evaluation;
- to observe and record pupils, before, during and after programmes of support;
- to liaise with external agencies;
- to provide support and guidance on behaviour to members of staff and parents.

5.3.5 All suspected incidents of bullying should be reported to a senior manager. The members of staff involved will decide whether parents should become involved.

5.3.6 If the reported incident is judged to be bullying then a copy of key details relating to the victim(s) and bully(ies) must go in the pupils' personal file. This report should include:

- who was involved (or alleged to be)
- where and when the event(s) happened
- what happened
- what action was taken
- how action was followed up.

5.3.7 When incidents have been identified as bullying and a report has been made then parents of both parties should be informed of the agreed course of action. It is important for school and home to work together to try and ensure that the incidents do not recur for the victim(s) or the bully(ies).

5.3.8 It must be remembered that both the bully(ies) and the victim(s) may need help to prevent the actions reoccurring. On most occasions this help will be from within the school and home. However, on rare occasions outside agencies may need to be involved. This would initially be done through the Education Psychologist and must involve the child's/children's parents at this stage.

5.4 The Role of Trustees

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

5.4.1 The Standards Committee monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The trustees require the Headteacher to keep accurate records of all incidents of bullying, and to report to the trustees on request about the effectiveness of school anti-bullying strategies. The Trust has an appointed Positive Behaviour Trustee.

5.4.2 A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Chair of the Standards Committee to consider the matter. The committee responds within ten days to any request from a parent to investigate incidents of bullying.

5.4.3 In all cases the Standards Committee notifies the Headteacher, and asks him/her to investigate the case, and to report back to a representative of the committee.

5.5 The role of Parents and Carers

Parents and carers have a responsibility to support all our schools' anti-bullying policies, actively encouraging their children to be a positive member of their school.

5.5.1 Any parents or carers who suspect that their child may be the victim of bullying or who believe that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. All cases of suspected bullying will be thoroughly investigated within 24 hours of the incident being reported.

5.5.2 If parents are not satisfied with the response from class teachers, they should contact the appropriate senior manager who will then carry out a further investigation into the incident.

5.6 The role of Pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

5.6.1 Pupils are invited to tell us their views about a range of school issues, including bullying, through pupil perceptions and pupil questionnaires. Pupils are also encouraged to be positive role models for others within the school community.

Additional Information about this Policy

Monitoring and Review

This policy is monitored on a day-to-day basis by the Headteacher at each setting, who reports to trustees on request about the effectiveness of the policy.

This anti-bullying policy is the trustees' responsibility, and they review its effectiveness regularly. They do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the Headteacher. Trustees analyse information for patterns of people, places or groups. They look out in particular for racist bullying, homophobic bullying or bullying directed at children with disabilities or special educational needs.

This policy will be reviewed formally every year.

Appendix 1

Recommended De-escalation Techniques and Scripts

It must always be the priority to de-escalate a situation and in doing so prevent the matter getting worse. A consistent and non-threatening script can be very effective when used with authority and meaning.

The main principles of effective de-escalation speak must always start by using the child's name. You may also want to:

- Acknowledge the child's right to their feelings
 - *"Jamie, I understand that you're angry/frustrated. We all have moments when we feel like that. You're allowed to feel frustrated sometimes. However, you now need to start thinking about how you will improve the situation."*
- Tell them why you are there
 - *"I am here to help you, Jamie"*
 - *"Mrs Smith thought it might be useful for you to tell me how you're feeling/talk to me."*
- Offer help and an opportunity of a get out
 - *"Jamie, talk and I will listen."*
 - *"Come with me, Jamie, and we can work this out in the Leas Suite/Rainbow Room/outside."*

The following script is generic and should be followed (as a whole or in parts) wherever possible:

- Always start with the child's name – make it personal and relevant
- "I can see something has happened."
- "I am here to help."
- "Talk and I will listen."
- "Come with me and..."

However, you must also use your professional judgment to decide how best to communicate with a young person on a case-by-case basis.

These are all non-threatening ways of promoting discussion with the young person and avoiding verbal or physical confrontation or antagonism. Most importantly, the focus must be on moving the negative situation to positive in a calm and controlled manner. The adult must be modelling appropriate behaviour at all times.

Remember:

Do	Don't
<ul style="list-style-type: none">• Rehearse your script• Remain authoritative but non-threatening• Know your pupils• Stay clam at all times• Provide the pupil with 'take-up' time	<ul style="list-style-type: none">• Force a pupil to talk• Make it overly public• Use sarcasm or blame a pupil• Argue with the pupil• Get hung up on the flow of the script

Appendix 2
Individual Child Risk Management Plan

Name	DOB	Date	Review Date
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Photo	Potential Triggers & Reduction Measures (eg being shouted at)
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What we want to see	Strategies to maintain
First signs that things are not going well	Strategies to support
Where this behaviour leads next	Strategies needed
What we are trying to avoid	Interventions necessary

Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

Signature of ChildDate.....

**Primary de-escalation techniques used
(please state order in which they were used)**

Verbal advice and support		Offering services of other staff	
Calm talking		Informing of consequences	
Distraction		Taking non-threatening body position	
Reassurance		Step away	
Humour		Clear instruction / warning	
Negotiation		Use of physical location and presence	
Offering choices and options		Diversion	

Restraint techniques including sequence of techniques, time and staff involved:

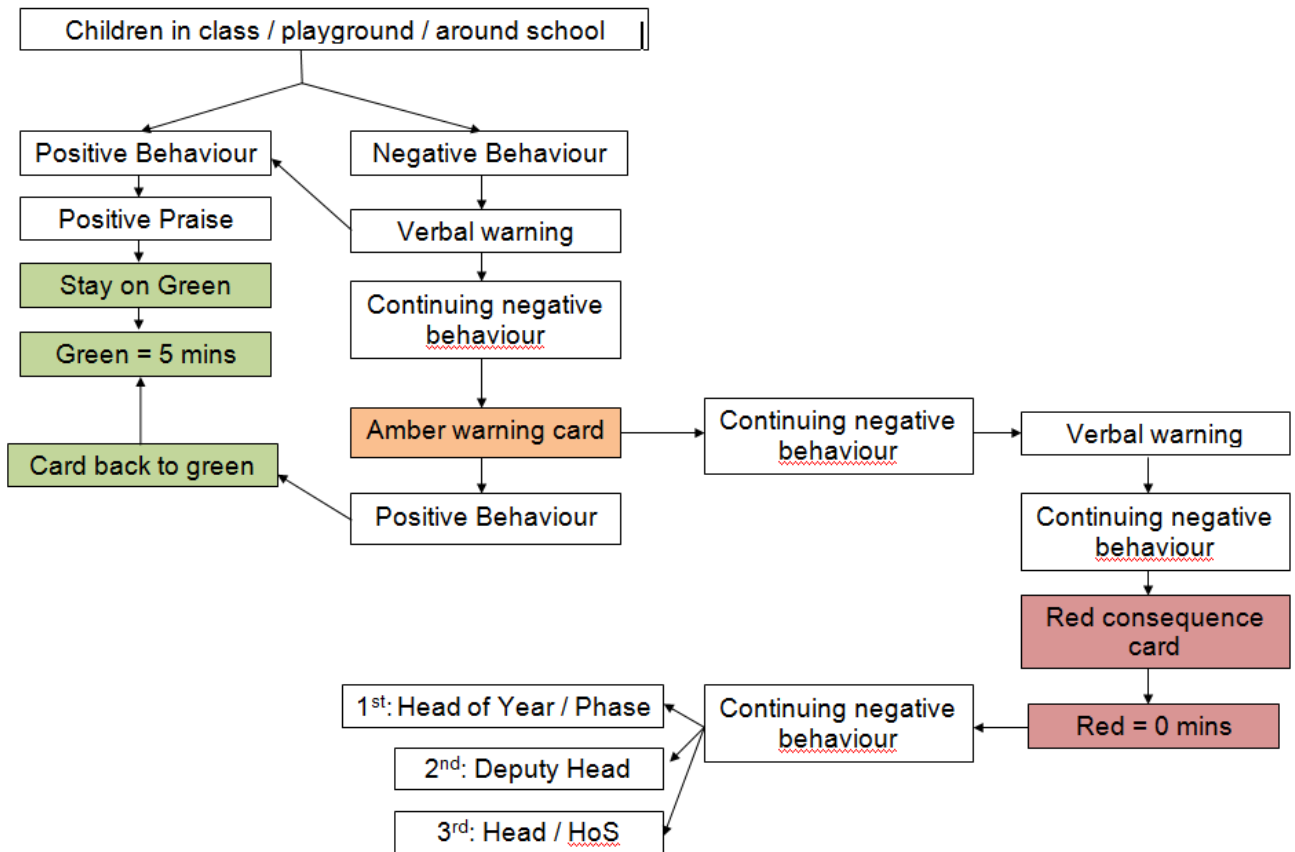
Time	Technique	Shape	Staff Initials
Duration of restraint:		Duration of incident:	

Child Views	Parent / Carer Views

Parent	Reporting Staff	Main Adult Witness	Head of School
Name	Name	Name	Name
Signature	Signature	Signature	Signature
Date	Date	Date	Date

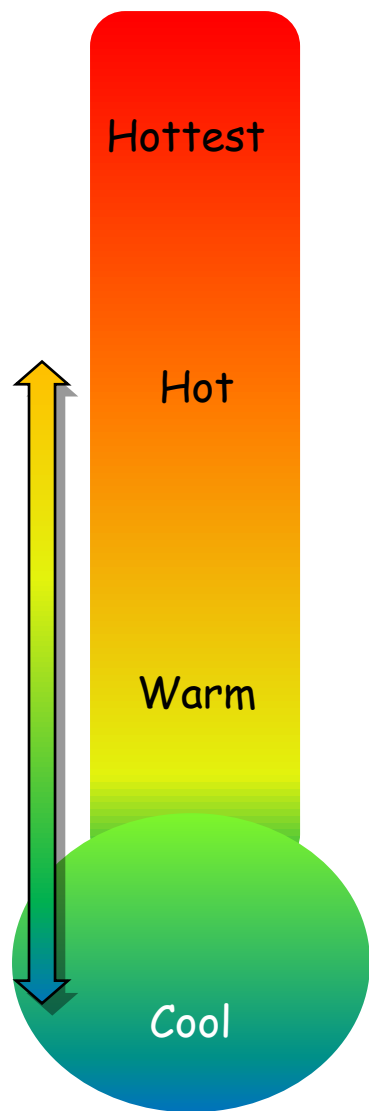
APPENDIX 4

Good to be Green



APPENDIX 5

Premier Learning Trust – Behaviour Thermometer



Unacceptable Behaviour	Consequence Options	Actioned by
<ul style="list-style-type: none"> Physically aggressive towards an adult or another child Leaving the school without permission Using objects to hurt someone Repeated racist incidents Repeatedly bringing dangerous or illegal items to school Repeatedly stealing 	<ul style="list-style-type: none"> Permanent Exclusion Fixed Term Exclusion SLT to meet with parent or carer Warning given about consequences with opportunity to repair any damage caused Consider a CMP for repeated incidents 	<p>Headteacher</p> <p><i>Only HT has the authority to exclude. The DfE Exclusion Guidelines will be followed.</i></p>
<ul style="list-style-type: none"> Using racist language Using sexually offensive language Threatening others Punching, hitting, slapping, pinching Kicking, tripping someone on purpose Throwing things at others Biting, spitting, head-butting Pushing, pulling, poking, twisting Fighting 	<ul style="list-style-type: none"> Internal Exclusion for a fixed period (max 2 days) Phone call home to parent or carer Teacher to meet with parent or carer Manageable sanctions at home agreed between teacher and parent/carer Warning given about the next level with opportunity to repair the situation Consider a CMP for repeated incidents 	<p>Class teacher or Head of Year/Phase or SLT</p>
<ul style="list-style-type: none"> Leaving the class without permission or refusing to return to class when expected to do so Swearing, rudeness, making fun of others, name calling, insulting others Arguing with adults, back-chat, ignoring or walking away from an adult Damage to school, resources or work 	<ul style="list-style-type: none"> Loss of social time (playtime or lunchtime) Work in a parallel class for a fixed time Lose 5 minutes of Golden Time Warning given about the next level 	<p>Class teacher or Other staff</p>
<p>Expected behavior:</p> <ul style="list-style-type: none"> Polite Friendly Following instructions Remaining in class 	<p>Will guarantee the following:</p> <ul style="list-style-type: none"> You will learn You will be successful You will be happy You will be rewarded 	

