



Behaviour Policy

Last Updated September 2021

Milefield Primary School Behaviour Policy

Rationale/Overview

At Milefield Primary, we believe that good behaviour is the key to a good education. We work to create a learning environment where everyone feels valued, secure and motivated to learn.

We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour.

- We aim to promote high standards by modelling positive behaviours at all times.
- We aim to encourage high standards of work and behaviour emphasising praise and positive reinforcement.
- We aim to ensure that all adults and children treat each other with mutual respect and consideration.

The Behaviour Policy includes policies on:

- Rights and Responsibilities
- Screening and Searching
- Positive Handling and Restraint
- Anti-Bullying Policy
- Exclusion
- Child Criminal Exploitation and County Lines
- Preventing radicalisation
- Peer on Peer abuse
- E-Safety

Rights and Responsibilities

Everyone within our school has a responsibility to ensure that our school is safe place in which to learn, work and play.

- Children have the right to learn, work and play in a friendly, safe and helpful school.
- Teachers and staff have the right to teach and work in a friendly, safe and satisfying school, which is supported by the community.
- Parents and Carers have the right to feel welcome and to know that our children learn, work and play in a friendly, safe and helpful school.

Teachers Responsibilities and Powers (as set out by DFE, January 2016)

Teachers and other adults in school have the responsibility for disciplining pupils for misbehaviour, which occurs in school and, in some circumstances, outside of school. Teachers have statutory authority to discipline pupils whose behaviour is unacceptable or who fail to follow reasonable instruction. This responsibility applies to all paid school staff with responsibility for pupils as well as members of staff authorised by the Headteacher, including adult volunteers.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher e.g. school visits. Teachers also have powers to discipline including the power to discipline pupils even when they are not at school or in the charge of a member of staff. This can include when a pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to and from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school
- Behaving in a manner which may have repercussions for the orderly running of the school

- Posing a threat to another pupil or member of the public
- Behaving in a manner which could affect the reputation of the school

In addition to the above, teachers and other members of staff also have the power to:

- Confiscate pupil's property
- Search pupils without consent for 'prohibited items' such as stolen items, any item banned by school rules etc.
- Use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property and to maintain good order in the classroom.

Code of Conduct

The school environment plays a central role in the children's social and emotional development.

Adults encountered by the children at school have an important responsibility to model high standards of behaviour at all times. At Milefield Primary School, we have adopted a behaviour programme called House Points. We work towards standards of behaviour that are based on the basic principles of honesty, respect, consideration, and responsibility. When children are following school rules and behaving in an appropriate way, they will earn their House points. Our expectation is that everyone in the school community aims to show this behaviour at all times. Members of staff have the power to use reasonable force or make physical contact when it is necessary to protect themselves, colleagues or children from danger or harm.

Why Positive Behaviour Management?

In the world around them, children see many different examples of how people behave. We have a responsibility to help children understand that they have choices about how to behave and help them develop the strategies to make appropriate choices.

Our aim is to create an environment where children feel valued, safe and motivated to learn. We believe that good behaviour and discipline are the foundation of all learning and without a calm, orderly atmosphere, effective teaching and learning cannot take place.

We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour.

Children learn by example. Teachers and parents have a responsibility in setting a good example as well as ensuring that the rules are followed.

Expected Positive Behaviours

- Staff work to promote positive behaviours at every opportunity.
- School assemblies provide a focal point for talking about and reinforcing aspects of the school ethos.
- Class teachers discuss positive behaviours with their pupils and ensure that the school rules and House Points board is displayed and used consistently. Class teachers should regularly review the behaviour policy with the children to ensure that everyone is clear about our expectations.

School and Classroom Rules

The rules are regularly referred to in assemblies and throughout the school day. They support the pupil understanding of good behaviour expectations.

School Rules

- We Are Kind and Helpful
- We Are Honest

- We Work Hard
- We Listen to People
- We Look After Property
- We Are Gentle

Overview

The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills
- Pupils who consistently follow the rules are noticed and rewarded instantly through the use of earning their own points to receive rewards

The system allows for the following:

- A consistent approach that can be used by all staff
- Whole class and individual reward system
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines

“Praise is the most powerful form of influencing children’s behaviour”

Rewards

House Points encourage children to want to challenge themselves for the better and work hard to reach their full potential through obtaining instant points when following the rules of the School and expectations. Through collecting House Points children can have an individual goal in mind in order to gather a variety of rewards that reflects their efforts. The Points are reviewed regularly encouraging children to have a drive to gain their team points and receive rewards. There are numerous rewards, which are directly linked to the whole school behaviour system, the rewards are tailored to meet the age related needs of the children.

House Points System

- Pupils are now split into one of 6 houses
- Each house will have a name and a colour attached to it
- Pupils are placed in a house upon entry in FS1, and stay in the same house until they leave Y6
- There’s around 50 children per house, and houses are mixed across each class (average of 4/5 per house in each class)
- Each house will have 2 Y6 Captains and 2 Y5 Vice-Captains
- Although a reward system, houses can be used for other events, sports, organisation etc.

How to win points:

- A point is awarded for going **ABOVE & BEYOND** what is expected
- Excellent work in class that is above and beyond what is usually expected of that individual child
- Receiving a Shining Star Award (to be given by the class teacher)
- Being recognised for one of our eight core values (high expectations, collaboration, pride, resilience, engagement, commitment, attitude, independence). This can be by adults in class/outside.
- Being an excellent representative of our school at **any** out of school events
- Sustained and substantial effort or achievement in any area of the curriculum
- Community achievements
- At the end of the year, any pupil who has achieved 97%+ attendance will get a certificate and receive bonus house points (e.g 5 points)
- A pupil who receives a Shining Star Award, will also win a House Point (to be given by the class teacher back in class)

After consultation with a cross section of pupils in Y2-Y5, they decided on planet names for our house points:

THE 6 HOUSES	
Jupiter (Aqua)	Neptune (Blue)
Saturn (Green)	Earth (Orange)
Mars (Pink)	Venus (Yellow)

Further Rewards

In addition to rewards, there are a number of other strategies, which have been implemented to acknowledge and reward behaviour and achievement. Children's efforts will also be acknowledged within Shining Stars assemblies and upon the school website with permission. Class teachers can also develop the House Points reward system within classes to meet the needs of their pupils. Pupils may be awarded stickers for behaviour/work efforts in class too. Each class may use smaller rewards throughout the year such as extra playtime or treats. We will also use postcards which will be used to promote positive behaviours in and out of school or when a pupil has impressed a member of staff. These will be posted home so they are a surprise for the pupil.

Consequences

- Teachers use least intrusive skills to redirect behaviour.
- Look for opportunities of making the right choices so they can continue to earn House Points.
- Reflection Time and time out of class (with an adult)
- Pupils will move to the reflection area within class and use a timer.
- Within the EYFS unit children have three warnings and time to change their behaviour if it reaches the third warning then they will have reflection time with a timer.

Further sanctions apply:

1. Loss of rest of Playtimes
 2. Loss of dinner time outdoor play
 3. Isolation
- Teachers/school staff constantly help pupils make the right choices in order to receive House Points for their behaviour
 - Warnings are always provided for pupils and are used as appropriate under professional judgement
 - If pupils display challenging and disruptive behaviour; for example, aggression, fighting, severe swearing at adult/peer etc.
 - They will be given reflection time and depending on severity shall be dealt with initially by the TA/class teacher, if necessary, the key stage leader would be involved then this would escalate to a member of the Senior Leadership Team to intervene. Pupils who have shown challenging and unwanted behaviour will have the incidents recorded on CPOMS daily and parents/carers will be contacted when necessary to arrange appropriate meetings. Any severe verbal or physical incidents will be shared with parents/carers on the day it occurred.

Further Consequences

Repeated challenging and unwanted behaviours will require further consequences. Whilst the school aims for a consistent approach in delivering consequences the intention, context and severity of the incident will be taken into account when delivering further consequences.

Leadership Team Involvement

If pupils continue to make the wrong choice about their behaviour, they will be referred to the Headteacher or member of the Senior Leadership Team (SLT). In instances of extreme behaviour, a member of SLT will deal with pupils and different protocols and possibly exclusion may apply.

Vulnerable Pupils / SEND

During their time at school, some pupils will require extra support in managing their behaviour. At these times, the behaviour strategy may need to be adapted to support vulnerable pupils. Information in regards to behaviour will be collated from class teachers and SLT to provide an overview of pupil progress and to enable targeted support for vulnerable pupils.

This information will contribute towards:

- Behaviours Plans/ Provision Maps/ SEN Support Plans
- Nurture Groups
- Early Help Assessment (EHAs)
- Boxall Profiling

If a pupil is excluded from the school this will be undertaken within the Exclusion Guidelines. On return to the school, a plan will be developed to support the pupil's reintegration into the classroom where appropriate.

Fixed-Term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. We have therefore adopted the standard national list of reasons for exclusion, and the standard guidance, Statutory Guidance on School Exclusions (September 2012). We refer to this guidance in any decision to exclude a child from school.

Only the Headteacher has the power to exclude a child from school. They 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, either they or the Pupil Welfare Lead informs the parents immediately, giving reasons for the exclusion. At the same time, they will make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA 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.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents 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.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserves the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- Taking part in any school-organised or school-related activity
- Travelling to and from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school
- Behaving in a manner which may have repercussions for the orderly running of the school
- Posing a threat to another pupil or member of the public
- Behaving in a manner which could affect the reputation of the school

In the incidences above, the Headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

Milefield Primary 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 taxis) to and from school, educational visits or learning opportunities in other schools
- Good behaviour on the way to and from the school.
- Positive behaviour, which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

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 a member of one of our schools

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.

Drug- and alcohol-related incidents

It is the policy of our 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 and the appropriate paperwork must be completed beforehand. Evidence of prescription from a doctor must be shown.

The schools 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 immediately. 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 immediately. 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 and the appropriate action will be taken including informing social services.

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 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.

Multi Agencies and External Advice

Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies, which are used to support pupils:

- Increased communication between home and school
- Individual behaviour plans (IBPs)
- Support from the SENDCo (Special Educational Needs Co-ordinator), identified teaching assistants, teachers
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the pupil's behaviour
- Alternative curriculum provision
- Reduced timetable
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, LA Behaviour Specialists etc.

The Use of Reasonable Force

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law. This is only to be used when all possible options for giving the child time/space to regain self-control have been exhausted.

The Governing Body have taken account of advice provided by the DfE - Use of reasonable force: advice for head teachers, staff and governing bodies and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

Force is generally used for two different purposes, either to control pupils or to restrain them.

Control can mean either passive contact (standing between two pupils or blocking a pupil's path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back).

All members of school staff have a legal power to use reasonable force. Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent).

Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order 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, including their own
- Engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Force will never be used as a punishment. Whether it is reasonable to use force and to what degree depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical

advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

Action as a result of Self-defence or in an Emergency

All staff including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly in an emergency, if for example, a pupil was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene.

Circumstances in which reasonable force might be used

Circumstances in which reasonable force might be used include the following:

- Pupils found fighting will be physically separated.
- Pupils who refuse to leave a room when instructed to do so may be physically removed.
- Pupils who behave in a way, which disrupts a school event or a school trip, or visit may be physically removed from the situation.
- Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil by the arm out of a classroom.
- Pupils at risk of harming themselves or others through physical outbursts will be physically restrained.
- In order to prevent a pupil from attacking a member of staff or another pupil
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object

Recording an Incident

A contemporaneous record (i.e. written as soon as possible and no longer than 2 hours after the incident's occurrence) should be made by the staff member involved upon CPOMS including a senior member of staff and informing parent/carer.

Similarly, contemporaneous notes will also be made by all other members of staff involved (i.e. as witnesses or additional providers of support).

The record will contain the following information:

1. The name(s) and the job title(s) of the member(s) of staff who used reasonable force;
2. The name(s) of the child (ren) involved (initials only);
3. When and where the incident took place;
4. Names of staff and child (ren) who witnessed the incident
5. The reason that force was necessary;
6. Behaviour of the child (ren) which led up to the incident;
7. Any attempts to resolve the situation;
8. The degree of force used;
9. How it was applied;
10. How long it was used for;
11. The child's/children's response and the eventual outcome;
12. Details of any injuries suffered by either staff or child (ren);
13. Details of any damage to property;
14. Details of any medical treatment required (an accident form will be completed where medical treatment is needed);
15. Details of follow-up including contact with the parents/carers of the child (ren) involved;
16. Details of follow up involvement of other agencies, police, and social services.

Debriefing arrangements

The child/young person and the member of staff will be checked for any sign of injury after an incident. First aid will be administered to anyone who requires it, or medical treatment obtained.

The child or young person will be given time to become calm while staff continue to supervise him/her. When the child regains complete composure, a senior member of staff (or his/her nominee) will discuss the incident with the child and try to ascertain the reason for its occurrence.

The child will be given the opportunity to explain things from his/her point of view. All necessary steps will be taken to re-establish the relationship between the child and the member(s) of staff involved in the incident.

In cases where it is not possible to speak to the pupil on the same day as the incident occurred, the debrief will take place as soon as possible after the child returns to school.

All members of staff involved should be allowed a period of debrief and recovery from the incident. A senior member of staff (or his/her nominee) will provide support to member(s) of staff involved.

The Head will be informed at the earliest possible opportunity of any incidents where positive handling was used. The Headteacher (or his/her nominee) will initiate the recording process if not already under way and review each incident to ensure that any necessary lessons are learned.

All parents will be informed after an incident where positive handling is used with a child. Parents will need to be notified sensitively and to be made aware of the full circumstances.

Anti-Bullying Guidelines

What is Bullying?

The Governors, staff and pupils of Milefield 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:

- 1. It is on-going (not the same as a conflict between two equals or a random, unprovoked, aggressive act)*
- 2. It is deliberate*
- 3. 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;
- SEND or disabilities;
- Appearance or health conditions;
- Sexual orientation;
- Young carers or looked after children or otherwise related to home circumstances;
- Sexist or sexual bullying.
- Peer on Peer
- Cyber 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.

Peer on Peer Abuse

Peer on peer abuse Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. Further information can be found here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf

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

Strategies

The school takes part in National Anti-Bullying Week through assemblies which cover British Values, religious themes and PSHCE lessons. Children are provided with a clear message about bullying. 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.

County Lines

Child criminal exploitation Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity, drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation can affect any child or young person (male or female) under the age of 18 years it can affect any vulnerable adult over the age of 18 year and can still be exploitation even if the activity appears consensual, involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence. It can be perpetrated by individuals or groups, males or females, and young people or adults; and is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources. Taken from Keeping Children Safe 2021. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999348/Keeping children safe in education 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999348/Keeping_children_safe_in_education_2021.pdf)

Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme. The Prevent duty All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Taken from Keeping Children Safe in Education 2021

The Law

Milefield 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 schools will exercise their 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 law;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations between people who share a protected characteristic and people who do not share it.

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. Incidents may then be referred to the Headteacher. Pupil voice is important at our schools and pupils are encouraged, through various means to report any incidents of bullying behaviour, which they encounter personally or become aware of. A log will be maintained of racist incidents and information on incidents of bullying using CPOMs.

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 Bullying

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

Engage promptly with parents to ensure their support and involvement

- Restorative justice approaches taken as appropriate
- One to one interviews with staff or peer mentors
- 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
- Private diaries given
- Self-assertive strategies discussed

Allegations of Abuse against Staff and Other Adults Working in the School

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously. The Governors Milefield Primary School have a duty to safeguard and promote the welfare of children, create, and maintain a safe learning environment. 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.

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.

Action in the Event of a Malicious Allegation

If an allegation is determined to be unfounded or malicious, the Local Authority Designated Officer 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 Headteacher 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 may include fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/carer of the pupil concerned at an early stage.

Monitoring and Review

Delivery of the behaviour policy will be monitored within the school monitoring cycle and analysis of the tracking sheets.

Staff on an annual basis will review this policy. Next review date: Sep 2022.

Appendix One

Strategies to help promote positive behaviour

It is important that teachers recognise that they can play an important role in supporting children's behaviour. Children need to feel that the teacher has dealt with them fairly and given those appropriate opportunities to do the right thing. Using the least intrusive methods of positive redirection will help to ensure that children are encouraged to make the right choices. The following is a list of positive redirection tactics, from least to most intrusive:

- Tactical ignoring

For short period.

- Tactical pausing

Pause, emphasises attention and focus.

- Non-verbal cueing

A clear, discussed cue that gives message.

- Name reminder

Integrate name into teacher talk.

- Proximity praise

Praising a pupil for following expectation to direct another pupil without drawing attention to negative behaviour.

- Behavioural direction

Use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keep direction brief.

- Rule reminder

Could ask a question 'What is our rule for.....?'

- When.....then.....

Keeps focus on the desired outcome whilst allowing pupil to see the next steps.

- Partial agreement

Partially agree then redirect. Keep focus on required behaviour do not get into discussion. I understand that you feel / think..... but I would like you to.....

- Stuck record

I would like you to..... The rule is.....

- Direct questions

'What', 'when' 'how' rather than 'why' 'are you'. Direct the responsibility to the child.

- Directed choices

Within known rules or routines- refer back to rights roles and responsibilities.

- Assertive comment / direction / command

Policy Approval

Ratified by: September 2021

Review Date: September 2022