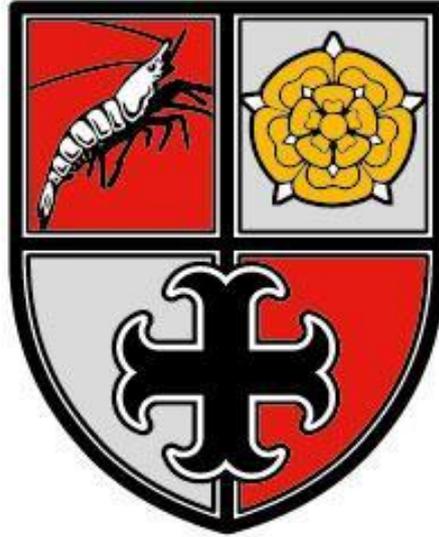


MARSHSIDE PRIMARY SCHOOL



Behaviour Policy

Spring 2021

Date reviewed by sub-committee: SW&D 02/02/21

Date Approved by Full Governing Body 23/03/2021

Chair: Andrew Brown

Headteacher: Natasha Sandland

Review Date: Spring 2022

EQUALITY STATEMENT

Our school recognises children’s diverse circumstances and is committed to its legal responsibilities under the Equality Act 2010. Each child regardless of their background could be a victim of child abuse and is therefore entitled to the same degree of protection and support.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

At Marshside we expect all staff and children to understand what good behaviour looks like and to be consistent in how any breaches of this are dealt with.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.

4. Bullying

Whilst the primary aim of this policy is to protect the pupils at Marshside against bullying we recognise that all forms of bullying can affect everyone within the school environment, irrespective of age. The strategies and procedures outlined in this policy can be applied equally well whether the victim is a child or adult.

Roles and Responsibilities

It is the responsibility of:

- The Headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility for the implementation of this policy;
- Governors to take a lead role in monitoring and reviewing this policy;
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly;
- Parents/carers to support their children and work in partnership with the school;
- Pupils to abide by the policy.

Definition of bullying

We know that pupils will have differences of opinion and from time to time they will fall out or change friends, and although this is not nice, it is part of school life. The definition of behaviour which goes beyond the normal school life experiences and is what we would consider as bullying behaviour is set out below.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

STOP

Several Times On Purpose

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

What types of bullying are there?

- Emotional: being unfriendly, excluding, tormenting, threatening behaviour;
- Verbal: name-calling, sarcasm, spreading rumours, teasing;
- Non-verbal: staring, body language;
- Indirect: excluding; ostracising;
- Physical: pushing, kicking, hitting, punching or any use of violence;
- Extortion: demanding money/goods with threats;
- Cyber (all areas of internet, email and internet chatroom misuse);
- Gender: bullying based around sexist attitudes or sexually inappropriate behaviours;
- Sexting: exchange of sexually-linked messages or images;
- Racist: racial taunts, graffiti, gestures based on assumptions or generalisations about race, culture or religion;
- Disability: treating someone differently if they are disabled, or using offensive language to describe people who are disabled and using this to bully people. This includes people with learning disabilities;
- Appearance: treating someone differently because they look different e.g. if they have ginger hair or wear glasses;
- Religion or belief: prejudice against an individual's perceived or actual religious or spiritual beliefs;
- Classist: –that someone is from a particular social class – usually if they are seen as being rich or poor - and bullying them because of this. For example, calling somebody 'chav' or, 'snob';
- Sexual: unwanted physical contact, sexually abusive comments;
- Gypsy, Traveller, Roma: bullying of any child which relates to them being part of the travelling community;
- Homophobic: because of, or focussing on the issue of sexuality;
- Transphobic: prejudice-based behaviour against actual or perceived gender identity or gender expression;
- Asylum seekers or refugees: bullying of any child which relates to them being from refugee or asylum-seeking backgrounds.

What causes bullying?

People bully for different reasons.

The reasons could be:

- to feel powerful;
- jealousy;
- to feel good about themselves;
- to be in control;
- because they want something (attention, possession or friends);
- to look good in front of other people;

- to feel popular;
- because of peer pressure;
- to appear big/clever;
- for fun;
- because they are being bullied themselves;
- because they see and pick on an easy target (small, won't tell anyone, lonely or different in some way).

How can we prevent bullying?

At Marshside we foster a clear understanding that bullying, in any form, is not acceptable. This is done by:

- Developing an effective anti-bullying policy and practice. The school will then become a safer and happier environment, with consequent improvements in attitudes, behaviour, and relationships and with a positive impact on learning and achievement;
- All staff giving regular praise of positive and supportive behaviour;
- Developing empathy and emotional intelligence through work in school;
- Raising awareness through Anti-Bullying weeks;
- Offering a listener service where pupils can discuss their concerns with a chosen member of staff;
- Treating any incidents seriously and dealing with them immediately;
- Keeping records of reported incidents;
- Undertake regular reminders to all pupils including participation in the National Anti-bullying week;
- Posters around school to remind pupils that we are an Anti-bullying school and what action to take.

What can pupils do if they are being bullied?

Each term or more often if an incident occurs, class teachers will discuss bullying and reinforce the following strategies to guide pupils to:

STOP = Start Telling Other People

- Remember that your silence is the bully's greatest weapon;
- Tell yourself that you do not deserve to be bullied and that it is wrong;
- Be proud of who you are. It is good to be individual;
- Try not to show that you are upset. It is hard, but a bully thrives on someone's fear;
- Stay with a group of friends/people. There is safety in numbers;
- Be assertive – shout "No!" Walk confidently away. Go straight to a member of staff;
- Remember that fighting back may make things worse;
- Remember that generally it is best to tell an adult you trust straight away. You will get immediate support;
- Remember that teachers will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you;
- Remember to use 'Please Stop I Don't Like It' as a clear sign you are not happy with what is happening.

What to do if you suspect or know someone is being bullied

- Take action. Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own;
- Do not get involved, tell an adult immediately. Staff will deal with the situation without naming you or getting you into trouble;
- Do not be, or pretend to be, friends with a bully.

Role of Parents

Parents have an important part to play in our anti-bullying policy. We ask parents to:

- Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard;
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc;

- Inform school immediately if you feel your child may be a victim of bullying behaviour. Your concerns will be taken seriously and appropriate action will follow;
- Not to approach any child in the playground who has bullied your child, or involve an older child to deal with the bully. Please inform school immediately;
- Advise your child not to fight back. It can make matters worse!;
- Tell your child that it is not their fault that they are being bullied;
- Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help;
- Discuss the issues with them and inform school, if you know your child is involved with bullying. The matter will be dealt with appropriately.

Responding to Bullying

All cases of alleged bullying will be reported to the Headteacher/Deputy Headteacher or senior member of staff and logged on Edukey/Cpoms.

In any case of alleged bullying, either the Class teacher, the Headteacher, or a senior member of staff should first investigate to establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

At any time where evidence supports the allegation of bullying, the perpetrator must be spoken to immediately by the Headteacher (or senior leader). The perpetrator(s) should fully understand the consequences of their actions on the victim(s) and apologise without reservation. They will be given clear guidelines of what they will be expected to do in order for them to modify their behaviour. Their parents will be invited into school so that the situation can be explained to them and informed of the action that is being taken. This must be followed up in writing, detailing a list of agreed actions and timescales. Staff will continue to monitor the situation to ensure no repetition.

If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying pupil/s and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

If there is insufficient evidence to support allegation of bullying, the Headteacher (or senior leader) will meet with the parents of the alleged victim(s) to discuss the findings and agree strategies to support the pupil. This will be followed up in writing. Staff will continue to monitor the situation.

For either outcome, regular meetings (at least monthly) will be planned with parents and these will be followed up in writing.

Sanctions

Logs are kept

- Verbal warnings, reminder of class behaviour charter and school rules;
- Restorative conferences e.g. social stories; Parents contacted;
- Written warning - withdrawal of playtimes or other privileges (enrichment activities, trips);
- Internal exclusion from classroom;
- Acceptable Behaviour Contract to monitor a pupil's progress;
- Short fixed-term exclusion;
- Longer fixed-term exclusion – consider application to a Pupil Referral Unit;
- Permanent exclusion.

Roles and responsibilities

The Governing Board

The Governing Board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Board, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupil code of conduct

Pupils are expected to follow our HEART Principle rules:

Honesty – Tell the truth

Empathy – Support one another

Achieve – Be resilient

Respect – Kind hands, feet, actions and words

Thrive – Aim high

Rewards and sanctions

List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Dojo marks
- Letters or phone calls home to parents
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil to another class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'

We may use other classrooms and workspaces in response to serious or persistent breaches of this policy. Pupils may be sent to the other classrooms and workspaces during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

Behaviour management

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct, Home school agreement or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines

- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and governing board committee every year. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing board committee every year.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Home school agreement
- SEN Policy

Appendix 1: written statement of behaviour principles

This Statement of Behaviour Principles has been prepared by the Governing Body following consultation with the Headteacher, school staff, parents and pupils in order to ensure that the Principles are both relevant and appropriate for the standard of behaviour expected. It will be reviewed regularly to take account of any legislative or other changes that may affect its content or relevance.

Principles

Right to feel safe at all times: All pupils, staff, parents and visitors have the right to feel safe at all times whilst in school and should always have mutual respect for one another. All members of the school community must be aware that bullying, harassment or discrimination of any description is unacceptable and, even if it occurs outside of school hours or away from the school premises, will not be tolerated and will be dealt with according to the Positive Behaviour Policy.

High standards of behaviour: The Governors strongly believe that high standards of behaviour are essential for a successful school and for achieving the school's vision. Such expected behaviour will enable: all pupils to make the best possible progress in all aspects of their school life, and all staff to teach and promote good learning without interruption. The Governors also believe that meeting high standards of behaviour during the school day will have a positive effect on the life of pupils outside of school, encouraging them to become valuable members of the community.

Inclusivity and equality: Marshside Primary School is an inclusive school where all members of the school community should be free from discrimination of any description. This is promoted in the day-to-day life of the school and is set out in the Equality Policy. The school Positive Behaviour Policy must state that bullying and discriminatory behaviour that goes against the Equality Policy will not be tolerated. The Positive Behaviour Policy will include a clear, concise anti-bullying statement that can be understood by all members of the school community. Measures to counteract bullying and discrimination will be applied consistently and monitored for their effectiveness by the Headteacher.

The school's legal duties in order to comply with the Equality Act 2010 and with section 175 of the Education Act 2002 with regards to safeguarding and promoting the welfare of pupils will be further reinforced through the school's Positive Behaviour Policy and seek to safeguard vulnerable pupils, particularly those with a special educational need where reasonable adjustments in the Behaviour Policy's application may need to be made.

School rules: The Positive Behaviour Policy must include details of the school rules. These should set out the expected standards of behaviour, displayed in all classrooms, shared with and explained to all pupils. The Governors expect that all school rules are applied consistently across the whole school by staff and others to whom this authority has been given. School rules which are clear and explained to all staff will ensure that staff have the confidence to apply the rules appropriately and where necessary, give rewards for good behaviour and the appropriate level of sanction for inappropriate or unacceptable behaviour.

Rewards and sanctions: The Governors expect the Positive Behaviour Policy to set out a range of clearly defined rewards and sanctions that encourage good behaviour, discourage unacceptable behaviour and that can be applied consistently and fairly across the school. The Policy must make it clear how and when rewards and sanctions, which include both fixed-term and permanent exclusions, will be applied. For consistency, the rewards and sanctions should also be explained to others who have responsibility for pupils. The Positive Behaviour Policy must set out the criteria the school will use to determine when a multi-agency assessment will be considered for pupils who display continuous disruptive behaviour. The Positive Behaviour Policy must set out the process by

which a child or parent can appeal against a sanction that they believe has been applied unreasonably. The Governors expect the Headteacher to inform the police if there is any evidence of a criminal act associated with an incident involving unacceptable behaviour. The Headteacher will monitor the reward and sanction system regularly for consistency, fairness and effectiveness and report back to the Governors.

Home/School agreement: The Home/School Agreement should mirror the statements made in the Positive Behaviour Policy so that parents/carers are encouraged and helped to support their children's education, just as the children should be helped to understand their responsibilities during their time at school, in the wider community and in preparation for their life after school. The responsibilities of children, parents/carers and all school staff with respect to their and their children's behaviour must be outlined in the Home School Agreement which children, parents/carers and teachers must be asked to sign when a child joins the school.

Power to screen and search pupils: The Governors expect the Positive Behaviour Policy to clearly explain to staff and others with authority their powers to screen and search pupils for items that are prohibited or banned from school.

The following items are prohibited or banned from school: fire lighting equipment (matches, lighters, etc.); knives, including pen knives and craft knives, and any other weapons; alcohol and solvents; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; offensive material (pornographic, racist images etc.); any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; any other item that is considered harmful or detrimental to school discipline.

The use of reasonable force or other physical contact: The Governors expect the Positive Behaviour Policy and Positive Handling Policy to clearly set out the circumstances where staff and others with authority may use reasonable force or other physical contact to control inappropriate behaviour, remove disruptive pupils from learning environments or prevent pupils from leaving learning environments or school premises. These policies must include a definition of 'reasonable force' and must explain how and under what circumstances pupils may be restrained. The Governors expect that all staff will be given advice on de-escalation and behaviour management techniques and that only appropriately trained staff will restrain pupils. In those cases where particular physical intervention techniques are identified as being necessary for particular pupils, the Governors expect individual pupil handling plans to be drawn up.

The power to discipline beyond the school gate: The Governors expect the Positive Behaviour Policy to set out the school's response to any non-criminal bad behaviour or bullying that occurs anywhere away from the school premises and which is witnessed by a member of staff or is reported to the school. In this respect, the policy must include the school's lawful response to any bad behaviour when the pupil is:

- Taking part in any school-organised or school-related activity; or
- Travelling to and from school; or
- Wearing school uniform; or
- In some other way, identifiable as a pupil at the school.

Even if these conditions do not apply, the policy must consider misbehaviour at any time 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.

Pastoral care for school staff accused of misconduct: The Governors expect the Positive Behaviour Policy to set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff. Governors expect the Headteacher to draw on the advice in 'Dealing with Allegations of Abuse against Teachers' and other staff guidance

documents when setting out the pastoral support that school staff should expect to receive if they are accused of misusing their powers. Staff so accused should not be automatically suspended pending an investigation.

