

**FEDERATION OF ST. NICHOLAS C OF E MIDDLE SCHOOL, PINVIN, AND
PINVIN C OF E FIRST SCHOOL
AND
COLLABORATION WITH HIMBLETON FIRST SCHOOL**



POSITIVE BEHAVIOUR POLICY (CORE)

SCO1

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GB signature.....

EHT signature.....

Positive Behaviour Policy

This policy is one of the core six policies that underpin the operational work of the schools and should therefore be read alongside them. These policies are: **The Curriculum Policy, The Mastery Teaching, Learning and Assessment Policy, the Performance Measures Policy, the Marking and Feedback Policy, the Positive Behaviour Policy and the Homework Policy.** These policies are central to the Federation and Collaboration..

Our philosophy is that everyone is responsible for their own behaviour. Our aim in all behaviour management strategies is to enable the pupil to own their behaviour and develop a positive working relationship with the pupil. Our vision and values as a church school are very clear in terms of how we manage our approach to behaviour. We expect all our pupils to model behaviour that is positive and when concerns arise, to be reflective and compassionate to one another.

Within this policy, in Appendix H, we include our Anti-Bullying and Level 5 Red Behaviour Conduct Statement. This makes explicit our procedures in relation to:

- Bullying
- Racism
- Homophobia
- Radicalisation

We aim to cultivate a positive environment through encouragement and support where pupils and their efforts are valued. All school staff will endeavour to be consistent in their dealing with behaviour of pupils, in order that only one message is delivered, resulting in an effective school in which pupils behave well and succeed socially, morally, spiritually and academically.

Our whole school approach, developed by pupils, staff and parents/carers, follows that which is advocated by Bill Rogers (a respected education consultant). He advocates the following as the means to successful management of pupils' behaviour in school.

- Roles, responsibilities, rules and routines as a basis for management and discipline
- Non confrontational focus
- Emphasise behaviour as a choice, emphasise behaviour ownership
- Least to most intrusive management style
- Utilise related consequences
- Develop positive corrective styles
- Promote and support positive behaviour
- Utilise principle of Cool Off Time, support dignified use of time out
- Ethos of shared responsibility for behaviour - pupil, school, home and external agencies

As part of the professional work ethic within school, all staff and governors will model the expected behaviours, both in relationships with each other and with the pupils. Two Year 7 pupils, who act as exceptional role models for behaviour and work ethic, will be elected as Head Boy and Head Girl at St Nicholas CE Middle School and two will also be elected at Pinvin CE First School alongside 2 from Himbleton First School in a junior capacity. As part of this privileged responsibility, they will represent the school and speak on behalf of the pupils at events with parents/carers and other stakeholders.

Rights, Respect, Responsibilities

Our vision is underpinned through our focus on Rights, Respects and Responsibilities. A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between pupils and adults, between adults themselves and between pupils. This is central to our ethos and so to our approach to teaching and learning, behaviour and the curriculum itself. Our behaviour philosophy is built on the UN Convention on the Rights of the Child, in particular, Article 12 (Respect for the Views of the Child), Article 28 (Right to Education), Article 29 (Goals of Education) and Article 30 (Children of minorities/indigenous groups). By focusing on these articles we strive to develop individuals who value learning and who demonstrate the learning behaviours and attitudes that will help them and others to reach their full potential.

Rights and Responsibilities

These refer to pupils, staff and parents/carers and are the basis on which classroom relationships and teaching and learning are built. We all need to care about ourselves, other people, belongings and our school.

Teaching staff rights

- to be able to teach
- to feel safe
- to be supported by colleagues
- to be listened to
- to have access to continued professional development.

Teaching staff responsibilities

- to enable all pupils to learn
- to seek and celebrate improvements in learning
- to treat pupils with respect
- to create a positive classroom environment in which pupils feel safe and able to learn
- to ensure that all pupils are accessing their curriculum
- to treat each child as an individual

Pupils' rights

- to be treated with respect
- to be safe
- to learn
- to be listened to
- to be understood and supported

Pupils' responsibilities

- to be willing to learn
- to allow others to learn
- to co-operate with staff and peers
- to try their best.

Whole staff rights

- to be able to work without hindrance
- to feel safe
- to be supported by colleagues
- to be listened to
- to have access to continued professional development.

Whole staff responsibilities

- to treat pupils with respect
- to treat colleagues with respect
- to create an environment in which pupils feel safe and happy.

PE staff specific responsibilities

- retaining pupils in the changing room until it is tidy
- monitoring behaviour in the changing rooms
- to ensure that pupils leaving the changing room as is found
- allowing nothing to be left in the changing room at lesson end

Parents/carers' rights

- to feel welcome
- to know that their children work, play and learn in a friendly, safe and helpful school where their child will achieve well.

Parents/carers' responsibilities

- to encourage and support their child in their learning
- to work with school to develop independence and self discipline within their child.

Rules and Routines

Rules

The rules help to protect our rights and encourage responsibility. We have basic rules and expectations for our classroom and for times that we are out of class.

The rules are displayed as behaviour types. The pupils are expected to display green behaviours, and it is for these behaviours that the pupils will be rewarded.

The expected green behaviours encourage the pupils to be respectful of themselves and others, take pride in their school environment and to aim to reach their full potential in all that they do.

Routines

These underpin rules and reinforce the smooth running of the school. The more habitual the routines the more likely they are to be shown by the pupils.

Pupils will be elected as 'prefects' to help the smooth running of classrooms and lunchtimes. They will be supported by a member of the Senior Leadership Team on a daily basis, who will fulfil duty responsibilities. The Head Boy and Head Girl, Junior Head Boy and Junior Head Girl, House and Sports captains will also act as role models for all pupils.

Home / parent links

The behaviour of pupils is seen as the shared responsibility of parents/carers and teachers. Parents/carers will be made aware of the school rules through newsletters, the school website, parent consultations and at parent information evenings.

Rewards, achievements and behaviour incidents will be shared with parents/carers via the pupils' diary, phone calls home, texts and online information systems.

Parents/carers should contact the class teacher with any initial issues or concerns that they have in the first instance. If they have more serious concerns they should contact the pastoral lead for the year group (SNMS) or school (PFS and HFS)

Choices, consequences and solving conflicts

Disruptive behaviour and behaviour which infringes the rights of others' will not be excused, but will be dealt with from a positive corrective stance and with appropriate use of problem solving procedures. Pupils should be encouraged to make a choice about their behaviour and take responsibility for their own actions. Pupils should be:

1. Reminded of the expected behaviours and the rights of others
2. Given a choice and reminded of the consequences
3. Given take up time to reflect and make a choice
4. Given praise if the right choice is made, or if not, the consequence of their actions should be followed through.

Pupils will know the consequences of any choice they make. The age and any specific needs of the child will be taken into account when considering the expected behaviours and consequences of actions.

Allowances should be made for those pupils with specific needs or certain conditions and it will be appropriate for some pupils to have their own Pastoral Support Plan (PSP) with their own rewards and consequences.

In St Nicholas CE Middle School, the Inclusion Team's room (The Pod), can be used by any pupil in need of a refuge if this is their PSP or has been agreed with their form tutor in conjunction with the Inclusion Leader. This includes pupils needing a quiet atmosphere to help them calm down. In Pinvin First School, the 'cool down' area is known as the Ark but the same systems are in place in terms of the need for this to be recorded in a PSP or agreed by the class teacher with the Inclusion leader.

There is a balance between behaviour that necessitates a 'cool down' and that which could be defined as different of nature that would require the child being removed from the class and spending time in a different year group.

As a Church school we encourage all our pupils to be reflective with any behaviour.

Whole classes and groups of pupils should not suffer the consequences of other pupils' inappropriate choices, pupils should not receive at any point a class detention or sanction unless it is evident that every pupil within the class was responsible for a behaviour. Behaviour management strategies used by staff will target the individuals responsible.

Specific Behaviour Needs

Pastoral Support Plans (PSP) are written for pupils with significant behaviour problems. They are specifically tailored to meet the needs of the individual pupil and are reviewed regularly and parents involved in the process. The purpose of these plans is to increase the pupil's self-control skills and enable their social integration into school.

Teachers will maintain records of challenging behaviour through e-praise which should be updated on at least a daily basis. Often reward charts are used to motivate and record good behaviour. Some pupils may be placed on report cards that track and monitor behaviour.

The behaviour of the pupils is the shared responsibility of parents/carers and teachers. Parents/carers are informed of any PSP written for their child and their support is actively sought through frequent consultations and regular reviews. These may be informal or involve more formal multi-agency meetings.

Detention and restorative measures

In all schools we operate a process of detention as a measure to restore behaviour and enable the pupils to reflect appropriately. Detentions will take place, normally with the class teachers at the first point but also with senior leaders for repeated poor behaviour. These types of detentions will take place in school at either break or lunchtime. In addition, from Year 4 upwards at PFS and SNMS, where there are repeated and continuous concerns in relation to an individual pupil in terms of behaviour, the Federation operates a weekly after school detention that is staffed by a member of the senior leadership team on a rota basis for 30 minutes. In these circumstances, parents are notified in advance of the detention and will be asked to pick up their child at 4pm.

Appendix A

Rules

The pupils are expected to treat themselves, each other and their surroundings with respect. They should always endeavour to be open-minded and give 100% to all that they do. These rules will be shared with the pupils and displayed as 'green behaviours'.

The green, orange and red behaviours will be adapted slightly in terms of the language to ensure that it is appropriate to each Key Stage (EYFS and KS1 this may represent pictorially).

Green behaviours

Foundation Stage

- Being kind and looking after each other, our belongings, and our surroundings
- Being sensible and making the right choices
- Always doing our best
- Always listening to adults and doing as we are asked

Key Stage 1, 2 and 3

- Looking after our school belongings at all times
- Keeping school tidy
- Listening to what others have to say
- Choosing the right time to talk
- Allowing others to work during lessons
- Working collaboratively
- Giving 100% effort – working as hard as possible
- Having a 'can do' approach
- Showing good manners – holding doors, please and thank you
- Taking pride in our work
- Walking around school
- Showing respect to All adults and fellow pupils
- Lining up silently at breaktime and lunchtime
- Lining up quietly and in order for school transport

Amber behaviours

- Not listening
- Talking when others are talking
- Shouting out
- Rough play/play fighting
- Running around school
- Being unkind to others
- Leaving classrooms untidy
- Swinging on chairs/sitting on legs
- Not putting 100 % effort in
- Late to a lesson beyond what is reasonable
- Repeatedly being in the wrong place at the wrong time
- Deliberate uniform non-compliance including shirts out
- Throwing food or water
- Failure to wear a seatbelt on school transport+

- Non-completion of homework
- Lost property items not collected on a regular basis

Red behaviours

- Swearing at a pupil or adult
- Showing a serious lack of respect to an adult
- Damaging or defacing property including vandalism
- Stealing
- Bullying*
- Running out of school or leaving class without permission
- Breaking other people's belongings
- Fighting
- Unacceptable conduct on the school bus+
- Or continuous amber behaviours
- Racism/homophobia*
- E-Safety breach*

*These are categorised as High Level 5 Red Behaviours along with Radicalisation

+See guidance below in Appendix C

Appendix B

Rewards

Housepoints

These can be awarded for a variety of activities

1 HP	Basic and frequent rewards for meeting expectations
2 HP	Beyond expected effort, attainment, commitment or social responsibilities
3 HP	Well beyond expected effort, attainment, commitment or social responsibilities
10 HP per half-term	100% Attendance in any after half-term, collated at the end of each half-term
10HP Good Samaritan and Social Responsibility	This is not awarded to the student themselves but enters a fund that supports local charities

Children will be awarded a single point for each lesson in the school day. There are seven sessions where the pupils can acquire a point:

- Accelerated Reader
- Lesson 1
- Lesson 2
- Lesson 3
- Lunchtime (Awarded by class teacher)
- Lesson 4
- Lesson 5

Homework

The expectation is that children will complete homework and hand it in. Pupils who complete homework to an expected standard will receive one housepoint. Pupils who complete homework that demonstrates exceptional effort will be rewarded with 2 or 3 housepoints. Spelling, reading and multiplications are exempt from this.

Spending points - Guidance

Points	Rewards
75	Collectable sticker sets
100	Collectable Rubber (maximum of 5 at any time)
350	School name Pencil/pen set
650	Collectable Teeny
800	£5 Book Voucher
1300	£10 Book voucher or Amazon
1400	£20 Amazon Voucher

The shop will be operated once or twice a half term at each school by a member of the Senior Leadership Team or by the Learning and Behaviour Lead.

Monthly Awards

Once a month the top 5 pupils in each class for that period of time will be entered into a raffle where they can earn the following free Awards on a cycle basis on a Friday Collective Worship:

- Non-uniform
- Lucky Dip

Termly Awards

Once a term the top 5 pupils in each class for that period of time will be entered into a raffle where they can have the opportunity of having a hot chocolate with the Headteacher

Acts of a Good Samaritan and Social Responsibility

The school Social Responsibility or Good Samaritan fund is where pupils through acts of social responsibility are awarded points that go to a Pupil Parliament based charity. Staff can award 10 points for any act that warrants a commendation. With each point this equates to the value of 1p, so if over a term these points value 1000, then this is £10 that will then be donated to a local and community charity as chosen by the Pupil Parliament.

Links with Attendance Policy

Attendance is also closely linked with the Behaviour System where attendance at school sessions equates to a merit or point. Additional merits of 10 E-praise points are awarded to those pupils who have maintained 100% attendance during any half-term period – which equates to an additional 60 points in an academic year. Pupils then realise the value of a high level of attendance and how this relates to the expectations that we have as a Federation in relation to behaviour. Form/class teachers are to update e-praise at the end of term to log 100% attendees.

Houses and behaviour

The behaviour system is aligned with our house system. Pupil behaviour is monitored by Assistant Heads and the Conduct and Behaviour for Learning lead who are all pastoral leads for their house. Detentions at this level are conducted by the house pastoral leads in their classrooms. Pastoral leads should deploy behaviour ambassadors from the Middle School and Year 4 of the First School to support students as appropriate. Behaviour ambassadors will receive training from the Inclusion Team.

Appendix C

Collective Worship

Children walk quietly to the hall and sit in silence in the area allocated for their Year group.

Lesson change over

Pupils should walk to their next lesson. Pupils will line up outside the room for Science, DT, ICT and PE and will enter when the teacher is ready. For all other lessons, children will enter the room and sit quietly at their desk and stand when staff enter. This is applicable only at Middle School level

Playground routines

Pupils should line up quietly at the end of break, ready to come in to learn. In both schools there is an expectation about lining up after lunch. During wet weather, pupils stay in their classrooms.

Playtime expectations

All pupils will display green behaviours and enjoy their break-time.

Lunchtime routines

When the Year bell rings, the pupils line up ready to go in for lunch. Pupils should line up quietly at the end of lunch, ready to come in to learn. During wet weather, pupils stay in their classrooms, or other designated areas, such as the school hall.

Staff

At St Nicholas, teaching staff on morning and break duty will ensure that the pupils stand quietly in their class lines.

At the end of lunchtime, the pupils should line up quietly in their class lines. Class teacher should meet their classes on the playground. This provides lunchtime supervisors with an opportunity to speak to staff about any issues they have dealt with.

School Transport Expectations

The same level of expectation for our pupils exists within the Local Authority run bus service. Although not formally operating within the day sessions, the basic rules apply. Green behaviour is expected on the bus at all times. If Amber or Red behaviour is shown, or behaviour which puts a child's own safety or that of others at risk and the school is made aware of it, a phone call will be made to the child's parents/carers in the first instance. If this is to occur on more than 3 occasions a formal letter is sent home to notify parents/carers that a child is at risk of being excluded from the bus. Any further instances will result in a week exclusion from school transport, this may be increased depending on the severity of the incident. Seatbelt non-compliance is deemed as a red behaviour on school transport and if persistent (3 occasions) this may result in a bus exclusion also. In serious cases of

unacceptable behaviour, pupils will be removed from the bus and parents notified to collect pupils on the day any incident with a fixed period of bus exclusion enforced via the Local Authority.

The school encourages an element of self-choice in terms of seating on the bus as part of a focus on independence and responsibility. In the situation where there is a general loss of trust between the pupils and the school as a result of behaviour on the bus, a seating plan will be put into place. This may also be put into place to meet the needs of children with additional needs.

Appendix D

Levels of behaviour management

Level	Pupil Behaviour	Action	Detention Who/Where	Support
Level 1 Green	Pupil respects others, is cooperative and self-controlled.	Issue Green Behaviour Point via e-praise. Positively reinforce	Involve colleagues and parents/carers in celebration of pupil's achievements.	
Level 2 1-3 Amber	See Amber behaviour list that indicates minor disruptive conduct	Demerit on e-praise and no HP award. Staff right colour of behaviour and nature of incident on epraise.	10 minute detention with the teacher (class or subject)	Supportive teachers seek a solution to the problem with the pupil. Reinforce success, 'green' behaviour reminders.
Level 3 4-5 Amber 1 Red	See Amber behaviour list and the red behaviour list	Demerit on e-praise and no HP award. Staff right colour of behaviour and nature of incident on epraise. AHT informs parents of 4-5 Ambers Class teacher informs parents of red behaviour	10 minute detention with the teacher (class or subject) 10 minute detention with Pastoral Lead on designated Pastoral Lead Day.	If the behaviour is persistent then the pupil might be asked to work away from peers, spend 10 minutes in Time Out, miss 10 minutes of break time / playtime. This must be treated as a conference so that a two way conversation can be had and the behaviours can be discussed. It should not be seen as an opportunity for a child just to sit in silence.

<p>Level 4</p> <p>6 Amber</p> <p>2 Red</p> <p>Or a combination of Amber (4-5) and Red (1)</p>	<p>Repeatedly demonstrating Amber behaviours or two red behaviours and/or a combination of these.</p>	<p>Demerit on e-praise and no HP award. Staff right colour of behaviour and nature of incident on epraise.</p> <p>Head of School or EHT informs parents as these are repeated behaviours.</p> <p>Head of Inclusion to work with families on strategies to support.</p>	<p>10 minute detention with the teacher (class or subject)</p> <p>10 minute detention with Head of School/EHT</p>	<p>Head of School (Inclusion) must be informed with suggested routes including a PSP.</p>
<p>Level 5</p> <p>Red 3+</p> <p>Amber 7+</p> <p>Or</p> <p>High Level Red</p>	<p>Regular and/or serious infringements of the rights of others, eg verbal or physical assault, intimidation, vandalism, defiance, disruption. Isolated serious breaking of rules, continued deterioration in behaviour, ignoring any attempts to help.</p>	<p>Demerit on e-praise and no HP award. Staff right colour of behaviour and nature of incident on epraise.</p>	<p>10 minute detention with the teacher (class or subject)</p> <p>After School 30 minute Detention at SNMS or 30 minute lunch detention at HFS/PFS</p> <p>Period of Isolation (Half-Day)</p>	<p>PSP to be put in place by the Inclusion Team.</p>
<p>Level 6</p> <p>Red Individual Behaviour Incidents</p> <p><u>Specific Incidents</u></p>	<p><u>Bullying, racist incidents, homophobia, E-Safety and radicalisation are addressed through the Statement in the Appendix H. These are Red Level 5 Behaviours</u></p>	<p>Teacher refers pupil to Head of School and/or Executive Head.</p> <p>After discussion with parents/carers, the pupil could be isolated or excluded.</p>	<p>Minimum 30 minute lunchtime or after-school detention</p> <p>Potential for internal isolation or exclusion</p>	<p>Family Support Behaviour Support Channel</p>

Example 1	Child is repeatedly calling out in lessons and this is the third occasion that this has happened in the week.	This should be dealt with by the class teacher and should involve a conversation with parents.		
Example 2	Child has 6 ambers for a variety of behaviours in the week including 3 with the same teacher for not giving 100%	Teacher responsible for child who has not given 100% in their lessons should make contact with parents and also designated AHT/TLR at the end of or in the subsequent week		
Example 3	Child is abusive in a lesson to the teaching assistant.	This should be passed onto the AHT/TLR immediately and they will then follow up the incident making contact with parents		
Example 4	Breach of E-Safety appears to have occurred and there is evidence of cyber-bullying taking place.	This should be passed on immediately to the EHT who will follow this up accordingly.		
Example 5	Repeated but different ambers e.g. 4 to 5 over the period of a few weeks that go beyond what is basically acceptable. Behaviours include lesson disruption	This should be passed to AHT/TLR who will then need to liaise with Inclusion. This is likely to involve an initial phone call from a year lead, if no improvement then passed up the chain to the Head of School.		

Behaviour	Responsibility	Detention Duty Day
Level 2	Class Teacher	Break and Lunch immediately after any incident. If part-time and an afternoon action this will be followed up by class teacher/form tutor on the following day. The detention will need to be communicated by the part-time staff member
Level 3	Scott-Morris: CH Choules: LB Hastings: LN Elgar: AD Himbleton (all house teams): SW	Class teacher (as above) – immediate detention. Pastoral lead on the pastoral lead day of detention.
Level 4	HoS Natalie Rushton SNMS HoS Rebecca Chatterton PFS	On the day if red behaviour with class teacher, otherwise on a Wednesday lunchtime in the Science lab at SNMS and Year 4 at PFS
Level 5	EHT and HoS (PFS and SNMS)	Weekly detention Tuesday After School (3.30PM-4.00PM) at SNMS or lunchtime at HFS/PFS for any child receiving a repeated orange or red behaviour in a week. This to take place in Science lab . This is likely to be a second detention but will show the level of seriousness for the behaviour.
Level 6	EHT	See Above

Appendix E

Guidance for teaching staff and teaching assistants

Type 1 – Low Level Disruption/Work Avoidance

Examples – talking constantly, annoying other pupils around them, doing anything but work, wandering around class.

Some strategies include to try to address the behaviour include:

- Try bringing about a change in behaviour by adapting what's going on in the classroom.
- Put the pupil in places/situations where the problematic behaviour is least likely to occur.
- Focus on the rest of the class, and give positive feedback to the pupils who are behaving appropriately ie showing green behaviours (modelling can be a powerful persuader).
- If working with a particular child or group of pupils, schedule activities to reflect the pupil's variable attention span. (e.g., it may be more effective to schedule several short sessions to complete a task, rather than one long session.)
- Make targets small and achievable
- Give clear choices about the decisions they have and the consequences of each. Refer to the green and amber behaviours
- Give take up time to enable them to make the choice

Teaching Assistants - What to do if strategies are not successful:

If, after attempting all appropriate strategies, the pupil continues to be disruptive and is affecting the learning of the rest of the class then ask the class teacher for support. The class teacher will discuss with you whether or not the child will collect the housepoint for that lesson.

If the pupil is refusing to work and continues to do so after attempting all appropriate strategies, then focus on other pupils. Pass on your concerns to the teacher in the room or the class teacher, who will collate evidence and follow the behaviour system as set out in the behaviour policy.

Type 2 – Disrupting lesson/activity

Examples – making noises, kicking other pupil's chairs, messing around with other people's stuff,

Some strategies

- Try to determine what the pupil needs when he/she is exhibiting disruptive behaviour. Can it be provided without removing the pupil from the classroom? (e.g., a drink of water, a chance to stretch and move around the room for a while, moving to a different spot in the classroom, acknowledgment by the teacher).

- Redirect behaviour of the pupil by changing the activity, your tone of voice, or the mood of the activity.
- Determine if the pupil is in need of a break from the regular routines and set up a plan to provide one.
- Give clear choices about the decisions they have and the consequences of each
- **Give take up time to enable them to make the choice**

Teaching Assistants - What to do if strategies are not successful:

Seek the support of the class teacher if you are in a classroom.

If working outside the classroom, then seek assistance from a teacher in a nearby classroom, ideally the teacher whose lesson they should be in.

Log concerns with their class teacher who can collate evidence and follow the behaviour system as set out in the behaviour policy.

Type 3 – High Level Incidents/Risk of harm

Examples – Aggressive rudeness, physical violence, risk of harm to self or others, risk of damage to property, serious and on-going disruption of lesson

Some strategies

- Calm the situation as best as possible using voice and body language
- Remove child(ren) at threat if possible
- Give the pupil space in a safe environment to calm down
- Seek assistance from another teacher / teacher with current PPI training

Teaching Assistants - What to do if strategies are not successful:

Send another child to find class teacher or a member of SLT, or phone if you can.

Positive Handling to be used as a last resort and by staff who have received the training.

Appendix F (Reporting demerits on e-praise)

As of September 2016, all demerits and records of behaviour are to be logged on e-praise only, which gives an on-going electronic record.

When logging any demerit teachers should complete the following:

- **The colour of the behaviour (yellow or red)**
- **The behaviour for which the child has been demerited**
- **A brief description of the incident (if necessary)**
- **The actions taken to address the behaviour**
- **The staff that have been informed of the demerit**

Appendix G

Summary of Roles for Managing Behaviour

Subject teachers

1. award epraise points (1-3) and demerit children when behaviours does not meet expectations. As much as possible, children should be given a chance to show positive behaviours, and may need a warning and clear expectations to be established.
2. Demerits do not take a away points, a pupil will not gain a point. Demerits and reasons can be logged. For red behaviours please log in epraise and inform the pastoral lead who will advise on the next steps.
3. Subject teachers will carry out detentions for amber behaviours. Red behaviours will be with the pastoral lead.
4. Persistent problems may result in a phone call home - please liaise with pastoral lead and class teacher.

Class teachers

5. award epraise points (1-3) and demerit children when behaviours does not meet expectations. As much as possible, children should be given a chance to show positive behaviours, and may need a warning and clear expectations to be established.
6. Demerits do not take a away points, a pupil will not gain a point. Demerits and reasons can be logged. For red behaviours please log in epraise and inform the pastoral lead who will advise on the next steps.
7. Class teachers will carry out detentions for amber behaviours for the lessons they have taught. Red behaviours will be with the class Teacher first and then with the pastoral lead.
8. Persistent problems may result in a phone call home - please liaise with pastoral lead and class teacher.

Pastoral Leads

9. Offer ongoing support for teachers and pupils
10. Refer pupils with persistent problems to Inclusion Team who will add to their caseloads. Support from external agencies may be sought.
11. Inform the Executive Headteacher of children with red behaviours and those with ongoing persistent ambers

Appendix H

Anti-Bullying and Level 5 Red Behaviour Conduct Statement

Aims

The aim of the anti-bullying and Level 5 Red Behaviour Conduct Statement is to ensure that children learn in a supportive, caring and safe environment without fear of being bullied, subject racism, homophobia or radicalisation.

This statement aims to:

- Promote a secure and happy environment free from threat, harassment and any type of bullying or related behaviour.
- Ensure all teaching and non-teaching staff, pupils and parents have an understanding of what bullying, racism, homophobia and radicalisation are.
- Inform children and parents of the school's expectations and to foster a productive partnership, which helps maintain a positive environment.
- Show commitment to overcoming bullying, racism, homophobia and radicalisation by practising zero tolerance.
- Identify and deal with incidents of bullying, racism, homophobia and radicalisation consistently and effectively.

Definition

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Bullying is defined as deliberately hurtful behaviour, **repeated over a period of time**, where it is difficult for those being bullied to defend themselves.

The three main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (name calling)
- Indirect (spreading rumours, excluding someone from social groups).

Children must be encouraged to report bullying in school to a teacher, staff member or through the e-praise reporting system.

Racism and homophobia may be on an individual basis and may not be overt, they are defined as actions or comments that are prejudicial against another person's ethnicity, culture, religion or sexual orientation.

Radicalisation is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that (1) reject or undermine the status quo or (2) reject and/or undermine contemporary ideas and expressions of freedom.

This statement is designed to ensure that as a school we are alert to signs of bullying, racism, homophobia and radicalisation and act promptly and firmly against these.

Why is it Important to Respond to Bullying, Racism, Homophobia and Radicalisation?

Bullying, racism and homophobia hurts; no one deserves to be a victim of these actions. Everybody has the right to be treated with respect. Children who are bullying or who are racist or homophobic need to learn different ways of behaving. Bullying, racism and homophobia can cause stress and can affect a child's health. In addition, protecting children from the risk of radicalisation is part of schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Schools and parents have a responsibility to respond promptly and effectively to issues of bullying, racism, homophobia and radicalisation.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied, subject to racism or homophobia or is at risk of radicalisation. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- asks to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens self-harm
- cries themselves to sleep at night or has nightmares/bedwetting
- regularly feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions go “missing”
- has unexplained cuts or bruises
- becomes unreasonable when dealing with school issues
- stops eating
- is frightened to say what’s wrong
- Identity Crisis – the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

These signs and behaviours could indicate other problems, including abuse and reference should be made to the Safeguarding Policy but bullying should be considered a possibility and should be investigated.

Prevention

To fulfil our aims, the following strategies are used:

- A structured programme to raise self-esteem in pupils. For more details on the school’s ‘positive approach to behaviour’ please see the school’s behaviour policy.
- Constant monitoring of school buildings and grounds to ensure a safe and secure environment is maintained.
- Involvement of all school staff to ensure a consistent approach is in evidence.
- An open door ethos in the school.
- Encouraging pupils and parents to report incidents – being a listening school
- Raising awareness of bullying, racism, homophobia and radicalisation.

Promoting Anti-bullying and celebrating ethnic, cultural and religious diversity

As a school we are committed through our Christian Values, Collective Worship and wider curriculum to promote anti-bullying and ethnic, cultural and religious diversity. We have in place a British Values Policy Statement that also reflects how we operate as a federation. We regularly highlight the processes for reporting incidents and share in anti-bullying weeks/days.

Procedures

It is recognised that incidents of bullying, racism, homophobia and radicalisation occur in schools. It is essential that all such incidents are taken seriously and dealt with in an appropriate manner. A pupil or parent may report an incident to any member of staff, or through e-praise but the responsibility for ensuring all incidents are consistently dealt with lies collectively with the Head teacher, class teacher and pastoral lead, with the Headteacher as the lead professional. **All bullying, racist or homophobic incidents therefore must be reported to the Headteacher. All concerns in relation to radicalisation must also be reported directly to the Headteacher.**

The Head teacher will be responsible for embedding anti-bullying and related awareness in the policies and practices of the school. The Headteacher along with the pastoral leads and class teacher will be in charge of the overseeing and recording any incidents of bullying, racism and homophobia on e-praise, concerns in relation to radicalisation will be logged separately. All incidents of bullying, racism, homophobia and radicalisation will be reported termly to School and Community governors. All incidents will also be reported termly through the Headteacher report.

The following steps may be taken when dealing with incidents of bullying, racism or homophobia:

- If bullying is suspected or reported, the incident will be passed on immediately by the member of staff who has been approached to the Headteacher and pastoral lead in their absence.
- The Headteacher/pastoral lead investigate alleged bullying by consulting the victim(s).
- If it is felt that an incident of bullying has taken place, then it will be taken seriously and recorded and acted upon.
- If deemed to be bullying, the Head teacher will speak to the pupils involved and proceed accordingly. Parents of the victim and perpetrator will be informed as immediately as possible (within 1 working day) and this will be undertaken by the Headteacher/pastoral lead. A written copy of events will be kept and this will be updated until the situation has been resolved.
- Sanctions will be used as appropriate and in consultation with all parties concerned in accordance with the school's behaviour policy.

The following steps may be taken when dealing with incidents of radicalisation:

1. If a member of the school community, a child, a member of staff or a member of the school community raises a concern that relates to the Prevent Duty e.g. a child at risk of radicalisation, or exhibiting extremist they must inform the Headteacher.
2. They will then take advice as to whether a Referral Form needs to be completed in line with the Safeguarding Policy
3. Send to Social Services for assessment
4. Subject to Social Services assessment Inter-agency procedures may follow including
5. Escalation to Channel

Support in Incidents of Bullying, Racism and Homophobia and Radicalisation

The support offered for a pupil at risk or involved in radicalisation will come through the Channel programme. All incidents related to bullying, racism and homophobia are addressed in the following ways.

Victim Support

Support for the victim is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support and outside agency

support may all be essential to ensure that the victim does not suffer any long term effects. Over a period of time the Head teacher will meet with the victim to reassess the situation and the relationship between those involved.

Children who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with the Head teacher or a member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence
- Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Perpetrator(s) Support

It is recognised that support must be given to the perpetrator. Disciplinary procedures against the perpetrator(s) are intended to change or modify behaviour rather than label anyone as a bully/racist. Such procedures may include:

- Positive behaviour strategies
- Withdrawal of activities
- The establishment of mentoring or a buddy system
- Discussion about the effects of bullying
- Peer mediation
- Involvement of other agencies and services such as an Educational Psychologist and the Behaviour Support Team

Summary

As a Federation we are aware of the ethnic diversity and cultural backgrounds of all our pupils. We ask that all our staff read the following document in understanding the wider context of our role in addressing bullying, racism, homophobia and radicalisation. An extract from the document is contained below and shares the story of an Ealing High School child. Tackling this type of prejudice is at the heart of this statement.

‘Bullying around racism, religion and culture’ DFE Publication 2006

How it feels to be a Traveller – a school student explains

I am a young Traveller girl at the age of 13 who lives in Northolt. Sometimes Traveller children don’t go to school. I would like to tell you why that is.

I just wanted to share how it feels to be a Traveller who goes to school and how difficult that it is for me. Maybe it is different in some schools but, for me, this is how it is.

I don’t have many friends in school because they don’t want one of their friends to be a Traveller so, when I am in school, I feel isolated from my class and I can always hear them talking about me behind my back and calling me a “pikey”. Most of my teachers won’t have time for me. They think I am just wasting their time because all the other Travellers that have been to my school have never stuck it out as it is so lonesome.

I don’t think they know how hard it is when you are being called names every day and getting abused.

At other times, when there are parties or when some of the girls in my class are going to the pictures, I don’t get invited because I am a Traveller. At break and at lunchtime, I am always looking over my shoulder because I am scared in case anyone comes up and hits me or shouts abuse at me.

So, the next time you might wonder why Travellers never stay in school or come to school, that’s why!

People say that Black, Asian and other ethnic groups suffer a lot of racism. What about Travellers? Please, the next time you see a Traveller, don't shout abuse. Just remember what Travellers have to go through every day and ask: would you like it to happen to you?

The statement will be reviewed on annual basis in the context of the Federation Positive Behaviour Policy.