

Conatus Federation

Positive Behaviour Management policy

Introduction

In the Conatus Federation we aim to provide clearly stated expectations of what constitutes acceptable behaviour, combined with effective strategies for managing behaviour. We know that to be effective these expectations must be consistently followed by all members of staff and visitors to the school.

We understand that every adult in the school must act as a good role model in their own behaviour and actions. We also understand that the best way to deal with poor behaviour is to establish a positive ethos where pupils are valued for being good.

Proactively dealing with behaviour issues before they occur, e.g. by planning high quality, motivating lessons, by consistent use of praise around the school and by establishing a high-quality learning environment, ensures that incidences of poor conduct are minimised.

This policy clearly outlines how our schools create a learning environment conducive to good behaviour and how our schools reward, celebrate and teach positive behaviour. The policy also outlines the processes, rules and sanctions we use to deal with poor conduct.

Creating a Positive Learning Environment

The physical environment

We know that the physical environment plays a vital part in setting high expectations and ensuring pupils from all social, cultural and religious backgrounds feel valued. This includes:

- School/classrooms being kept tidy and free from clutter
- Exemplar work from around the school in central corridors
- Resources being labelled and organised in a way that is practical and accessible
- Discussing Golden Rules & School Values during the first week of the academic year and displaying them throughout the year in the classroom. This also forms part of transition arrangements for in-year admissions.
- Ensuring good quality displays of pupils' work across all ability ranges and resources that reflect the varied ethnicities across the schools and act as a support for learning
- Pupil groupings for activities being displayed in the classroom and careful consideration is given to where individuals sit and who they sit next to
- Furniture being arranged to allow for maximum learning to take place and enough space is made available for pupils to move around the classroom comfortably and access resources
- Providing teaching resources of good quality, adequate in quantity, visually stimulating and with large enough text for pupils to read from a distance
- Adults role-modelling good organisation e.g. resource management, how exercise books are given out to avoid disruption etc

Atmosphere/ethos

The way that adults speak to pupils (and about pupils), and the way that adults allow pupils to speak to each other, directly impacts on the self-esteem, confidence and motivation that a pupil has, which in turn impacts on the pupils' behaviour. Therefore, in the Conatus Federation we strive to ensure that:

- All staff have high expectations of pupil behaviour and pupils' ability to make progress
- Teachers deliver lessons in a confident, enthusiastic and fun way

- Teachers often and consistently praise the whole class and each pupil in the class
- Teachers and other adults use positive language when talking about pupils learning and behaviour, both in front of and away from pupils
- All adults act as good role models for pupils, including the way that they speak, dress, behave, etc.
- Any negative comments only refer to the behaviour that the pupil has displayed and not about the pupil personally
- Pupils are constantly informed about how successfully they are achieving the learning intention within lessons and given support and guidance where appropriate
- Teachers do not use particular subjects or activities as a sanction, as this undervalues that subject/activity
- All pupils leave the class at the end of the day feeling good about what has been achieved, and secure about their place in the class
- Adults never use sarcasm to embarrass a pupil and never publicly ridicule a pupil
- Adults avoid shouting, except in extreme situations, (remembering the less we shout the more effective it is if we have to)
- In every possible situation, e.g. class, playground, assembly hall, ALL adults model the behaviour they expect from our pupils
- In every possible situation, e.g. class, playground, assembly hall, ALL adults praise pupils displaying the good behaviour expected at this school

Rewarding and celebrating good behaviour

The schools praise pupils for good learning and good behaviour at every opportunity. We also reward pupils with stickers, certificates and cups etc. These are the **only** materialistic rewards that we give in the main schools. We want pupils to recognise that the real rewards come from the praise they get from both staff and parents, which gives them confidence and makes them feel proud of themselves. The feeling they get from their own achievements and the positive way that they are valued by the people around them, has long term effects that in turn affect the way that they relate to others. At the same time, staff strive ensure that the giving of rewards is balanced, fair and equitable (e.g. we do not 'over reward' disruptive pupils)

Rewards include:

- Verbal praise/congratulations, explaining why they are being praised
- House points (see below)
- Rewarding pupils as 'Star of the Day' / 'Star of the Week'
- Sending pupils with good work to other classes, subject leaders and members of SLT
- The Head of School and Assistant Headteachers award special stickers to pupils either for their consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school
- Merit certificates
- Displaying best work around the school
- Providing pupils with the opportunity to share their best work with the school as part of Fridays sharing assemblies, where parents are also invited
- Awarding pupils with medals/certificates from interests outside of school during Friday assemblies
- Informally speaking to parents at the end of the day to praise their child (or through a telephone call or letter)
- Publishing pupils work or their successes in the school newsletter
- Termly postcards home from the HOS for pupils who have made significant effort or progress in their learning or behaviour
- Being chosen as a monitor

- Whole classes can be rewarded through house points or 100 square system where squares are shaded for whole class achievement with special rewards at the end such as a class video, extra play etc (use sparingly)
- Applying for and being selected as a Playground Prefect to act as a role model at playtimes and to support staff and pupils in ensuring playtimes are safe, fun and purposeful
- Being voted as a School Council Representative by their class
- A Fellowship Award presented at the end of the year for a FS/Key Stage One and a Key Stage Two pupil
- Significant Progress Awards presented at the end of the year for combined progress in reading, writing and maths across the year
- Termly attendance certificates and medals
- Subject Awards or prizes in both Key Stage One and Key Stage Two, are presented at the end of the year for pupils with outstanding attainment/talents in certain subjects

House Points System:

The house point system is the main reward system across the school and encourages pupils to both work as a team, as well as working towards their own personal goals. All pupils are allocated a house when they join the school and remain in that house until they leave. The four houses are as follows:

- (Blue) (Green) (Red) (Yellow)

House Captains and Vice Captains are allocated for each house from Year 6, through a democratic voting system. Pupils can be awarded house points from any member of staff for their good behaviour, effort, achievements, etc. e.g. 5 house points could equate to a sticker. House point totals are collected at the end of every Wednesday and read out in assembly each Friday. A certificate is awarded to the winning house at the end of each term and a cup at the end of each year. Each week one or two pupils from every class are awarded 'Star of the Week' for earning the most house points. Each 'Star of the Week' receives a certificate in assembly on Friday. Parents are sent a letter notifying them that their child is 'Star of the Week' and inviting them to attend the Friday assembly.

Teaching Positive Behaviour

The best way to teach positive behaviour is through our own behaviour as role models and through praising pupils who display the expected behaviour.

Pupils learn about good behaviour through teaching and applying the **Golden Rules**:

We keep our hands, feet and unkind words to ourselves

We do what an adult asks us straight away

We always try our best

We respect people and property

We listen to each other without interrupting

We always tell the truth

During PSHCE lessons, pupils are explicitly taught how to become good citizens. They also learn how to empathise with others, manage their emotions, problem solve, deal with conflict and manage anger. In Circle Time sessions, teachers support pupils to raise self-esteem, boost confidence, deal with friendship issues, and issues such as bullying and racism.

School and class assemblies are used to explicitly teach values and further enhance and sustain a sense of community and a positive ethos.

Throughout the whole curriculum, pupils are taught to collaborate, listen and respect each other's opinions.

Behaviour Management Steps and Sanctions

Alongside positive reinforcement for appropriate behaviour, all teachers use a traffic light system monitored through Trackits App to help manage classroom behaviour. This is a whole school approach to general classroom behaviour management. Children start each day on green. After a reminder prompt and perhaps other low key responses from the class teacher, should the unwanted behaviour be repeated, the child's name moves up the traffic light, which gives a clear visual consequence. There are agreed whole school sanctions (see below) for when a child moves up the traffic light system (and beyond). Every day is a fresh start for a child. This is backed up by clear and consistent explanations about why certain behaviour is inappropriate. Certain harmful or abusive behaviour goes immediately beyond red and is dealt with by a member of SLT or the HoS immediately. If a child reaches red, they can only move down as a result of consistently good behaviour. At every stage the principles of maintaining a positive learning environment should be maintained and followed, along with reflection and restoration where necessary.

To support staff in setting the appropriate expectations and to ensure consistency across the school, the following steps are taken to address any negative behaviour:

Low level disruption (GREEN)

e.g. Talking / out of seat/ noises / pushing etc

ACTION: Minimal low key response managed by the Class teacher:

- praise of other children
- eye contact (stern stare, raised eye brow)
- assertive body language (crossed arms, frowns etc)
- name/pause technique
- being close and whispering a firm reminder
- gentle touch on shoulder/pat on back
- reminder of Golden Rules
- a quiet word
- direct to seat
- quiet unobtrusive 'What should you be doing?' or 'Are you okay?'
- not allowing them to sit with friends
- have a lining up order for assemblies/playtimes



Beginning to challenge (AMBER)

e.g. Continued low level disruption, not completing a reasonable amount of work in a set time due to behaviour/ lying / deliberate disruption e.g. trying to distract other pupils from their work, kicking a pupil under the table etc

ACTION: Response managed by class teacher:

- seat somewhere separate from class group
- set a time limit for improved behaviour
- reminder of expected behaviour
- encourage a return to green
- move to end of row if in assembly, large class group
- up to 10 mins additional time in class at playtime to repay behaviour, e.g. practising sitting still, completing work, etc.
- sit in 'Time out' chair in the classroom until they are ready to join back in
- take/send or get a sensible child to take to another class 10 mins 'Time out' with their work (if already timed out in class) with behaviour slip
- record in behaviour book



- child to apologise if appropriate
- informal conversation with parent/carer

Serious (RED)

e.g. violence / damage to property / refusal / persistent rudeness / bullying / spitting etc.

ACTION: Response usually managed by Senior Manager

- miss playtime
- escorted to (or send for) AHT or HT(s) in that order
- letter home
- possible internal exclusion (to be decided by HT)
- possible playtime/lunchtime exclusion letter from LT
- possible SENCo involvement
- record in racist Incidents book
- letter of apology
- meeting with parents (AHT/Class teacher)



Very serious (Beyond traffic lights)

e.g. repeatedly leaving class without permission / behaviour is creating a health and safety risk/ running out of school / fighting and intentional physical harm to other children / verbal abuse to any staff / serious theft, e.g. taking money or a mobile phone from an adult's bag/ persistent bullying

ACTION: Taken to DHT/HT immediately

- Meeting with parents
- Internal exclusion at very least
- lunchtime/playtime exclusion
- Possible fixed term exclusion
- possible withdrawal from next trip/event
- Pastoral Support Programme
- involvement of other agencies (CAMHS, Waterside, Inclusion team etc)



Extremely Serious (Beyond traffic lights)

e.g. extreme danger or violence/ very serious challenge to authority – persistent and dangerous / physical abuse to any staff / possession of weapon or drugs

ACTION: Immediate involvement of DHT/HT

- Fixed term exclusion
- possible permanent exclusion
- referral to Pupils Placement Panel (needs parent agreement)



Sexual behaviour -Sometimes it is difficult to be sure what action to take regarding sexual behaviour and use of explicit language. Please seek advice from a Senior Leader / DSL.

Lunchtimes -The same steps are followed for incidents at lunchtimes. If a child reaches RED, the Senior Leader must be informed immediately.

Behaviour appendix for Boxgrove DSP

Boxgrove DSP is a unit for children with a diagnosis of autism spectrum disorders (ASD). We have the capacity for sixteen children within two classes, whose ages range from five to eleven years old. Some children can have a complex range of co-morbidities, which impact on their understanding of the world. The environment of the unit is designed to be therapeutic and staff focus on keeping children calm and feeling secure. There is an overall focus on de-escalation when behaviour problems occur and children are taught self-regulation strategies to take responsibility for and manage their own behaviour. Because of the complex needs of the children our approach to behaviour will vary depending on the child and their needs.

In general children use a 'work first and then choose system' to promote motivation and acceptance of work times. This rewards them for working and teaches them to complete adult directed tasks where the children's experiences and interests can be expanded.

If meaningful, pupils have individual star charts, where they are rewarded stars throughout the day for behaviour and work. When the chart is complete, the child receives a tangible reward.

All pupils focus on teaching and learning of appropriate behaviour and self-regulation techniques. The children receive direct teaching about appropriate social behaviour through the use of social stories and peer modelling etc.

Pupils can be physically supported to access learning through the use of physical prompts, such as using a 'hand over hand' prompt when teaching PECS.

Any pupil whose behaviour is considered challenging will have an individual behaviour plan that will be shared with all staff working with them and their behaviour will be tracked to look for antecedents.

Pupils who have or may need to be physically supported to remain safe will be discussed with the Head of School (HOS), so that staff members receive appropriate training and support.

Parents will be kept regularly informed about their child's behaviour through the use of a home school contact book and phone calls home to ensure consistency between home and school.

Procedures for Fixed Term Exclusions from School

Following the Education and Inspection Act 2006, our school closely follows the government guidance on exclusion from schools:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf

Procedures for Internal Seclusions

When a pupil has gone beyond the traffic light system a seclusion may be considered. In the event of an seclusion, the pupil's parents/carers will be notified by the HOS or another member of the Leadership Team, in writing. The Head of School will decide how many days the seclusion will be in place for and staff will be informed via the diary board in the staffroom. A timetable for the course of the seclusion will be written up on the diary board stating the members of staff who are responsible for supervising the excluded child at set times during the day.

The following procedures must be strictly adhered to if the exclusion is to be effective:

- The class teacher of the excluded child will need to set work for the exclusion
- Work from the class teacher must be left with the DHT before the start of the school day
- No work is expected to be set during the lunch period as the child will be eating their lunch and then will read their reading book/s
- Work given should be easy enough for the child to complete unaided
- Staff supervising the 1st session from 9.00am or a senior leader, must collect the excluded child from the main office and escort them to the designated area.
- Staff supervising the last session of the day will need to escort the child to the main office at 3.30 for them to be collected by a parent/carer. Staff do not need to wait with the child until they have been collected, as the responsibility will then fall to the office staff
- If the child needs to go to the toilet during a session the member of staff supervising must escort them to and from the nearest children's toilet, which may be on the playground
- During the lunchtime session the member of staff needs to escort the child to the dinner hall to collect their lunch and then return to the designated area for the child to eat it.
- During supervision staff should not help the child with their work or engage in conversations with them. If they are stuck they need to go onto the next questions/task, but if you feel that they are using this as an excuse to not complete the work, explain that there will be additional sanctions for incomplete work. If this occurs, please put a note with the work in the Head's office
- The member of staff supervising should, where possible, bring some work with them to do, e.g. cutting out letters for a display, reading plans or other relevant documents, etc.
- If a child's behaviour becomes aggressive, violent or they leave the designated area, staff need to contact either, the HoS or SLT immediately. Radios will be provided to staff supervising internal exclusions.
- **The child should not be left unsupervised at any time.** If the member of staff supervising the next session fails to turn up, then contact a member of senior management or the office for them to arrange for someone to cover.
- **Other members of staff who pass by MUST AVOID engaging with the child either to sanction or to counsel**
- All other principles or maintaining a positive atmosphere as detailed above apply. The child should be encouraged to reflect and engage in restoration work as necessary and as appropriate for age and stage.

Walking Classes/groups of children around the school and on trips

Pupils walk around corridors in silence, one behind the other.

All pupils must **always** be in sight of the lead adult (this means that the adult will have to constantly reposition themselves and may start at the front of the line but drop to the middle as pupils walk past).

Use of praise should be loud and consistent.

When groups of pupils do not travel in silence and praise does not work, pupils must be made to line up again if necessary.

Adults should avoid 'chatting' with pupils if pupils are walking quietly into assembly or the classroom and endeavour to role model the behaviour expected of pupils

Pupils' behaviour around the school is as important as in class and sets the standard for behaviour at the destination they are heading for (e.g. playground, classroom, assembly etc). Picking up on the 'little' things such as walking around the school helps pupils to understand that high standards are the norm at this school. At the same time it is important that adults regularly explain to pupils why we expect them to walk in silence.

Support Systems for Pupils with Additional Needs

For some pupils who may have a range of needs that require support from different agencies, it may be appropriate to involve other agencies such as the Local Authority Inclusion Team, Social Care, CAMHS etc. However, this school recognises that many children with additional needs require the security of boundaries and the same high expectations for behaviour.

Pupils with Special Education Needs

In our schools we understand that the majority of pupils with special educational needs require the same proactive behaviour management as all other pupils, and that many pupils such as those with ADHD and ASD thrive on having clear and precise boundaries.

Pupils with special educational needs relating to behaviour are given specific targets on their individual education plan to support them in making progress in this area. As part of this plan they may also have their own individual reward and sanction system which has been determined by the class teacher and SENCo, with the involvement of the pupil and parents. They may also be allocated a Learning Support Assistant for a certain percentage of the week and/or receive additional support/outreach from an external agency.

Learning Mentors

Learning Mentors in the partnership play a valuable role in supporting pupils to overcome certain barriers to learning. This includes emotional, social and behaviour problems, as well as attendance and child protection issues. Referrals are made from class teachers and members of the Leadership Team to identify pupils for learning mentor support. Learning Mentors work with individuals, with consent from parents in class and sometimes on a one to one basis or as part of a group. They focus on developing pupils' self-esteem and confidence and equip them with strategies to overcome their difficulties and to form healthy, safe and happy relationships with other children and adults.

The Role of Leadership

Although the responsibility of ensuring positive behaviour management is shared across the whole staff, the Head of School and members of the senior leadership team have a responsibility to 'lead from the front'.

The leadership team will assess staff's needs and build into the school's professional development programme opportunities to discuss and learn about behaviour including understanding the impact of Trauma and ACE, mental health and wellbeing, trackits monitoring App and ensuring key staff can access NPQLBC.

Senior staff will ensure that they are highly visible at particular times of the day, to noticeably reinforce good behaviour and swiftly manage any poor conduct by pupils. Critical times are at the beginning and end of the school day, break times and movement to and from assembly. Senior managers regularly walk around the building, going into classrooms and supporting teachers in their application of this policy.

No pupil should be sent to sit outside the Heads office at any time without prior agreement of SLT/HoS unless behaviour has gone beyond the traffic light system.

Governors regularly monitor the effectiveness of this policy, the data and exclusions.

The Role of Parents

The school strives to work in partnership with parents, so children receive consistent messages about how to behave at home and at school. We endeavour to build a supportive dialogue between the home and the school, informing them of their child's successes regularly, as well as informing them immediately if we have any concerns about their child's welfare or behaviour. Where pupils require support, staff will endeavour to share and discuss strategies so that parents can better support at home.

If a parent has any concerns over the way in which the school has treated their child, they should initially contact the class teacher. If the concern remains, they should then contact their child's Key Stage Leader, then if necessary the Headteacher. If the concern lies with the Headteacher, parents should contact the chair of governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Monitoring

The HOS monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and the data from the school, if necessary, they make recommendations for further improvements.

The class teacher keeps a record of minor incidents in a class and monitors this to ensure pupils receive the correct support, and as an indication of any referrals that may need to be made both within school and to external agencies.

Midday Supervisors and other staff also keep a record of incidents that occur at playtimes.

All behaviour letters are saved onto the administration computers in the 'inclusion' file. This includes lunchtime and classroom behaviour, Seclusions and Exclusions. Copies of all exclusion letters are also kept in pupil files.

It is the responsibility of the governing body to monitor the rate of fixed-term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

Anti-Bullying

Statement of Intent

Here at the Conatus Federation, we are committed to providing a caring, friendly and safe environment for all of our children so that they can learn in a relaxed and secure atmosphere. We believe everyone has the right to be safe and to enjoy and achieve, making a positive contribution. We thus aim to create a positive and caring environment where anti-social and bullying behaviours are not tolerated and one that values every member of our multi-cultural community.

Bullying of any kind is unacceptable at our school. Bullying causes pain and stress to victims and is never justified or excusable as 'kids being kids', 'just teasing' or any other excuse. The victim is never responsible for being a target of bullying. If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school, meaning that anyone who knows that bullying is happening is expected to tell staff.

We take seriously our responsibilities to the wider community that we serve and believe that the values we instil in our children will enable them to make positive contributions towards making our homes, communities, neighbourhoods, streets, recreation areas and workplaces free from fear and intimidation

This policy demonstrates how we:

- Promote good and caring behaviour,
- Challenge attitudes about behaviour and bullying,
- Put in place procedures aimed at preventing bullying and dealing with it, should it occur
- Promote understanding of the needs of victims and perpetrators of bullying

Definition of Bullying

Bullying is any behaviour which is deliberately and repeatedly intended to hurt, intimidate, frighten, harm, upset or exclude anyone, thus making it difficult for them to defend themselves. Bullying results in pain and distress to the victim. In short, Bullying is 'lots of times and on purpose'.

We say that people are subject to bullying when actions are:

- Deliberately hurtful
- Intended to intimidate, insult, frighten, harm or exclude a person
- Repeated
- Undermining and causing unnecessary distress
- Difficult for those subjected to defend themselves
- Based on imbalance of power

Bullying can be

- Emotional – being unfriendly, excluding, tormenting (ie hiding books, threatening gestures)
- Physical – pushing, kicking, hitting, punching or any use of violence
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact or sexually abusive comments
- Homophobic – because of, or focussing on the issue of sexuality
- Verbal – name-calling, sarcasm, spreading rumours, teasing
- Cyber – All areas of internet such as email and internet chat room misuse, mobile threats by text messages and calls, misuse of associated technology i.e. camera and video facilities

Some examples *may* be:

- Name calling
- Violence
- Threatening words or behaviours
- Ridicule
- Spreading unpleasant stories

Preventing and changing attitudes to bullying...

Why is it important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect and children who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

We aim to prevent bullying by:

- Having a 'Whole School Anti-Bullying Promise' with pledges that we adhere to (see below for pledges)
- Using the curriculum, especially PSHE (Personal, Social, Health and education), RE, circle time and assemblies to raise awareness of the school's expectations
- Consistently following our behaviour policy that requires all staff to be positive role models
- Encouraging children to behave positively and to reject anti-social behaviour in and out of school
- Involving all children, staff, parents and carers and governors to actively prevent bullying
- Giving support to children who are bullied
- Giving guidance, support and sanctions to bullies to help them change and to make amends for their behaviour
- Encouraging a conscience based approach to help everyone to have integrity and to do the right thing for themselves and others
- Seeking support and help from outside agencies when necessary
- Openly dealing with incidences of bullying where appropriate
- Ensuring that all staff are approachable by children
- Ensuring children are well informed about who they can tell and how they will be responded to.
- Ensuring that staff are available in all parts of the playgrounds at playtimes
- Ensuring that play equipment is available for children at playtimes
- Holding an annual 'Anti-bullying week'
- Involving parents in the prevention and responses to bullying
- Playground Prefects to encourage/support friendships
- Parent information events/information provided information and events for parents so they understand our ethos and how we try to stamp out bullying
- Staff training and development for all staff to identify or prevent all forms of bullying
- Counselling and/or Mentoring

Everybody should enjoy our school equally, and feel safe, secure and accepted regardless of colour, race, gender, sexuality, popularity, athletic ability, intelligence, religion and nationality.

All reported incidences of bullying will be investigated and taken seriously

- All governors, teaching and support staff, children and parents should understand what bullying is
- All governors and teaching and support staff should know what the school policy is on bullying, and follow it when bullying is reported
- All children and parents should know what to do if bullying arises
- As a school we take bullying seriously. Children and parents should be assured that they will be supported when bullying is reported
- Bullying will not be tolerated

Investigating allegations of bullying

All reported incidences of alleged bullying will be taken seriously, recorded and thoroughly investigated. All allegations will be recorded in the 'Bullying/racism log (folder)' and returned to the Head of School, even if no further action is deemed necessary.

The initial investigation will normally be carried out by the class teacher of the alleged victim, although on rare occasions if the seriousness of the allegation warrants it, it may be appropriate to involve a Senior Leader or the Head of School from the start.

BULLYING OUTSIDE THE SCHOOL PREMISES

Schools are not directly responsible for bullying that occurs off the premises but we know that bullying can occur outside the school gates and on journeys to and from school. The bullying may be done by pupils from our own school, by pupils from other schools or by people who are not at school at all. Where a pupil or parent tells us of bullying off the school premises we will:

- Talk to pupils about how to avoid or handle bullying outside of school.
- Talk to the Headteacher of another school whose pupils are bullying.
- Talk to the police.

The DfES says that, "exceptional failure to take disciplinary steps to combat harmful behaviour outside the school might breach the school's common duty of care." Legal Services advise that schools can take disciplinary action against pupils for incidents that occur outside of school.

Signs and symptoms

A child may indicate by signs or behaviour that he or she is being bullied. This could be bullying in school or could be taking place outside school. Adults should be aware of these possible signs and that they should report any concerns to the designated person in line with the school's child protection procedures (i.e. HOS). If a child:

- is frightened of walking to or from school
- doesn't want to go to school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide, or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning

- begins to do poorly in school work
- goes home with clothes torn or books damaged
- has possessions which are damaged or have 'gone missing'
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually 'lost'
- has unexplained cuts or bruises
- goes comes/ home hungry (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures

- Staff who have concerns report verbally to the designated person (HOS)
- A note of these concerns is recorded in the bullying/racism log book (folder) and any necessary evidence gathered
- The concerns will be investigated and recorded and the children involved spoken to
- Parents should be informed and in serious cases, a meeting will be set up to discuss the problem
- If necessary and appropriate, police will be consulted
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
- Attempt will be made to help/support the bully (or bullies) change their behaviour (reflect on their actions) and to make amends

Outcomes

- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- In serious cases, suspension or even exclusion will be considered
- If possible, the children will be reconciled
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place

Monitoring

The HOS will monitor all instances of bullying. Bullying report forms are monitored termly to identify any patterns of behaviour that might require preventative actions.

Review

This Policy will be reviewed annually and updated as necessary. As part of the review process any views and suggestions arising from pupils, staff, governors and parents will be considered.

Prevention

Anti-bullying education and support, forms part of the school's PSHE / SEAL curriculum. Children are given support through conflict resolution

Approaches to take when dealing with Bullying:

- Problem solving
- Interrogation
- Role play
- Discussion
- Circle time
- Referring to the Whole-School Anti-bullying promise and the pledges signed. These being:
 - *Value student differences and treat others with respect*
 - *Not become involved in bullying incidents or be a bully*
 - *Immediately report all incidents of bullying to a teacher*
 - *Talk to teachers and parents about concerns and issues regarding bullying*
 - *Provide a good role model for younger students and support them if bullying occurs*

I acknowledge that whether I am being a bully or see someone being bullied, if I don't report or stop the bullying, I am just as guilty.

HELP ORGANISATIONS:

| | |
|-------------------------------------|--------------------------------------------------------------|
| Advisory Centre for Education (ACE) | 0808 800 5793 |
| Children's Legal Centre | 08453454345 |
| KIDSCAPE Parent's Helpline | 08451205 204 |
| Parentline Plus | 0808 800 2222 |
| Youth Access | 020 8772 9900 |
| Bullying Online | www.bullying.co.uk |
| Kidscape website | www.kidscape.org.uk |



Anti-Bullying Policy - Poster

Bullying is any behaviour which is deliberately and repeatedly intended to hurt, intimidate, frighten, harm, upset or exclude anyone. (Lots of times and on purpose)

What do adults in school do to stop bullying?

- Teach pupils about how to treat people kindly, fairly and with respect in assemblies, PSHE lessons, circle time, assemblies and RE.
- Reward pupils for good behaviour and good learning.
- Hold an Anti-Bullying week and anti-bullying workshops for parents in school every year
- Provide lots of play equipment so that pupils are enjoy their playtimes.
- Many staff on duty at break times so that there are adults in all playground areas
- All staff make sure that they make time to talk to children about any worries they may have.
- Parents can talk to teachers after school if they have any worries about their child.
- Worry boxes in classrooms so that teachers know when pupils are upset and can help them
- Place buddies in the playground and dinner hall to support pupils if they feel upset, left out, get angry etc

What happens when a pupil is bullied?

- A teacher will carry out an investigation to find out exactly what has been happening.
- All bullying incidents are recorded on a 'Bullying log' folder and kept in the Headteacher's office.
- Parents of the Bully and Victim will be spoken to by the teacher.
- The Bully will be punished, as well as supported in recognising the effects of their behaviour and how to change it. They will make up for their actions and may be given ongoing support from a Learning Mentor.
- The Victim will be supported in how to deal with unwanted behaviour and protected to ensure their safety.

Review

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

Agreed Date: August 2021 Review Date: Autumn 2022

Positive Behaviour Management policy – physical intervention

Appendix 1

In the Conatus Federation, we are committed to a positive behaviour policy which encourages children to make positive behaviour choices. On rare occasions, circumstances may result in a situation that required some form of physical intervention by staff. Our policy for physical intervention is based upon the following principles: -

- Physical intervention should be used only as a last resort when other appropriate strategies have failed.
- Any physical contact should be only the minimum required.
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned.
- Incidents must be recorded and reported to the HOS as soon as possible.
- Parents will be informed of each incident.

The Legal Framework

Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persona who are authorised by the HOS who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following: -

- Causing injury to his/herself or others
- Committing an offence
- Damaging property
- Prejudicing the maintenance of good order and discipline'

Our approach

At our schools we aim to avoid the need for physical intervention and regard this as a last resort in a minority of situations. We always aim to deal with behaviour using a positive approach and therefore this appendix should be read in conjunction with our Behaviour Policy. It is not possible to define every circumstance in which physical support would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act with the School's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of children during the schools day, or during other supervised activities, they are acting in *loco parentis* and have a 'Duty of Care' to all children they are in charge of. They must therefore take reasonable action to ensure **all** pupils' safety and wellbeing.

Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

Use of physical support

Physical support should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allows the pupil to regain self-control. It should never take a form which could be seen as punishment.

Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this. What constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. Teachers should apply Approach Training they received to de-escalate where possible and should only use the appropriate holds as practised in the training. However, as a general rule, only the force necessary to stop or prevent danger should be used, in accordance with the guidelines below.

In all circumstances, alternative methods should be used as appropriate with physical intervention or restraint, a last resort.

When physical restraint becomes necessary:

DO

- Tell the pupil what you are doing and why
- Use the minimum of force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the pupil's compliance

DON'T

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil
- Use physical restraint or intervention as a punishment

Actions after an incident

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. **The HOS should be informed of any incident as soon as possible** and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.

If the behaviour is part of an ongoing pattern, it may be necessary to address the situation through the development of a behaviour IEP, which may include an anger management programme, or other strategies agreed by the SENCOs. This may require additional support from other services, for example the LA BST.

In some circumstances a CAF may be appropriate to help identify an additional need for a particular child.

It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

All incidents must be recorded immediately in the Bound and Numbered book, which is located in

the Head of Schools' office. All sections of this report should be completed so that any patterns of behaviour can be identified and addressed.

In the event of any future complaint or allegation this record will provide essential and accurate information.

A member of the Senior Leadership Team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

Risk Assessments

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

- Strategies to be used prior to intervention
- Ways of avoiding 'triggers' if these are known
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate
- The schools' duty of care to all pupils and staff

Complaints and Allegations

A clear Positive Handling Policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under the complaints disciplinary or allegation management procedures.

It is our intention to inform all staff, pupils, parents and Governors about these procedures and the context in which they apply.

References

The Use of Force to Control or Restrain Pupils 2007 DCSF

Care and Control Guidelines 2006 ER CFAS

Safeguarding Children and Safer Recruitment in Education 2007

Schools Behaviour Policy

Schools Child protection Policy

Schools Safe Working Policy

Schools SEND Policy

Bound and Numbered Book (RECORD OF PHYSICAL INTERVENTION OR RESTRAINT)

Positive Behaviour Management policy – searching pupils

Appendix 2

Searching with Consent

Schools' common law powers to search:

- School staff can search pupils with their consent for any item
- Schools are not required to have formal written consent from the pupil for this sort of search

It is enough for the teacher to ask the pupil to turn out their pockets or if the teacher can look in the pupil's bag or tray and for the pupil to agree.

If a member of staff suspects a pupil has a banned item in their possession, they can instruct the pupil to turn out their pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.

A pupil refusing to co-operate with such a search raises the same kind of issues as where a child refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, an appropriate sanction should be applied.

Searching without Consent

What can be searched for?

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property.

Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Who can search?

The HOS, or a member of the schools' staff who has been authorised to do so by the HOS. The HOS should decide who to authorise to use these powers. There is no requirement to provide authorisation in writing. However, staff can refuse to conduct a search.

Under what circumstances?

You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.

There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you without a witness present, but only where you reasonably believe that there is a risk that

serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

When is it appropriate to search?

If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

Location of a search

Searches without consent can only be carried out on the school premises or, if elsewhere where the member of staff has lawful control or charge of the pupil, for example on school trips or in the training settings.

During the search

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer Clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats, shoes, boots, gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes trays and bags. The power to search with consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do. Authorised staff are able to search trays for any item provided the pupil agrees. It is a condition of having a tray that the pupil consents to have these searched for any item whether or not the pupil is present. If a pupil does not consent to a search, then it is possible to conduct a search without consent but only for the 'prohibited items' listed above.

After the search

The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.

Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Items found as a result of a 'without consent' search

A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or may be evidence in relation to an offence. Any items seized should be disclosed to and discussed with the HOS and dealt with appropriately, following the advice of the Department of Education document 'Searching, Screening and Confiscation – Advice for Headteachers, school staff and Governing Bodies'.

Informing parents and dealing with complaints

There is no requirement to inform parents before a search takes place or to seek their consent to search their child. There is no legal requirement to make or keep a record of a search. However, the

school will inform the individual pupil’s parents or guardians following a search, though there is no legal requirement to do so. Complaints about searching and confiscation should be dealt with through the school Complaints Procedure.

Signed by:

Chair of Governors: Date:
(Conatus Federations)

Executive Headteacher: Date:

Agreed September 2021 - To be reviewed annually – Autumn 2022