



Orchard Junior School

Growing together. **Branching out.**

Behaviour and Anti-Bullying Policy

Last Review Date:	December 2024
Reviewer:	FGB
Review Cycle:	Annually
Next Review Date:	Autumn 1 2025
Notes:	Policy is monitored and evaluated by Senior Teachers/Deputy HT and PSHE Co-ordinator reporting to the HT. Policy is shared with parents and staff on an annual basis via the school website.
Statutory/Published on Website:	Yes/Yes

Principles

- Children have a right to attend a school in which learning takes place without disruption from other pupils
- Teachers have a right to teach

Rationale

We believe that learning can only take place in an environment that provides security, praise, tolerance and care. Children and adults need to be valued and encouraged within an atmosphere of mutual trust and respect, where there is an overriding enjoyment in learning, and in line with British Values.

The ethos of the school is established by:

- promoting a whole school vision which is shared by all the adults and children
- common and consistent expectations
- a common Teaching and Learning Policy.

The above is fostered between adults and children by:

- example
- discussion
- questioning
- reflecting
- praise

Expectations

All staff will take responsibility for children's behaviour throughout the school. All children will know the limits and boundaries and these will be clear to the children, staff and parents.

Our school recognises that encouraging and praising good behaviour will promote a positive ethos and caring atmosphere for all to work in. It is important to provide praise at every possible opportunity.

In accordance with the Governors' Written Statement of Behaviour Principles (Appendix B), the school will:

- Follow the guidance on sanctions in the statement
- Involve other agencies as necessary to give behavioural support
- Use reasonable force in line with the school's Physical Intervention Policy
- Utilise search powers in line with Department for Education Guidance

Our School Rules

Our School Rules are based around 6 key responsibilities. Each class will discuss these at the start of the school year and they will be displayed in classrooms for constant use throughout the year.

These rules are:

- 1) We should listen to and follow instructions
- 2) We should be honest
- 3) We should work hard
- 4) We should look after school property

- 5) We should remember our belongings
- 6) We should be kind and respectful to others

Management of Good Behaviour

Good behaviour will be promoted by good relationships and based on respect for each other and each other's property. The agreed expectations, held and implemented by everyone in the school, are the key to good behaviour. Everyone is responsible for supporting and encouraging good behaviour. Children should know and be regularly reminded of school expectations.

We believe it is important to give all children genuine praise for good behaviour.

Positive behaviour will be supported and encouraged through the P.S.H.E. Policy and R.E. curriculum. As part of our behaviour expectation we encourage respect for the values, customs and cultural heritage of all children. We aim to provide a disciplined, but very caring environment, in which every child can feel secure, happy and valued.

Reinforcement of Good Behaviour

Good behaviour will be encouraged by:

- well planned and appropriately differentiated lessons
- a punctual start and end to lessons
- a variety of activities within lessons
- the pace of lesson
- clear expectations of behaviour
- opportunities provided for outdoor play and range of extra-curricular activities
- consistent application of the Behaviour Policy.

Rewards for Good Behaviour

Positive reinforcement for good behaviour or work is related to the individual child and when this occurs we may use any of the rewards below:

- Instant and appropriate use of specific praise.
- House Points.
- *Star of the Week* – teacher will select 2 children each week to be celebrated in assembly
- Lunchtime supervisors will promote good behaviour at lunchtimes and will offer reward (house point) when appropriate.
- The House with the most points at the end of the week will be announced in the Friday star assembly.
- At the end of each term, the winning house receives a reward to celebrate their success. They will be joined by the 5 children in each class with the highest number of house points.

Management of Unacceptable Behaviour

Unacceptable behaviour is where one of the 6 Orchard rules is not adhered to. For the majority of these rules, the child will receive a verbal reminder from a member of staff. If they continue to break the rule then they will receive a warning.

At each stage the member of staff will clearly and calmly tell the pupil the school rule they are not meeting and that they are at risk of incurring a "warning". This may be interpreted as a "chance" to alter behaviour.

What are the consequences to receiving a warning?

Warning number	Consequence	Intended impact
1	Written record on class warning sheet	Reminder to the child of the expected behaviour. Child to settle back to learning
2	Written record on class warning sheet	Reminder to the child of the expected behaviour. Child to settle back to learning
3	Written record on class warning sheet Sent to the year leader's classroom for 10 minutes with work.	Reminder to the child of the expected behaviour. Time out opportunity so that the child, class and staff can restore a good learning atmosphere in the classroom
4	Written record on class warning sheet. Sent to a Senior Teacher until the end of the lesson / 30 minutes taking the class work with them.	Reminder to the child of the expected behaviour. Time out opportunity so that the child, class and staff can restore a good learning atmosphere in the classroom. Senior Teacher to discuss the reasons for the behaviour.
5	Written record on class warning sheet Sent to the Head / Deputy taking the class work with them. Maybe asked to work under the supervision of the Head / Deputy	Reminder to the child of the expected behaviour. Time out opportunity so that the child, class and staff can restore a good learning atmosphere in the classroom. Head / Deputy to discuss the reasons for the behaviour.

Loss of breaktime and/or lunchtime may be implemented at any time as a further response to the above, or at the discretion of the teacher for failure to complete assigned work, at no time should a child be left unsupervised.

At no time will a child be kept after school by any member of staff unless this has been agreed by the Head / Deputy Head.

What are the consequences of continuing to receive warnings?

Number of warnings	Consequence	Intended impact
<p>5 or more occasions of receiving 3 warnings during one half term.</p> <p>If the green card doesn't work after a week then year leader repeats with green card.</p>	<p>"Green card" issued and a call home to parents by the Class Teacher to discuss behaviour</p> <p>At this stage a meeting will be offered between the class teacher, Year leader and parents / child to discuss strategies to support the behaviour.</p>	<p>Visual reminder to the child of the expected behaviour.</p> <p>Daily report via green card to monitor behaviour in lessons / playtimes between school and home.</p>

After each half term there will be a fresh start. However, senior teachers have the responsibility of overseeing trends in behaviour and there may be occasions where this fresh start does not apply.

Senior teachers collate behaviour data at the end of each term, reviewing the number of warnings. Staff will meet with children and, in some cases, communicate with parents. In a small number of cases, certain children may need their own individual behaviour system developed.

Sanctions for Unacceptable Behaviour

There are 2 levels of sanctions. Most behaviour will be dealt with through the warning system above. However, on the rare occasion when a child's behaviour is severe (severe misconduct), or the above routine has been exhausted without improvements in the behaviour, the normal system is bypassed and a member of the senior management team will become involved. They may issue either a "severe clause" or a "caution". In these cases a member of SLT will investigate the incident.

Severe Misconduct: (this bypasses warnings)

1. Causing deliberate physical injury to somebody (including serious fighting)
2. Use of highly inappropriate behaviour (e.g. serious aggressive, threatening, online or sexualized behaviour)
3. Total refusal to follow instructions and do what is asked.
4. Swearing (including offensive hand gestures or online comments) at a member of staff
5. Theft or deliberate damage to property.
6. Discriminatory language towards others (e.g. based on age, disability, gender, family, race, sexual orientation, religion or belief)

7. Malicious accusation against a member of school staff

Response to Severe Clause by Headteacher or Deputy:

1. A record of the incident to be recorded on CPOMS.
2. Parents informed via phone call that there has been an incident before the child goes home for the day. Letter sent home, on the same day, outlining the reason for the severe clause. Behaviour Policy also included, requesting that a parent go through this with their child.
3. Child to explain reasons for actions. Write a letter of apology where appropriate.
4. Child to have time out of class with work to be supervised by Head. Breaktime and lunchtime will automatically be lost for at least 3 days. The child will be supervised for these breaks, away from other children. In addition to this, the child may be required to work in a different class.
5. For break time/ lunch incidents, children will return to class, but will stay in an allocated place for the next break time to write an apology letter and at lunch time to work.
6. In appropriate cases, parents will be contacted to collect their child.
7. Loss of school privileges (e.g. unable to be a member of a school sports team / continue with a monitor job / attend a school led after school activity)

Following an investigation, a senior member of staff has an option to issue a "caution" instead of a severe clause. A child cannot receive 2 cautions in the same half term. The incident needs to be recorded on CPOMS.

Support for school staff, who have been the victim of one of the above, see the Staff Wellbeing Policy.

The school response to a severe clause will be dependent on the number of entries he/she has had in any given half term. Each half term is a fresh start.

First severe clause:

- Parents contacted a member of staff to discuss the events leading to the severe clause. A letter sent home, via Arbor, with a link to the Behaviour Policy. Parents asked to speak to their child.

Second severe clause:

- As above, but in addition the parent will be asked to see the Head / Deputy.

Third severe clause:

- Interview with parents to consider exclusion. Exclusions may range from short term, to long term, internal, lunch times or permanent.
- Once a child receives an exclusion then they make a fresh start.

Sexual Harassment and abuse

Any inappropriate contact or conduct will be dealt with in a timely fashion and taken seriously by all staff.

With reference to Child Protection Policy and Brook Traffic Light Toolkit, the class teacher in conjunction with the Year Leader, will deal with incidents indicating signs of this initially.

Once the investigation is complete, the Year Leader will decide if it is to be investigated further by a member of SLT. Where concerns are more significant, concerning or ongoing then this will be referred immediately to DSL's.

Behaviour while off school site

We expect the pupils to follow the Orchard Junior School's Behaviour Policy when off-site (e.g. swimming, on school trips or travelling to and from school). The levels of consequences are also applicable, with appropriate reasonable adaptations at all times when children are representing the school. This includes all times when children are wearing school uniform.

The Education and Inspections Act 2006 gives Head teachers the statutory powers to discipline pupils outside the school gates, "to such extent as is reasonable." Where incidents outside school are witnessed by school staff or reported to the school the Head teacher will use their discretion, and if discipline is deemed necessary, it will be applied in line with the Behaviour Policy. This decision will be made the next time the pupil is on school property.

Pupils may be disciplined for any misbehaviour when the child is:

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

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

We investigate incidents thoroughly. We treat all children fairly, following the sanctions that have been listed earlier, and take account of individual children's needs acting in accordance with our SEND Policy.

Class Display

The six Orchard rules and the associated sanctions will be displayed clearly in the classrooms.

All staff will use these rules.

Sanctions for unacceptable behaviour at lunchtime

Lunchtime supervisors will communicate with the class teacher regarding behaviour that breaches the six rules. Class teachers review this information for children in their class and deal with it appropriately.

Continued Unacceptable Behaviour

Where unacceptable behaviour continues any of the following strategies may be used:

- Complete the Hampshire Environmental Behaviour Checklist. (Available from the SENDCo.)

- The teacher and SENDCo will complete an Individual Behaviour Management Plan (IBMP) with parents or guardians. (Available from the SENDCo.)
- Involve outside agencies.

Inclusion

The school will promote a policy of inclusion but in extreme circumstances the Headteacher may have to consider the possibility of exclusion in the interests of safety and well-being of all the children. This would only happen if all other avenues had been explored. All attempts to reach an agreeable solution with the child's parents would be made.

The safety and wellbeing of all pupils and staff is paramount. Some pupils may require specialist intervention from the Special Educational Needs and Disability Coordinator (SENDCo) and other external agencies. We take into account the needs of all pupils and provide a range of additional support as stated in our SEND Policy which is published on the school's website along with our offer of provision.

For children whose behaviour is impacting on their education, it may become necessary to make a referral to outside agencies. See the SEND Policy for more detail.

When reviewing pupil behaviour due consideration should be made to the Safeguarding Policy and child welfare. Please see the Safeguarding Policy for more detail.

Exclusion

Parents will be made aware of the possible consequences of their children's continued unacceptable behaviour including exclusion

Formal Suspensions and Permanent Exclusions

At Orchard Junior School we believe that teachers have the right to teach and that children have the right to learn. If a child seriously breaches the school's Behaviour Policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Head teacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. We follow the current Hampshire exclusion guidance:

<https://www.hants.gov.uk/educationandlearning/educationinclusion/service/exclusion>

If a child continues to seriously breach the school's Behaviour Policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Head teacher may take the decision to permanently exclude the child.

In exceptional circumstances where the safety of the pupil, other pupils, the staff, parents or the general public has been compromised, the said pupil may be permanently excluded for a first or 'one-off' offence.

In reaching the decision on whether to suspend or permanently exclude, the Head teacher will refer to the statutory DFE Guidance 'Suspensions and Permanent Exclusion from maintained schools, Academies and pupil referral units in England' September 2012 (updated August 2024). Where suspensions or permanent exclusion is deemed necessary, the parents and child will be fully informed and the child will be given the opportunity to give an account of events.

Physical Restraint and Reasonable Force

Please refer to the Restrictive Physical Intervention Policy for further information, copies of which are available from the school office.

Banned Items - Screening, Searching and Confiscation

School staff can search a pupil for any item, with their agreement. The agreement of a pupil is not needed if the authorised member of staff has reasonable grounds to suspect that the pupil may have a banned item.

Banned items include¹:

- Fire lighting equipment – e.g. matches, lighters
- Knives or weapons (or other tools/items that could be used as a weapon)
- Solvents, aerosols, pepper sprays and gas canisters
- Dangerous chemicals (e.g. strong acids, alkalis, bleaches and hair dyes)
- Alcohol
- Any form of illegal drug
- Laser or LED pens
- Stolen items
- Tobacco, cigarette papers or cigarettes
- Vapes/e-cigarettes
- Fireworks or explosive of any kind
- Literature or images that would incite any form of hatred (e.g. racist, religious and homophobia)
- Pornographic images or literature
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to, the property of any person (including the pupil).

In addition to these banned items the school considers that the following items should not be brought to school:

- Electronic devices games
- Chewing gum/bubblegum
- Fizzy drinks
- Glass containers
- Smart watches

Where a parent wishes their child to have a mobile phone, it should be given in at the office on arrival and collected at the end of the school day. No phones are to be stored in the cloakroom / lockers. The school reserves the right to confiscate electronic devices and to delete any unauthorised pictures or video recordings.

¹ Please note this list is not exhaustive

All staff are authorised to carry out a search. There will also be another member of staff present as a witness. Wherever possible, this will be a senior member of staff. Government guidelines state that whenever possible the member of the staff should be of the same sex as the pupil being searched, as should the witness; however it is realised that with the staffing composition of the school, this is not always possible.

Pupils may be required to remove outer clothing during a search but not clothing that is next to the skin or immediately over an undergarment. Pupils' coats, pockets, bags, trays, pencil cases etc. may be searched. Members of staff may use reasonable force when conducting a search for prohibited items. There is no requirement to inform parents that their child is to be searched and parental consent is not required before a search is carried out. Parents will be informed where prohibited items are found.

The Power to Seize and Confiscate Items

The Education and Inspections Act 2006 enables school staff to confiscate, retain or dispose of a pupil's property, where reasonable to do so. Weapons, controlled drugs, stolen items, extreme or child pornography or articles used to commit an offence or to cause personal injury will be delivered and reported to the police. In some circumstances, failure to comply with these rules and use of items as a weapon to cause or intend on causing harm could lead to an exclusion.

Anti-Bullying Policy

What is Bullying?

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

Bullying is, therefore:

- deliberately hurtful
- repeated, over a period of time
- difficult to defend against

Bullying can include:

Type of Bullying	Definition
Emotional/social	Being unfriendly, tormenting, excluding, family name calling, running away from someone, encouraging other friends not to talk to/play with someone, passing notes, hiding belongings, pointing at
Physical	Hitting, pushing, kicking, any use of violence, taking another's belongings. spitting
Sexual	Explicit sexual remarks, sexual gestures, sharing sexual material, comments about sexual reputation, unwanted physical attention, inappropriate touching
Direct or indirect verbal	Sarcasm, name-calling, teasing, spreading rumours, swearing at them discriminatory remarks
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video or written content generated by artificial intelligence (AI)
Prejudice based and discriminatory, including: <ul style="list-style-type: none">● racial● faith-based● gendered (sexist)● homophobic/biphobic● transphobic● disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (eg: race, sexuality, gender)

Bullying can happen anywhere: at school, travelling to and from school, in sporting teams, between neighbours or in the workplace.

What Can We Do To Minimise Bullying?

- Raise awareness of the range of behaviours which can be classified as bullying by embedding in PSHE lessons, assemblies and frequent class discussions
- Regularly refer to the expected standard of behaviour expected at Orchard, with reference to the six Orchard apples
- Regular reminding of the duty of all pupils to follow the behaviour policy at school
- Regularly discuss friendship problems within the classroom, in a timely and assertive manner, reinforcing with the children that we take these matters seriously
- Use drama for role play on the consequences of bullying
- Involve the School's Council in how we can deal with behaviours which constitute bullying
- Opportunities for children to give feedback on their experience of the behaviour and incidents of bullying at school, in order to support the evaluation, improvement and implementation of the bullying policy
- Frequently and publicly reward non-aggressive/kind behaviour
- Identify contextual safeguarding concerns as a school and ask the staff to be extra vigilant
- Respond calmly and consistently to incidents of bullying
- Offer advice to parents when at a problem solving meeting.
- Record the incident according to the Hampshire guidelines.
- Be particularly mindful and observant of those pupils who are considered vulnerable within the school community
- Remind pupils at Orchard that pastoral support is available to them if they need help to meet the expected behaviour standards

What Will the School Do In the Event of Bullying Taking Place?

Getting the Whole Picture

1. The class teacher will be informed and, in the first instance, carry out the investigation.
2. There is a need to listen to all sides before resolving the issue, but the children should not initially be dealt with together.
3. Children will be told that all staff are available to the children should they need to tell someone that they feel bullied. This includes senior staff, ELSA, teachers, MSA's, office staff, learning support assistants, and the site manager. They are then responsible to pass the information on to liaise with the child's class teacher and then senior staff if appropriate.
4. Individuals concerned will be seen individually and the session(s) will be used as a way to explore the situation and not as a punishment. This is to show that a problem has been recognised and that something is being done.
5. The children must be helped to feel a sense of control and they will be involved in choosing solutions and the situation will be monitored and evaluated.

6. The child displaying the negative behaviour is also asked about ways in which the difficulty could be dealt with, will be helped to work with the solutions, and will be carefully monitored.
7. If the negative behaviour is deemed severe enough, the parents of all parties must be informed and the Behaviour Policy can be applied.
8. The outcome will focus on solutions.
9. Outside agencies can be called upon if the situation is deemed to be beyond the remit of the school eg. also in the community or not resolving despite measures put in place

Possible Helpful advice for the Victim

1. Never go anywhere alone, always have a witness.
2. Seek support from an adult as soon as possible if you feel unable to deal with the situation yourself
3. Try to show as little reaction as possible to the behaviour

Punishment of behaviour when identified as bullying:

Punishment should be visible and in school. If, after an agreed period of time with the parents and children involved, the situation has not improved, the following can be tried:

1. The pupil could lose their lunchtime play, sitting in a supervised quiet area
2. The pupil could do jobs around the school to help others.
3. The pupil could report at regular times to a senior member of staff and/or and ELSA
4. The pupil could be kept back each evening by 10 minutes (with the permission of the parent) so that others can go home safely.

ADVICE FOR PARENTS

Please inform the school as early as possible if you are the first to know. Do not tell your child to "fight back" or "deal with it". Do not try to deal with the child or parents directly, no matter how well you feel you know them.

To support parents, the following is taken directly from Anti-bullying guidelines for schools:

If you feel your child may be being bullied:

- *Encourage your child to talk about it, but be patient as he/she may be distressed*
- *Understand that bullying is something that is persistent over a period of time and not a one off incident*
- *Stay calm, but show you are supportive*
- *Avoid dwelling on sensitive issues*
- *Reassure your child that you are sympathetic and will do something about it*
- *Explain that it happens to most people at some time or another*
- *Try to help your child see the problem as a difficulty that can be solved*
- *Ask your child what ways they can see of changing things*
- *Find out if your child is doing anything to upset or antagonise other children*

- *Talk to staff at school about the bullying and WORK WITH THEM to improve the situation*
- *Help him or her to develop coping strategies e.g. always have a friend with them wherever they go, stay close to an adult, don't be afraid to talk to an adult, stand up firmly to the bully – tell them to “Go Away” or “Stop!”*
- *Help everyone to keep a sense of proportion to the situation.*

Hampshire County Council's guidance to parents in relation to exclusions is available here:

<https://www.hants.gov.uk/educationandlearning/educationinclusionsservice/exclusion>

Appendix A – Orchard Junior School rules





Appendix B

Governor written statement of behaviour principles

Under the Education and Inspections Act 2006 governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school. In pursuance of this requirement the governing body is required to make and review a written statement of general principles to guide the Head Teacher in determining measures to promote good behaviour and discipline amongst pupils. The purpose of this statement is to give clear advice and guidance to the Headteacher on which he/she can base the school Behaviour Policy. The statement also underpins the governing body's duties for safeguarding and promoting the welfare of children and the general duty to eliminate discrimination in accordance with the requirements of the Equality Act 2010.

School aims

We believe that parents, all school staff and governors should work in partnership and share responsibility for achieving our aims. Knowing each individual child is at the centre of our school aims.

School commitment

To prepare our children for the challenges they will face now and in the future by providing opportunities which promote the values of respect, confidence, resilience and independence.

Statement of principles and ethos

The governing body of Orchard Junior School believe that all pupils at our school should be able to take pride in their learning in order to achieve their full potential in an environment that is safe, orderly, happy and inspiring. When children leave our school at the end of Year 6 we want them to have achieved not only great academic success but be proud of their achievements and the person they have become. We believe that Orchard Junior School is a place where children are given the opportunity to become well rounded, thriving young people who will be confident, happy and safe as they move towards adulthood.

Our ethos for the school is one of mutual respect and courtesy, where all members of the school community relate well to and with each other, and where effective and successful learning can take place.

We have high expectations of everybody in our school community and there will be no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. We seek to eliminate all forms of discrimination, harassment and bullying.

The policy will be applied with consistency and fairness; with due regard to each individual circumstance and will ensure that the concerns of pupils are listened to and appropriately addressed.

There will be an emphasis on encouraging positive behaviour by:

- Setting a clear code of conduct (the Orchard Apples) which is consistent and fair to all.
- Making sure pupils know and understand the school rules
- Ensuring that pupils accept responsibility for their own actions and understand the consequences for inappropriate behaviour.
- Setting high expectations in relation to behaviour
- Creating an environment that is safe and enjoyable and encouraging pupils to report any undesirable behaviour
- Having reward systems that encourage and recognise positive attitude, achievement, responsibility and good behaviour
- Working in partnership with parents/carers to encourage their children to show respect and to support the school's Behaviour Policy
- Ensuring all staff actively help children to improve their behaviour through discussion with pupils and actively modelling positive relationships and behaviour choices.
- Where persistent inappropriate behaviours are observed all staff actively consider if there are any other needs underlying these behaviours and ensure that any additional support or adjustment required to address this is in place. This might include discussion with other members of staff, for example, the SENDCO.

Sanctions

It is recognised that on occasions sanctions will be necessary to show that misbehaviour is not acceptable and to deter other pupils from similar unacceptable behaviour. The use of sanctions will be to give pupils the opportunity to reflect upon and learn from their behaviour and where possible to make reparation.

Sanctions will be proportionate and the policy will set out clearly how, when and what sanctions will be applied, giving examples of behaviour that will trigger sanctions.

Sanctions will generally be stepped in accordance with the level of misbehaviour – however safety of the school community and pupil body is paramount. The governing body therefore supports the right of the school to permanently exclude pupils for a single offence where it is considered that allowing a pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school. (The school will follow government guidance on exclusions, unless there is good reason to depart from it.)

In all cases of serious misconduct, including those outside of the School, the Head Teacher will consider whether the police should be notified of the incident. The police and parents/carers will always be informed where the student's behaviour is criminal or is considered to pose a serious threat to any other person.

Involving other agencies

Some pupils, for example those with special educational needs, physical or mental health needs or looked after children can experience particular difficulties with behaviour and the school will seek to ensure that such pupils receive behavioural support according to those needs. If the behaviour is disruptive or puts other members of the school community at risk,

then the school will consider involving other agencies for a multi agency assessment as appropriate.

Use of reasonable force

Any use of force by staff to keep individuals from harming, or further harming themselves or others will be reasonable, proportionate, lawful and in line with the school's Physical Intervention Policy.

Searching pupils

In the interests of pupil safety, the school may also utilise their powers to search pupils for items prohibited by the school provided that this is conducted in accordance with the law and current Department for Education guidance. The policy shall include guidance on what constitutes prohibited items.

Scope of policy (power to discipline beyond the school gate)

The Behaviour Policy applies to pupils whilst on the school premises, when engaged in any extracurricular clubs or activities, sporting events or whilst on any educational trips/visits arranged by the school, including residential. The governors intend that the school rules and sanctions in the Behaviour Policy shall also apply in appropriate circumstances (where it is lawful to do so) to pupils when travelling to or from school and outside of the school day. This will normally be where the conduct in question could have repercussions for the orderly running of the school, affects the welfare of a member or members of the school community or a member of the public, or which brings the school into disrepute. This may include incidents arising in respect of the use of social media and other technology i.e. cyberbullying.

Allegations against staff

Where a pupil makes an accusation against a member of staff the Headteacher will deal with this in accordance with current advice on "dealing with allegations of abuse against teachers and other staff". Where such an allegation is made, appropriate support will be provided to the member(s) of staff affected.

Value Statements

The governors expect all pupils to:

- attend school regularly and on time and be ready to learn
- work hard and achieve their very best in class and when completing home learning
- Show respect for other people, their property and opinions.
- Follow the requests and instructions of staff at all times.
- Wear the correct school uniform
- Tell the truth
- Take a pride in the school site keeping it free from litter, graffiti and damage

- Show respect whilst in school and whilst representing the school.
- Be courteous towards staff, other pupils and the school's wider community
- Behave in a way which protects the health, safety and wellbeing of themselves and others.

Monitoring and Review

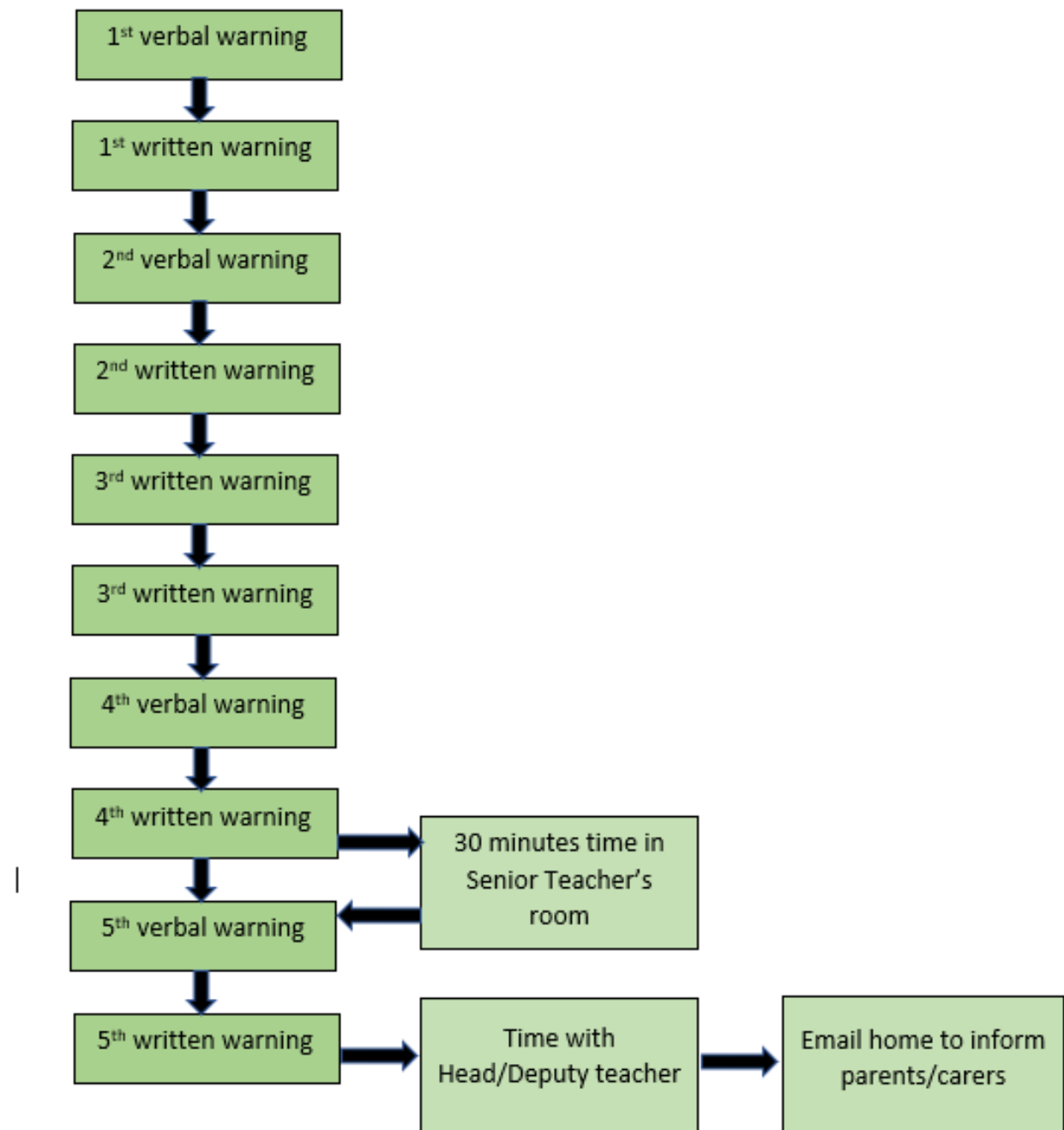
The Governance Board will review this statement and the Behaviour Policy annually unless changes at national or local level necessitate an earlier review.

The Headteacher will include in the policy who is responsible for evaluating and monitoring performance and annually collating information relating to behaviour and rewards to ensure the consistency and effectiveness of the policy. This information will be presented to the curriculum and standards committee.

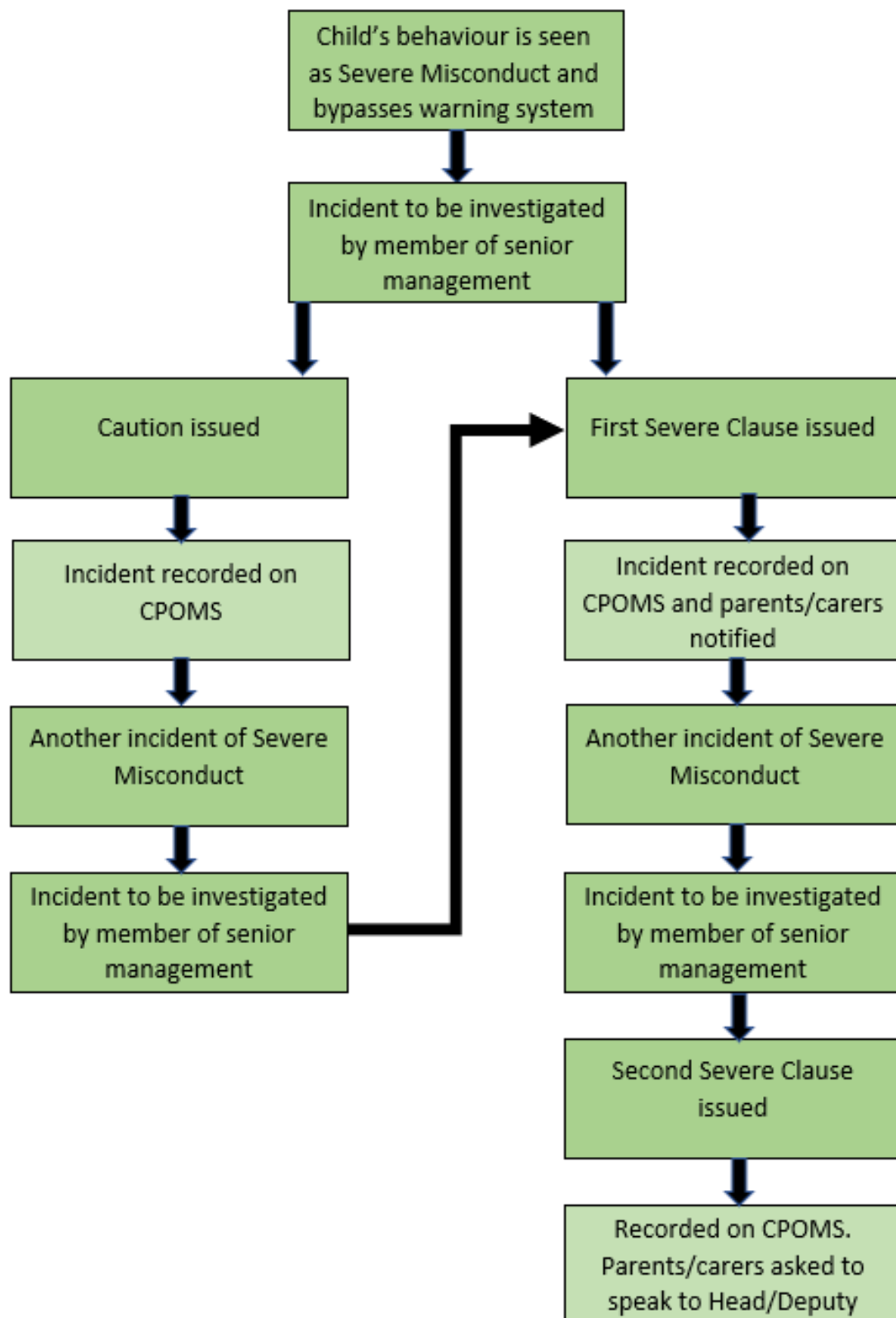
Consultation with other stakeholders in respect of the policy will be as follows:

- Pupils - ongoing dialogue throughout the year via individual meetings, school council meetings, governors and other pupil surveys.
- Staff - via staff meetings, performance management and staff surveys.
- Parents - via parental surveys, parent consultation evenings and complaint statistics.

Sanctions for unacceptable behaviour



Sanctions for unacceptable behaviour



Bullying incident report form

Incident details			
Date of incident		Time of incident	
Location / event			
Where did the incident occur?	<input type="checkbox"/> Large playground	<input type="checkbox"/> Small playground	<input type="checkbox"/> Toilet
	<input type="checkbox"/> Other (specify):		
Nature / type of incident			
<input type="checkbox"/> Extortion	<input type="checkbox"/> Written		
<input type="checkbox"/> Isolation – being ignored or left out	<input type="checkbox"/> Possessions – kit taken or damaged		
<input type="checkbox"/> Physical – being hit or hurt	<input type="checkbox"/> Forced into actions against will / hazing		
<input type="checkbox"/> Verbal – name-calling, taunting, mocking, threatening	<input type="checkbox"/> Cyber – online, social media, email, text, posting photos / videos		
<input type="checkbox"/> Spreading rumours	<input type="checkbox"/> Other (specify):		
Are there indications that the incident was motivated by any of these? Tick all that apply	<input type="checkbox"/> General appearance / demeanour	<input type="checkbox"/> Race / ethnic origin	
	<input type="checkbox"/> Disability / SEN	<input type="checkbox"/> Sexual orientation	
	<input type="checkbox"/> Gender / sexism	<input type="checkbox"/> Home circumstances	
	<input type="checkbox"/> Religion	<input type="checkbox"/> Sports ability	

Individuals involved				
	Name	Gender*	Age	Role*
1				
2				
3				
4				
5				
6				
* Gender: F – Female / M – Male / NB – Non-binary / Another – please write in				
* Role: V – Victim / R – Ringleader / A – Associate / B – Bystander				

	Brief summary of incident(s)

Action taken	
Include any sanctions, exclusions, parental involvement, or involvement with external agencies.	
Overall (include details if incident was referred on)	
With each individual involved (noted on page 1)	

Declaration	
Form completed by (print your name)	
Today's date	

Serious incident review form

Incident details				
Pupil name		Class		
Date of incident		Time of incident		
Where did the incident occur?	<input type="checkbox"/> Large playground <input type="checkbox"/> Small playground <input type="checkbox"/> Toilet <input type="checkbox"/> Other (specify):			
Pupil information	<input type="checkbox"/> LAC/PLAC	<input type="checkbox"/> SEN / EHCP	<input type="checkbox"/> EHH /CIN / CP	
Nature / type of incident (reasons to exclude – refer to guidance)				
<input type="checkbox"/> Physical assault against pupil <input type="checkbox"/> Damage <input type="checkbox"/> Physical assault against adult <input type="checkbox"/> Theft <input type="checkbox"/> Verbal abuse / threatening behaviour against pupil. <input type="checkbox"/> Malicious accusation against a member of school staff <input type="checkbox"/> Verbal abuse / threatening behaviour against adult <input type="checkbox"/> Persistent disruptive behaviour / Disruptive general behaviour <input type="checkbox"/> Bullying <input type="checkbox"/> Use or threat of use of an offensive weapon or prohibited item <input type="checkbox"/> Racist abuse <input type="checkbox"/> Abuse against sexual orientation and gender identity <input type="checkbox"/> Sexual misconduct <input type="checkbox"/> Abuse relating to disability <input type="checkbox"/> Drug and alcohol related <input type="checkbox"/> Inappropriate use of social media or online technology <input type="checkbox"/> Wilful and repeated transgression of protected measures in place to protect public health				
Are there indications that the incident was motivated by any of these? Tick all that apply	<input type="checkbox"/> General appearance / demeanour <input type="checkbox"/> Race / ethnic origin <input type="checkbox"/> Disability / SEN <input type="checkbox"/> Sexual orientation <input type="checkbox"/> Gender / sexism <input type="checkbox"/> Home circumstances <input type="checkbox"/> Religion <input type="checkbox"/> Sports ability			
Individuals involved				
	Name	Gender*	Age	Role*
1				
2				
3				
* Gender: F – Female / M – Male		* Role: V – Victim / R – Ringleader / A – Associate / B – Bystander		

Brief summary of incident(s)		
Action taken		
Include any sanctions, exclusions, parental involvement, or involvement with external agencies.		
Overall (include details if incident was referred on)		
With each individual involved (noted on page 1)		
Declaration		
Form completed by (print your name)	Date	CPOMS upload:

Pupil reflection sheet

Details			
Pupil name		Class	
Date of incident		Time of incident	
Where did the incident occur?	<input type="checkbox"/> Large playground <input type="checkbox"/> Small playground <input type="checkbox"/> Toilet <input type="checkbox"/> Other (specify):		
What happened? What choices did you make and why?			
What were your feelings?	<input type="checkbox"/> Cross / angry <input type="checkbox"/> Confused <input type="checkbox"/> Embarrassed <input type="checkbox"/> <input type="checkbox"/> In pain (physically hurt) <input type="checkbox"/> <input type="checkbox"/> Jealous <input type="checkbox"/>		
Describe how you behaved when you had these feelings			
How do you think the other person felt?	<input type="checkbox"/> Cross / angry <input type="checkbox"/> Confused <input type="checkbox"/> Embarrassed <input type="checkbox"/> <input type="checkbox"/> In pain (physically hurt) <input type="checkbox"/> <input type="checkbox"/> Jealous <input type="checkbox"/>		
I need to apologise to ... for			
Who could I have gone to for help?			

Pupil reintegration meeting notes

Date:	Child's name:	
DOB:	Class:	Attendees:
SEN/EHCP	LCA/PLAC	EHH/CIN/CP

Below are brief notes from the reintegration meeting, they are not intended to be a complete set of minutes from the discussion.

Brief reason for exclusion:	
Changes in circumstances that may impact on success	
Home	School
Additional support to be put in place	
Home	School
Child's voice	
Agreed goal:	
What will this look like when it is achieved	
Any additional comments	

Notes shared by email to:						
---------------------------	--	--	--	--	--	--

Graduated Response - how does the child respond to the Behaviour Policy and Practises *E.g. Staff to be aware that xx can find it difficult to remain on task and can be distracted by both internal and external stimuli. What works best is to ask xxx if he knows what he needs to be doing.*

Interval and lunchtime practices

- *It's helpful for xxx to have some structured lunchtimes e.g. homework club, or extra-curricular activities*

Managing all key transition points

- *Helpful to greet xxx at the door and ensure he has the right equipment for the lesson.*