



Positive Behaviour Policy

Updated December 2020

1) Introduction

Our main objective when considering whole school behaviour is to maintain consistency and fairness for all. We do this by expecting all staff to use the strategies detailed in this policy in a consistent way. At Shaftesbury, we feel that effective behaviour management is a very high priority. In order to deliver the curriculum effectively, the environment must be calm and well organised. Therefore, we aim for a high standard of behaviour and use a range of strategies to achieve this. It is important that all Shaftesbury Staff are very clear about Shaftesbury's expectations and these expectations are communicated to all children as consistent routine. We also hope that by adopting the guidelines outlined in this document, we will provide a framework for the creation of a happy, secure, orderly environment in which children can learn and also develop into caring, responsible people.

At Shaftesbury, we have some underlying principles that are central to our views on the management of behaviour as a whole school issue:-

- We believe that every child has the right to learn and it is not acceptable for anyone else to disrupt their learning.
- Creating the correct ethos is essential to learning. Building relationships founded on trust and co-operation is extremely important and an integral part of school life.
- That all children follow the 5Cs: care, consideration, commitment, co-operation and courtesy (See Appendix 1).

2) Aims

Our aims for behaviour management at Shaftesbury are as follows:-

- The children will develop a responsible, self-motivated and co-operative attitude towards their work and also towards their contribution to school life as a whole.
- Pupils will develop an awareness of their responsibility to apply this positive attitude towards their position in society.
- The children will achieve their potential in academic, social and behavioural achievement.
- The children will accept responsibility for their own environment and develop pride in their surroundings.

3) Roles and Responsibilities

Every member of staff is responsible for following the School's Positive Behaviour Policy. The Inclusion Team is responsible for co-ordinating the Behaviour Policy and for ensuring that it is implemented consistently. The Inclusion Team will support all staff and pupils regarding this policy and use outside agencies where applicable. We employ Learning Mentors and Teaching Assistants to lead small groups to support pupils with developing self-esteem, strategies for anger management, cooperative work and play skills where applicable.

4) Creating a Positive Atmosphere

As a staff, we can make the school a positive place to both learn and work by adopting certain strategies to make the children feel valued and cared for. A major aspect for the whole of Shaftesbury is the use of the 5s (care, consideration, courtesy, co-operation and commitment)

Effective behaviour management does not simply just happen - it needs to be worked at. We need to:

- set high standards
- apply rules consistently and fairly – according to children's individual needs

Relationships are a very important part of school life. Teachers should take the initiative and set an example by:-

- using please and thank you, and emphasising the need for good manners
- greet children when moving around the building and respond when greeted
- speak to the children - often a comment or a smile to a child, in passing, will relay to the child that he or she has been noticed

To create a positive atmosphere, examples of good behaviour should be highlighted:-

- Praise should be used often, but at appropriate times and in context
- Good behaviour should be rewarded
- Good role models should be commended

When dealing with a more confrontational situation, all members of staff should handle the children in the same way:

- Be calm

- Listen carefully to the things that the child is telling you
- Establish the facts
- Make a judgement only when you are certain of events
- Avoid confrontation whenever possible
- Use harsh punishments very sparingly

5) Values

We have the following values as part of our school culture: -

- Telling and looking for the truth
- Respecting the rights' of others
- Encouraging children to care for each other
- Accepting personal responsibility for actions
- Listening to and valuing each other's ideas
- Supporting each other and asking for help
- Being open and honest to create a secure and safe environment
- Acting considerately towards others and be polite
- To respect and celebrate our differences
- Respecting other people's feelings and need for space/time
- Promoting self-discipline
- Boosting self-esteem and achievement by raising expectations
- Respecting the property of other people and of the school
- Valuing and respecting other people's cultures and ethnicity

6) Whole School Approaches and Positive Attitude

The school recognises that the encouragement of positive behaviour and discipline is the result of a partnership between all staff, governors, parents/carers, children and other people in the community.

All of these partners have an important part to play and we recognise that the aim of this partnership is to offer the children the opportunity to develop self-discipline and to have high regard for themselves and all others in the community.

This policy is based on the principle that all children will develop high standards of behaviour according to their age, maturity; ability and that they must be treated and valued as individuals. Our approach to managing behaviour is to be seen within the context of the school's commitment to equality of opportunity. This awareness of Equal Opportunities is integral to the encouragement of positive behaviour within the school.

All staff will be responsible for encouraging positive behaviour amongst the children. We recognise that as role models to the children, staff must have high standards of behaviour towards themselves and the children.

All staff will have a positive attitude and are encouraged to acknowledge and reward appropriate behaviour and express approval. Staff will exhibit a range of positive controlling responses and give personal acknowledgement for positive efforts.

7) Our Expectations

At the beginning of each school year, whole school expectations and ground rules are shared in assemblies and in individual classrooms. Classes display their shared agreements so that they can be referred to throughout the year. Every class room will also display the schools ethos and 5Cs which are referred to throughout the year.

Include everybody.
Always support each other.
Tell the truth, be honest.
Always work hard and encourage team members to do their best.
Always welcome everyone, especially newcomers.
To respect each other's cultures and beliefs.
Treat others how you would like to be treated.
Appreciate the people around you.

8) Curriculum and Teaching Initiatives

The key factor in motivating and encouraging positive behaviour is the planning and teaching of an appropriate and effective curriculum that is differentiated to stimulate and engage all children.

Children behave and learn successfully when they feel responsible for their learning and success. The children are encouraged with guidance from staff to set and organise clear goals for themselves, reflect on their progress and work co-operatively with each other.

The school educates children within a moral, spiritual and cultural context. Many opportunities exist in school to enable children to develop a sense of values and moral code e.g. in all curriculum opportunities including RE/collective worship and PSHE. All staff will use all learning situations to foster positive behaviour and help children develop a sense of values and mutual respect.

Children are encouraged to think about their behaviour and its effect on others and to share in the responsibility for creating a better learning and caring atmosphere. 8 All staff should also take into account other factors that influence behaviour such as, hunger, tiredness, illness, difficulties at home, etc.

These issues will have to be dealt with on a one to one basis in partnership with parents and carers.

9) Self-Esteem

We believe at Shaftesbury, children must be encouraged to have a high self-esteem, as this is a major factor to influence positive behaviour. All staff will be expected to encourage self-esteem amongst the children and to provide appropriate care and support to all.

Staff should enable children to:-

- Experience success
- Know that they are valued as individuals by adults and other children
- Know their ideas and contributions are welcomed and acted upon
- Know that their efforts will be praised
- Be proud of their achievements

We have a range of strategies to promote self-esteem:-

- Encourage children to support their peers' self-esteem
- Encourage independent work
- By showing enthusiasm for children's efforts
- Encouraging self-criticism
- By providing an environment that allows children to take safe risks and challenges
- By giving genuine praise
- By giving all children the opportunity to be successful in different curriculum areas

All staff will be expected to be role models and to encourage self-esteem amongst the children, providing appropriate care and support to all.

10) Encouraging the Behaviour We Want

All staff will recognise the need to encourage and foster positive behaviour. We recognise the need to acknowledge appropriate behaviours and reward children's efforts on a range of levels. When children are rewarded for their good behaviour staff must make it clear to them and other children the reason for the reward. Staff should understand that effective praise helps the child to develop positive attitudes and foster intrinsic motivation.

The rewards we give are: -

- Points awarded on Trackit Lights
- PlayStation Club (Years 5 and 6)
- Giving responsibility - 2 pupils from each class selected to be 'Behaviour Buddies'.
- Reward notes and other special stickers.
- Through non-verbal praise e.g.: - approving look, nod, wink or smile
- Personal verbal praise
- Public praise, in groups or whole school assembly
- Choice of favourite activities.
- Gold Stars in books.
- Informing parents/carers using Marvellous Me.
- Prominent display of children's work.
- Achievement certificates
- A special prize from the box in the offices of Senior Staff.
- Certificates – 30, 60, 90, 150, 300 points
- Weekly - top 5 highest points winners names put into <https://www.classtools.net/random-name-picker/index.php> Winner gets a prize from teacher's prize box.
- Fortnightly class winner Trophy - Classroom star moved up
- Fortnightly House winner – star moved up an extra place for classes in that House

11) Rules

Within the school there are clear ground rules that relate to the school's expectations, which have been negotiated and agreed by all children and staff. These are regularly reviewed and shared with the staff, children and parents/carers. These rules set the context for positive behaviour and relationships. All staff and children have agreed:

- To show respect for the needs and feelings of other children and adults.
- To be kind and considerate to others in the playground and throughout the school.
- To show respect for other people's property.
- To be encouraged to share and co-operate.

- To use appropriate language, both verbal and non-verbal at all times.
- To be involved in caring for the school buildings and grounds.

These are used in conjunction with the school expectations

12) Playground

Staffing

- All staff must be aware of lunchtime rotas and to be prompt when on duty.
- If staff attend in-service training courses then it is expected that they will swap duties. If a member of staff is absent and on duty, please inform SLT or your Phase Lead.
- If you are on duty and need to leave the playground then please inform the other member of staff and ensure this is covered.
- All staff must be vigilant and mobile while on duty.

Playground Equipment

- Children will have access to a range of activities and equipment at lunchtime in the playground.
- It is intended to continue to develop the playground environment over the next few years.

Rules and Expectations

- Children must not have any toys or unauthorised equipment in the playground.
- No food or drinks are allowed in the playground at lunchtime. Children must eat all food in the dining hall. Chewing gum is not allowed in school.
- Children who are playing football/basketball must show consideration and care towards others.
- All staff must have high expectations of all children's behaviour and deal promptly with any incidents.

Sanctions

If children are unable to follow the playground rules and expectations the following are options available to staff:

- A. If a child experiences difficulties in the playground, that can be resolved easily, it will be dealt with by staff on duty.
- B. The child is sent inside to a senior member of staff and will have a 'time out'.

C. The incident is reported to the class teacher or Phase Leader. Appropriate actions will follow which may involve a formal 'reflection time' taking place with an Assistant Head teacher where by the child will need to complete a reflection sheet.

D. When children are involved in serious /repeated incidents, they must be reported to the Deputy Head Teacher. The child will complete a reflection Sheet about their behaviour, which will be logged and may be sent home to parents/carers dependent on the severity of the incident.

E. If the difficulties continue it may be necessary:

- To contact the parent/carer of the child
- Have a formal meeting with the parent/carer
- Consider loss of playtimes and lunchtimes.
- To draw up a behaviour management support plan

The Toilets

During lunchtime, the ground floor toilets will be open for the children to use. Children are expected to use them properly and keep them clean. The member of staff on duty will oversee the use of the toilets but all staff must be vigilant.

Injuries

- The school has employed a full time First Aider who is available throughout the school day. The First Aider will see to any injuries that need attention. All injuries need to be recorded in the accident file and an accident note sent with the child back to the Class and parents/carers informed. Early Years children will need to be accompanied by and to go back and tell a member of staff from Early Years about the accident.
- If there are serious injuries then Senior Leadership must be informed and they will manage the situation.

Repeated Incidents (e.g. Bullying, Racial, Homophobic, or Sexual Harassment)

- If children are involved in incidents either as a perpetrator or as a victim staff must inform the appropriate Assistant Head Teachers. They will speak to the children to investigate the situation. After investigation, there may be a formal meeting with parents where sanctions including developing a behaviour management programme and/or temporary exclusion may be discussed.
- All serious incidents will be logged and monitored in the serious incident folder. After-care will be provided to the victim as well as the perpetrator.
- All incidents of verbal or physical abuse of staff must be reported to the Phase Leader. They will speak to the children and their parents/carers.

Children with Special Educational Needs

- All staff share responsibility for all the children in the playground and must be prepared to deal with all situations with all of the children.
- If staff are unsure about the needs of a particular child they must refer to a member of staff from the child's class or someone who knows them well.
- Children in buggies, 'adult dependant' wheelchairs and rollators must be supervised at all times by an adult.
- Children with medical needs or known conditions such, as epilepsy will usually be supported by a member of staff that is familiar with procedures.
- If you notice anything unusual or if you are worried about any child with a known medical condition who is more independent please talk to the SENCO, or a member of SLT.
- If you need more information or advice about particular children then please refer to the SENCO. If you need urgent help a member of SLT is always in the dining hall, playground, reflection time space or office.

13) How to Encourage Positive Behaviour and Self-Discipline

The principle aim of any behaviour policy is to encourage children's self-discipline. All staff play a crucial role in developing children's sense of responsibility and ability to control their behaviour and deal with conflicts.

Children are encouraged to:

- Take responsibility for their actions
- Know and understand the school rules and expectations within all the different areas of the school environment
- Understand the boundaries that are set
- Co-operate willingly with adults and other children

All staff must show awareness of the need to look beyond any behaviour and to investigate the root cause of them. Our approach is to try to understand why particular behaviours occur rather than attempt to control them. This may entail reviewing the appropriateness of the curriculum offered, looking at the context the management and organisation of an area, or the reviewing and re-emphasising of ground rules. While taking all of this into consideration it may also be necessary to impose sanctions for inappropriate behaviours. Children are given the opportunity to make amends and to understand the effects of their behaviour has on other individuals. Children are given the opportunity to make amends, which can go some way towards providing the motivation for change because it is effective and therefore powerful.

The procedure to enable the children to make amends is as follows:

- To enable the child to understand what was wrong
- To enable the child to feel empathy
- To problem-solve to put the situation right
- To learn for the future

Wherever possible we encourage negotiated sanctions that match the offence.

Therefore, in discussion with the child, staff will:

- Check with the child that they understand why they are in trouble
- Establish that the child knows that the behaviour was unacceptable
- Discuss the effect the behaviour has on others
- Examine strategies for avoiding the same situation in the future
- Encourage children to think of or offer some alternative strategies
- Problem-solve
- Children will record this on a reflection sheet-The Phase Leaders will monitor and log these incidents.

To enable children to understand that some behaviour is unacceptable we use the following sanctions:

- Tactical ignoring
- A non-verbal signal (shake of the head)
- Verbal reminder of the expectations to the whole class (See Appendix 2)
- A reminder of the Trackit Lights behaviour chart and warnings (See Appendix 3)
- A private verbal rebuke and reminder of unacceptable behaviour and reminder of breaking an expectation will result in Play/lunch time reflection
- Removal of choices
- Repetition of task if necessary
- Withdrawal of privileges e.g. clubs, football team membership etc

- Community service in the school e.g. dinner duty, tidy up areas etc
- Reflection time with the appropriate Assistant Head Teacher.
- Development of a behaviour contract or behaviour support plan

More serious or continuous offences are dealt with in the following way: (At this stage it would be necessary to inform and involve the Deputy Head Teachers and/or Head Teacher where appropriate).

- Logging of incidents during reflection time
- Phone calls home to parents if the child has been given a red Trackit Light.
- Meeting with parents/carers if the child has been given a red Trackit Light three times in a single term.
- Withdrawal of privileges over a sustained period of time e.g. a week with community service
- The involvement of outside agencies
- Internal Exclusions from the phase for 1 or 2 days (In agreement with the school's COVID-19 Risk Assessment)
- Exclusion from school

14) Behaviour Procedures

The Teacher will firstly give a calm, quiet verbal warning reminding the child of the positive behaviour we expect. If this does not work the child should be warned one last time. The third step is to move the child down on the behaviour chart using Trackit Lights (See Appendix 3).

The following steps are as follows:

- First Reminder – an orange Trackit Light
- Second Reminder – a yellow Trackit Light
- Time out – a red Trackit Light

If the negative behaviour continues the child should be sent to the Phase Leader for time out. If this continues then the child should be sent at Playtime to the Assistant Head for Reflection Time. Reflection time is not an opportunity to complete work or homework and is used as an opportunity for conversation and reflection on actions taken by the child.

Extreme behaviours such as physical or verbal abuse, fighting, spitting, discrimination, bullying will be directed immediately to the appropriate Assistant Head and will be logged on Trackit Lights and dealt with accordingly.

Behaviour Procedures Staff follow the below procedure:

1. Verbal reminder of the expectation
2. Verbal reminder of what will happen if they continue to break the expectation e.g. they will be sent to Phase Leader.
3. The use of the behaviour chart on Trackit Lights will be used correctly and consistently.
4. Phase leader may decide to send the child to the appropriate Assistant Head Teacher at Playtime for reflection time.
5. When the child returns to class they may want to apologise or do something to 'put it right'
6. If this behaviour continues or is escalated then the child will be sent to the Deputy Head Teacher.

In the Early Years Foundation Stage the children receive a verbal warning and if this is not sufficient a second verbal warning. If a child has reached the second reminder on the behaviour chart and this negative behaviour continues they spend time on the Reflection chair. If this is not sufficient they will visit the EYFS Lead. Extreme behaviours such as physical or verbal abuse, discrimination, bullying will be directed immediately to the designated Assistant Head Teacher.

Parents are spoken to and contacted once their child has been seen by the Deputy Head Teacher to ensure they are kept informed about their child's behaviour.

'Reflection Time' takes place in the Assistant/Deputy Head teacher's office and runs during playtime and lunch time to accommodate those pupils who have not been meeting agreed expectations. Once a pupil attends a reflection time on 3 occasions a letter will be sent to their parents with an accompanying phone call and on 5 occasions a meeting will be arranged with parents and carers.

As an inclusive school, we have a commitment to the idea of not excluding pupils and try to seek alternative strategies to support and manage behaviour to keep children in school.

There may be occasions where the child's behaviour is so unacceptable that they have to be internally or temporarily excluded from their class or school for a set period of time. Children may be excluded for behaviour that affects the health and safety of other children or staff, or is persistently racist or sexist or undermines staff on a regular basis.

The LA has procedures for the exclusion; please refer to the attendance manual.

15) Role of Staff

Staff must share expectations of behaviour of each other and children, as well as, procedures for dealing with unacceptable behaviour. This must be done at least yearly and when new staff begin at the school. Adults play a crucial role in setting standards of behaviour and providing good role

models for children particularly to learn and develop self-discipline. Staff should be constructive and use a positive approach by setting clear goals and aims for children to achieve. Staff must continually evaluate and reflect on their practice individually, in Phases teams or as a whole school. Within the school there are various levels of responsibility and management, these are used to deal with areas of conflict and to resolve differences. The following guidance is for all staff to use and may be adapted in individual cases.

The levels of responsibility are:

- Class Teacher
- Year Lead
- Assistant Head teacher
- Deputy Head teacher
- Head Teacher

16) Challenging Behaviour

It is the Boleyn Trust and Shaftesbury Primary School's policy to promote the inclusion of pupils with Special Educational Needs in our school.

All children are fully included into the curriculum and life of the school. We are fully aware of the nature of children's individual needs and the value of a whole child approach to their learning and management.

Where a child has a particular challenge or need with behaviour, in consultation with the child, parent and teacher and Inclusion Lead, a bespoke behavioural support plan will be discussed and agreed upon where needed.

Positive Handling Procedures

If a child's behaviour escalates and puts the child, other children or staff at risk of physical harm there are trained staff that can use positive handling strategies to handle the child in a safe way. Please refer to our Positive Handling Policy. 2. Children with High Level Support Needs All children have Educational Health Care Plans, which are working documents 18 and reviewed annually or as needed in consultation with the Inclusion Lead. Careful consideration and arrangements are made as appropriate in consultation with the child, parent, class teacher, Inclusion Lead, SENCO, and relevant external agencies. Refer to our Inclusion Policy.

17) Severe Disruption and Exclusion

Behaviour considered as severe disruption includes physical assault against a pupil or adult, verbal abuse, threatened violence, bullying, racist abuse, damage, theft, drug/alcohol/sexual misconduct and persistent disruptive behaviour. If a child's behaviour seriously disturbs teaching and learning in any of the above ways the following steps will be taken:

- The help card is taken to the office by a responsible child

- The appropriate member of SLT will go to the class and take the child out and give them time to calm down
- If the child refuses, after take up time the classroom will be cleared

The Head Teacher or appropriate SLT member will take the following action:

- Parents/carers are contacted and an appointment will be made with the Head Teacher when informal targets will be set to try and avoid exclusion.
- If the severe disruption is repeated parents will again be contacted and exclusion proceeding could be initiated.
- If the behaviour is very severe, exclusion may be deemed to override the above.

Exclusion is always the last resort. However should behaviour from any child cause a threat to the welfare or safety of others, themselves or cause persistent disruption to teaching and learning, the child will be at risk of exclusion. This will be explained to the parents and the child. The child will then be allocated a space at either Eleanor Smith or RIET depending on how severe the behaviour is. In the event that a pupil is excluded and temporarily within another provision the school will remain responsible for that pupils' education. On return from exclusion parents/carers and the pupil will be seen by the Head Teacher to discuss the details for a Pastoral support plan to help reintegration into school. The school follows DfES guidelines for fixed term and for permanent exclusions.

After any difficult behaviour situation all staff that may have been involved or affected by the incident will have a meeting with one of the SLT to assess any support requirements they may need. The Inclusion manager should be informed of the incident and logged in the bound book located in the AHT's office. Incidents where it has been necessary to apply safer handling techniques these must also be recorded in the bound book.

18) Bullying

Bullying may be distinguished from other unacceptable forms of aggressive behaviour in that it involves dominance of one person or group by another or a group of others. It can involve physical, verbal or psychological violence.

Bullying may involve:

- Name calling
- Pushing around
- Fighting
- Following you and intimidating you
- Using physical stature and posturing to intimidate you
- Making fun of you or your family

- Talking about you behind your back
- Trying to take money or things from you
- Damaging or stealing your property
- Trying to make you do something you don't want to do
- Influencing others about you, e.g. not to be your friend
- Making racist, homophobic or sexist comments
- Text bullying
- Internet or cyber bullying

Bullying can be pre-meditated and usually forms a pattern of behaviour rather than an isolated incident.

Staff, children and parents/carers are made aware that it is the school's policy that bullying of any form will not be tolerated, from children or adults.

All incidents are dealt with promptly and effectively with parents/carers being informed.

Children are made aware of the importance of reporting all incidents whether or not the incident was directed at them. Children are expected to look out for one another and be alert to signs of bullying. Children in the school know that adults are there to help and support. Children are encouraged and supported to speak out and challenge bullies, who rely on power and domination. They are encouraged to tell and supported to know that things will change once they take this step.

Positive Work to prevent bullying

Children are given consistent messages **to tell** and not accept any form of bullying.

Children are able to talk about feelings and raise any issues or concerns. They are encouraged to share experiences and worries through reflection times and often in PSHE sessions where they explore a range of issues.

Behaviour Buddies are encouraged to look out for vulnerable children and challenge children who show signs of aggressive behaviour. They are aware of personal safety and know when to get adult support. They encourage and support all children to join in.

Children have a wide range of activities to occupy them at lunchtime and they all have opportunities to play co-operatively with all ages. Older children are encouraged to take responsibility for others and lead by example. Senior staff supervise the playground on a daily basis and full time TA's are on duty each day. All staff maintain a high profile and are able to monitor children they teach in this environment.

Violence in any form is unacceptable at Shaftesbury Primary School. Children are encouraged to speak out and tell not hit back. All children are aware of the need not to retaliate and seek help.

The JLT involves children in drawing up guidelines and policies. Class reps are expected to share information and views about bullying and be proactive in supporting changes.

Parents are expected to comply with this policy and when they attend meetings to discuss these issues they will be required to comply. Incidents will be dealt with by the Senior Leadership Team and parents consulted. Shaftesbury Primary School reserves the right to protect the safety of all stakeholders by upholding the law and involving the police or community police if necessary.

There are links to anti-bullying projects and topics in the PSHE curriculum, RE, SEAL resources and assembly ideas. These are used by staff in planning the curriculum. The school regularly takes part in national strategies, such as, Anti-Bullying Week and safety campaigns.

Dealing with Incidents

Our approach at Shaftesbury is to acknowledge, mediate and resolve issues. This helps us to consider ways in which the bully can be helped to accept responsibility and express concern for the victim. The bully may be showing this behaviour as a cry for help. There must always be investigation into the root cause of the bullying and procedures put in place to rectify any issues, e.g. can the bully access help/support if they are having problems at home.

The victim of bullying will need counselling or coaching to reconcile the effects of the bullying. Sometimes children are bullied because they lack appropriate assertiveness skills or because they have low self-esteem. An interview with the child may help determine if this is the case and thus what appropriate support may be implemented, e.g. self-esteem supporting activities with the School Counsellor, Learning Mentor or group work.

Procedure for dealing with incidents

Staff must be alert to any incidents of bullying and follow the procedure for reporting and recording incidents:

- All incidents of bullying must be passed on to the Behaviour Lead, Deputy Head or Head teacher who will manage the situation.
- The person that is initially involved will either investigate the incident or pass it on to another member of Senior Leadership who will investigate. They will make detailed notes of the incident and investigation. The incident will also be recorded on a Trackit Lights report (See Appendix 4).
- The victim is informed of the procedure and reassured about the process as well as, praised for reporting it.
- The investigator gathers information by interviewing all relevant parties separately. The investigator may need to consult pupil records and consult staff on duty at the time. There could be a delay while this takes place, this should be explained to all parties.

- The investigator then weighs the evidence, reaches a conclusion, and discusses the findings with all parties, including relevant staff and parents of bullies and bullied. A full explanation must be given for unjustified, as well as justified, complaints.
- The school then applies appropriate sanctions to those found guilty of bullying to reinforce the message that bullying can harm and will not be condoned. Sanctions can involve a progressive withdrawal from school activities, e.g. from lunch time, and may lead ultimately to exclusion.
- Having applied the sanctions, the reason for the bullying should be investigated. Bullying may be a symptom of a wide variety of problems experienced by the bully.
- Staff must record the serious incident in the Bullying Bound Book kept in the AHT office.
- Staff must act and be seen to act firmly against bullying wherever and whenever it appears. All staff must be aware of the need to support each other as colleagues in a professional manner.

Working together in an open and honest way helps to create a secure environment where everyone can develop skills and practice.

19) Racial, Homophobic and Sexual Harassment

Staff, children and parents/carers are made aware that it is the school's policy that racial, homophobic or sexual harassment of any form will not be tolerated, from children or adults.

All incidents are dealt with promptly and effectively with parents/carers being informed.

Children are made aware of the importance of reporting all incidents whether or not the incident was directed at them. Children are expected to look out for one another and be alert to signs of racial, homophobic or sexual harassment.

Racial Harassment

'A racist incident is any incident which is perceived to be racist by the victim or any other person' (Macpherson Report).

Staff must be alert to any incidents of racial harassment and follow the procedure for reporting and recording incidents:

- All incidents of racial harassment must be passed on to the appropriate Assistant Head, Deputy Head or Head Teacher who will manage the situation.
- All incidents of Racial Harassment are recorded on the appropriate Bound Book kept in the AHT office.
- Parents/carers will be informed of the strategies used by the school to deal with that situation.
- Staff must act and be seen to act firmly against racial harassment wherever and whenever it appears.

- All staff must be aware of the need to support each other as colleagues in a professional manner. Working together in an open and honest way to create a secure environment where everyone can develop his or her skills and practice.

Homophobic Bullying

Staff must be alert to any incidents of homophobic bullying or harassment and follow the procedure for reporting and recording incidents:

- All incidents of homophobic bullying must be passed on to the Deputy Head or Head Teacher who will manage the situation.
- Homophobic incidents are reported to the Governors on an annual basis.
- All incidents of homophobic bullying are recorded on the homophobic Bound Book kept in the AHT office.
- Parents/carers will be informed of the strategies used by the school to deal with that situation.
- Staff must act and be seen to act firmly against homophobic harassment wherever and whenever it appears.
- All staff must be aware of the need to support each other as colleagues in a professional manner. Working together in an open and honest way to create a secure environment where everyone can develop his or her skills and practice.

Sexual Harassment

Staff must be alert to any incidents of sexual harassment and follow the procedure for reporting and recording incidents:

- All incidents of sexual harassment must be passed on to the Deputy Head or Head Teacher who will manage the situation.
- All incidents of sexual harassment are recorded in the Bound Book kept in the AHT office.
- Parents/carers will be informed of the strategies used by the school to deal with that situation
- Staff must act and be seen to act firmly against sexual harassment wherever and whenever it appears
- All staff must be aware of the need to support each other as colleagues in a professional manner. Working together in an open and honest way to create a secure environment where everyone can develop his or her skills and practice

Any form of racial, sexual, homophobic or disability-related harassment is totally unacceptable.

20) Recording, Monitoring and Evaluating Behaviour

Class teachers are responsible for keeping records on children’s behaviour. Any serious incidents are recorded on the Trackit Lights behaviour management programme and monitored by SLT. Where there are concerns that a common trend is emerging then it is the responsibility of the class teacher to inform the Behaviour Lead so that they may provide support. These records may be used to inform other colleagues, parents/carers and outside agencies about a child’s behaviour and should be kept confidential.

21) Parents/carers.

Parents/carers play a vital role in fostering positive behaviour. Children need parental encouragement and support to participate positively in their day-to-day schoolwork and in the wider life of the school and community.

For the school policy to be effective, parents/carers need to co-operate with the school in matters of discipline and reinforce the schools efforts at home. Parents are aware of the expectations of the school for all children and the procedures used by Shaftesbury’s staff when dealing with challenging behaviour.

Parents will be contacted regularly through the Marvellous Me system to ensure that they are aware of their child’s behaviour and how they can help to improve this and reinforce positive behaviour at home.

Staff must share management strategies with parents for use in the home if requested.

Parental involvement is an integral part of the school’s ethos.

Staff should encourage parents/carers to share concerns and discuss problems in an atmosphere of mutual support. Any behaviour contracts and management programmes will be drawn up in partnership with parents/carers as well as children.

Parents/carers must feel able to talk to staff about their child’s behaviour whether at school or at home.

Staff must recognise the need to share achievements and success with parents/carers and to show the positive role that parents/carers can play in promoting positive behaviour. Shaftesbury staff should recognise the value of positive reinforcement strategies and the reward based systems that encourage parents to use these strategies at home.

22) Review of Policy.

The Purpose of monitoring and evaluation is to raise the quality of behaviour in the school and in turn to raise standards of teaching and learning.

The Inclusion Manager, Deputy Head teacher and Head teacher will monitor the behaviour incident records as part of the whole school self-evaluation.

This policy will be reviewed on an annual basis.

Chair of Governors.....

Date.....

Head teacher.....

Date.....

Appendix 1



British values Statement

We support citizenship, equality and social responsibility through our 5Cs in school.

These are:

Care

Courtesy

Commitment

Co-operation

Consideration

Our 5Cs underpin our school's ethos and promotes an awareness of living in a fair and just society in the UK.

Appendix 2

EXPECTATIONS

We follow instructions given by all teachers and adults.

We keep our hands and feet to ourselves.

We respect the property of others.

We do not say things that hurt others.

We listen when others are talking.



Shaffesbury
Primary School
Growing together

REWARDS

A love of learning.

Praise from teachers and adults.

Stickers and stamps.

Achievement certificates.

Sharing good work with others.

Negotiated class treats.

Good news messages or letters home.



Shaffesbury
Primary School
Growing together

CONSEQUENCES

Teacher Sanctions

**Time out – in Class
(Reflection Sheet - KS2 only)**

**Time out in another classroom
(own phase)**

**Discussion with Head teacher, Deputy Head or
Assistant Head.
(behaviour logged on Trackit Lights)**



Shaftesbury
Primary School
Growing together

Appendix 3

 Shaftesbury Primary School 
Growing together

Shaftesbury Primary School
Positive Behaviour Chart

	Brilliant
	Could do better
	Disappointing

Appendix 4

Reports



Dangerous behaviour

Name of Staff

Date of Incident

Time of Incident

Lead Up

Incident

14:21 Red

Pupils Invol...

Location (Required)

Classroom (in lesson) ▼

Trigger

Possible Motive

Action Taken

Physical restraint used?

Additional Comments