



Behaviour and Anti-bullying Policy

Amended: SEPT 2023

Review due: Sept 2025 (or sooner as required)

Adopted September 2023 by Local Improvement Board

Mendlesham Primary School

Purpose of this Policy

To promote an ethos of calm well-ordered behaviour throughout the school and to ensure the safety and wellbeing of everyone in our school.

Rationale

Where behaviour is good, most pupils show through their actions that they know what constitutes appropriate behaviour, that they understand what is expected of them and that they respond accordingly. They are considerate, courteous and relate well to each other and to adults. Pupils take responsibility for their own actions, appropriate to their age and maturity. They develop self-esteem, self-discipline and adhere to high standards of behaviour which contribute to effective learning. A school-wide understanding of the Mendlesham Behaviour expectations will:

- enhance classroom management which will in turn improve the learning environment
- promote positive reinforcement and praise
- help to forge good relationships in and out of the classroom
- present a grounding for acceptable behaviour patterns in later years

Our Aims

At Mendlesham Primary School we aim to achieve a positive, supportive atmosphere where all members of the school community care for and respect each other and the school environment. We aim to develop this through a positive approach, taking time and thought to praise and encourage each other.

Our Objectives:

1. To build individual self-esteem so all members of the school community feel valued.
2. To encourage on-task learning so that pupils are fully engaged.
3. To provide pupils with strategies to manage their emotions and behaviours.
4. To encourage co-operation in work and play.
5. To encourage honesty and trust.
6. To model and promote respect for property, possessions and all members of our school.

How Will We Achieve This?

Building a Positive School Climate

1. All staff encourage excellent positive behaviour throughout the school.
2. Good work and behaviour are celebrated and rewarded wherever possible.
3. Children are encouraged to reflect on their own conduct and not to police other children's behaviour.
4. If children have a serious disagreement, a dialogue should be encouraged and supported by an adult.
5. Rewards are given and there is a range that can be used:-
 - praise from the teacher quietly or for all to hear
 - tokens as rewards (see Mendlesham Behaviour expectations)

- individual reward charts and systems where appropriate
- visiting the Executive Headteacher/Head of school or subject lead for praise/stickers
- being presented with a golden certificate in Assembly
- House silver tokens may be given at the discretion of any member of staff for good behaviour, attitude, school work, homework etc.

Creating a positive class climate

- In the first week teachers and children establish expectations, rules and responsibilities within their own class community and the school as a whole. They discuss communication in the classroom; i.e. hands and thumbs up, listen to each other, movement around the room - when/how; how to treat others, safety role, on task learning and present these in a positive way. Mendlesham behaviour expectations are to be displayed in the classroom including provision for wet play times.
- Staff encourage pupils with praise and notice all behaviours - promoting the positive ones and discouraging the negative ones.
- All staff will have a positive management style.
- All staff will treat all children with respect at all times.
- All staff will be consistent.
- All staff will be excellent role models.

Mendlesham Behaviours Expectations– Golden Rules (expectations in the classroom and at social times)

Each classroom has a display to support pupils to understand and follow the expectations of the school.

Golden School rules



These rules are displayed in each classroom and throughout the school

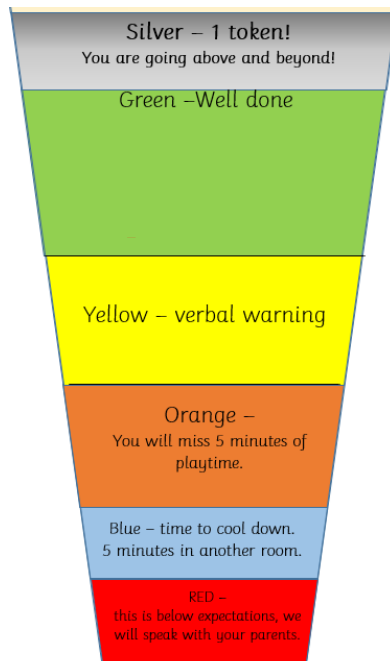
Rewards

Stickers

Silver Tokens

Golden Certificates

Letter/phone call home/conversation with parents/carers



Each child starts the day in the green zone. If they follow the Mendlesham behavior expectations, they can be moved up to the silver zone. If they remain there until the end of the morning or the end of the day, they will receive tokens which are posted into their team tubes in the school's central area.

Pupils who are not following the Mendlesham behavior expectations can be moved down from green to yellow as a first warning. If they subsequently show good behaviour choices they may be moved back up again. Repeated negative behaviour choices result in moving further down the triangle, resulting in lost minutes of play and ultimately a phone call home to parents/carers.

Consequences (see also adaptation for Mulberry)

(Children rarely progress very far down this list, a second reminder or minutes off playtime is usually enough to remind and modify behaviour)

1. Reminder
2. Second reminder, name moved down the behavior chart
3. 5 minutes in another class or just outside the classroom to calm down.
4. Minutes taken from play or lunch time
5. A red card or message is sent to a senior leader who will come and discuss what is happening with the child and teacher. If the senior leader considers that further action is required, they may require the child to continue their learning outside the classroom, away from their peers.

6. Parents are contacted for a meeting or phone call with the senior leader. The following morning child may continue supervised learning away from their peers following the JMAT policy for Suspensions and Exclusions
7. Formal suspension at home (see JMAT Suspension and Exclusions Policy)
8. Permanent Exclusion (see JMAT Suspension and Exclusions Policy)

Adaptations to Behaviour Policy for Mulberry Mendlesham.

Not all children respond to either praise or sanctions in the same way. For this reason, it is often necessary to adapt our practice to support children, especially those accessing a specialist provision.



Mulberry Mendlesham Class Values



Try our best



Use kind hands, feet and words



Tell the truth



Listen to each other



Look after our school



Activate Windows



Mulberry Mendlesham Responses



When you have not followed our class values we will:

Remind you about our expectations



You may need to lose some play time



You may need to spend some time out of the class with another adult



We will talk to you about our class values

We may need to speak to your parents or carers



Activate Windows



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Activate Windows

The Trust Policy for Suspensions and Exclusions applies to all children in the school. This is because we have a duty of care to keep all children and adults in the school safe. We always aim to support children to meet the behavior expectations. When we talk to parents and carers about serious breaches of the behavior expectations, we may offer advice regarding services that can be accessed that offer further support to the school, child and family. See Support on p16.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the schools reserve the right to discipline beyond the school gate. Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil within our school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the schools

In the incidences above, the Executive Headteacher or Head of School may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good order on all transport (including taxis) to and from school, educational visits or learning opportunities in other schools.
- Good behaviour on the way to and from school.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action – Off-site Behaviour

Sanctions may be given for poor behaviour off the school premises, which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff.

Sanctions may be in the form of withdrawal of privileges, fixed term suspensions or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the mis-behaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of one of our schools ·

The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).

Whether the mis-behaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

Drug and alcohol related incidents

It is the policy that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought in. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified immediately. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed immediately.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will have a fixed term suspension. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Executive Headteacher or Head of School.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

Multi Agencies and External Advice

Where it becomes clear that a child is having on-going difficulties in managing their behavior or experiencing SEMH difficulties, there are a wide range of strategies which are used to support pupils:

- Behaviour charts to enable celebration of good behaviour
- Increased communication between home and school

- Individual behaviour plans (IBPs) and/or Suffolk Pupil Support Framework (SPSF)
- Support from the SENCo (Special Educational Needs Co-ordinator), identified teaching assistants, teachers
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- School Mental Health Support Team Referral
- School Nurse Referral
- Temporary alternative curriculum provision
- Temporary reduced timetable (notifiable to the Local Authority)
- Use of in school trusted adult
- Zones of regulation program
- Use of older child as a mentor
- Referral to outside agencies such as Educational Psychologist, LA Behaviour Specialists, play therapists
- Referral to alternative provision via the In Year Fair Access Protocol (IYFAP)

Restraint and the Use of Reasonable Force

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law. This is only to be used when all possible options for giving the child time/space to regain self - control have been exhausted and NEVER as a punishment.

The school has taken account of advice provided by the DfE - Use of reasonable force: advice for headteachers, staff and governing bodies and the school's public sector equality duty set out in section 149 of the Equality Act 2010. Force is generally used for two different purposes, either to control pupils or to restrain them. Control can mean either passive contact (standing between two pupils or blocking a pupil's path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back).

All members of school staff have a legal power to use reasonable force. Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Force will never be used as a punishment. Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

Action as a result of Self-defence or in an Emergency

All staff including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly, in an emergency, if for example, a pupil was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene.

Circumstances in which reasonable force might be used include the following:

Pupils found fighting may be physically separated if they ignore adult requests to do so.

- Pupils who refuse to leave a room when instructed to do so may be physically removed if necessary to keep themselves and others safe.
- Pupils who behave in a way, which disrupts a school event or a school trip, or visit may be physically removed from the situation.
- Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil by the arm out of a classroom.
- To prevent a pupil harming themselves or others through physical outbursts

Recording an Incident

A contemporaneous record (i.e. written as soon as possible and no longer than 2 hours after the incident's occurrence) should be made by the staff member involved in the incident and a copy given to a senior member of staff and parent/carers informed. Similarly, contemporaneous notes will also be made by all other members of staff involved (i.e. as witnesses or additional providers of support). The notes will be uploaded to the school's MIS and/or safeguarding system as appropriate.

The record will contain the following information:

1. The name(s) and the job title(s) of the member(s) of staff who used reasonable force;
2. The name(s) of the child(ren) involved;
3. When and where the incident took place;
4. Names of staff and initials of child(ren) who witnessed the incident
5. The reason that force was necessary;
6. Behaviour of the child(ren) which led up to the incident;
7. Any attempts to resolve the situation;
8. The degree of force used;
9. How it was applied;
10. How long it was used for;
11. The child's/children's response and the eventual outcome;
12. Details of any injuries suffered by either staff or child(ren);
13. Details of any damage to property;
14. Details of any medical treatment required (an accident form will be completed where medical treatment is needed);
15. Details of follow-up including contact with the parents/carers of the child(ren) involved;
16. Details of follow up involvement of other agencies, police, social services. Child witnesses may also be asked to provide a written account if appropriate

Debriefing arrangements

The child and the member of staff will be checked for any sign of injury after an incident. First aid will be administered to anyone who requires it, or medical treatment obtained.

The child will be given time to become calm while staff continue to supervise him/her. When the child regains complete composure, a senior member of staff (or his/her nominee) will discuss the incident with the child and try to ascertain the reason for its occurrence.

The child will be given the opportunity to explain things from his/her point of view. All necessary steps will be taken to re-establish the relationship between the child and the member(s) of staff involved in the incident.

In cases where it is not possible to speak to the pupil on the same day as the incident occurred, the debrief will take place as soon as possible after the child returns to school.

All members of staff involved should be allowed a period of debrief and recovery from the incident. A senior member of staff (or his/her nominee) will provide support to member(s) of staff involved.

The Executive Headteacher or Head of School will be informed at the earliest possible opportunity of any incidents where positive handling was used. The Executive Headteacher (or his/her nominee) will initiate the recording process if not already under way and review each incident to ensure that any necessary lessons are learned. All parents/carers will be informed after an incident where positive handling is used with a child. Parents will need to be notified sensitively and to be made aware of the full circumstances.

Banned items and policy on searching, screening and confiscation

Mendlesham Primary school have adopted the DFE guidance

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf) for searching children on school premises.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (listed below) or any other item that the school rules identify as an item which may be searched for. At all times the safeguarding and welfare of the child is at the forefront of any decision making.

Prohibited items include:

knives or weapons;

alcohol;

illegal drugs;

stolen items;

tobacco and cigarette papers;

fireworks;

pornographic images;

any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property; and

any item which a school policy specifies as banned and able to be searched for.

Schools must do so in accordance with section 89 Education and Inspections. Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children’s social care services.

Where a child has in their possession an item that is causing disruption to either their own learning or to that of those around them, teachers may take the item away. The child will be told where that item will be kept and when it will be returned to them. Where possible the item should be returned to the child, or the parent, as soon as possible so that it can be taken home and the family reminded that personal possessions are not permitted in school without prior arrangement for special occasions.

Responding to sexual harassment and sexual violence

We recognise that children are capable of abusing other children (child on child abuse). Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils. We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously. We know that when left unchallenged, ‘lower level’ incidents contribute to an unhealthy culture in which sexual harassment can be perpetuated. Behaviour related to sexual harassment, violence or child on child abuse will not be tolerated or unchallenged, however, perpetrators will not be demonised. Our schools’ response will be:

- Proportionate (as set out in KCSIE 2023 or subsequent updates)
- Considered
- Supportive
- Decided on a case-by-case basis

The sanctions schools will consider using when responding to sexual harassment or violence:

- A verbal warning with explanation of why what they did/said was unacceptable
- Keeping the pupil behind after class to apologise to the other child
- A letter or phone call to parents
- Missing and supervised lunch/break times
- A period of internal school suspension – supervised working away from peers (length dependent on incident)
- Fixed-term suspension (length dependent on incident) or permanent exclusion
- Involvement of services, including social care or the police as necessary

Anti-bullying

Bullying can happen in any school. At Mendlesham Primary our children tell us that bullying is rare. We have the following principles and roles in place to ensure that bullying is quickly stopped. We are mindful that with all learning that takes place with children there is an ability range. We readily accept that some children are better at maths etc. and we must also accept that some children have better developed social and emotional skills. Therefore, we recognise that those children with lesser developed social skills will need greater time and support. This can be frustrating for all involved, including parents. It is important to remember that one of the key roles of the school and parents is to help all children to learn and promote good choices.

Definition:

We discuss bullying in all its forms with our children. They are actions that are **hurtful, on purpose and several times**. Bullying can be direct (physical or verbal) or indirect (being ignored or not spoken to). There can be specific types of bullying, including racists, homophobic bullying. All are treated extremely seriously by the school.

Our school is a safe and secure environment where everyone can learn without anxiety. Bullying is wrong and damages children's social and/or emotional health. We therefore do all we can to prevent it by sustaining a positive, happy and healthy whole school ethos in which bullying is regarded as unacceptable.

The role of children:

- All pupils should know that hurting someone (physically or emotionally) is wrong and that bullying is wrong.
- Pupils should tell any adult (school staff or parent/carer) if they are being bullied, or if they think they might be, they must keep letting people know
- Pupils should tell us their honest views about school in regular feedback e.g., Circle Time sessions; school council meetings, pupil voice, informal conversations with their teachers or other staff. These views can be specifically about bullying but may also be about how safe they feel at school.

The role of teachers and other staff:

- All staff take all forms of bullying seriously; they aim to ensure bullying is not acceptable at Mendlesham Primary School. Teachers and teaching assistants should communicate to children the message that hurting someone (physically or emotionally) is wrong and that bullying is wrong and unacceptable.
- If staff witness an act of bullying, they should investigate it themselves (and ensure a member of the Senior Leadership team is informed)
- Adults fully support the child being bullied. Time is spent with the child to restore the child's confidence and happiness. This will usually be by the Teaching Assistant or class teacher, but other adults will monitor and restore the child's well-being through checks and other 'signs' that they are being looked after and safe. The child's parent/carers will be consulted.
- We also aim to stop the problem; for the child who has bullied, the 'warnings'/consequences are put in place. Other actions may be relevant, for example, a Pastoral Support Plan, or the a possibility of some form of restorative justice, SEMH support/learning or suspension. Some time is spent with the pupil who has bullied to explore reasons for his/her actions and demonstrating why these

actions are unacceptable. This will usually be by the class teacher, SENDCo or senior leader, but other adults will be vigilant in monitoring the child's choices and well-being.

- There should be regular discussion activities. These sessions should focus around bullying and how people can stop bullying if there are any signs of someone being bullied in school. These are additionally discussed in some assemblies and PSHE lessons.

The role of senior leaders:

- The Senior Leadership Team ensure all principles and roles set out are implemented.
- The Senior Leadership Team follow all principles and roles set out for teachers and other staff (above).
- In particular, this includes ensuring that all children in school know that hurting someone (physically or emotionally) is wrong and that bullying is wrong and unacceptable at Mendlesham Primary Primary School. Assemblies are used to communicate this to the whole school. PSHE lessons are utilised to ensure pupils know what bullying is, what to do and how to report it.
- The School keeps a record of bullying, including any homophobic, sexist and racist bullying, using Arbor and CPOMS.
- The Executive Headteacher and Head of School report to the Local Board about the effectiveness of the policy and all data relating to incidents of behavior and bullying.

The role of parents/carers

- Parents/carers have the responsibility of supporting this entire policy on positive relationships, behaviour and the appendices, including Anti-Bullying.
- Parents/carers concerned about bullying should contact their child's class teacher in the first instance, then a Senior Leader. They might be worried that their child is being bullied, but they should also contact the school if they suspect their child may be bullying someone else. If they are dissatisfied with the response they should follow the complaints procedure laid out on the school website.

The role of the Local Improvement Board:

- The Local Improvement Board supports the school in all principles and roles set out here. It does not condone any bullying at all in school. Any incidents of bullying will be taken very seriously and dealt with appropriately.
- It monitors incidents of bullying and reviews the effectiveness of the policy. It requires the Head of School to keep accurate records of all incidents of bullying and to report to the Local Improvement Board members about the effectiveness of anti-bullying strategies.
- It will respond to any formal complaint from a parent/carer in line with our complaints procedure.

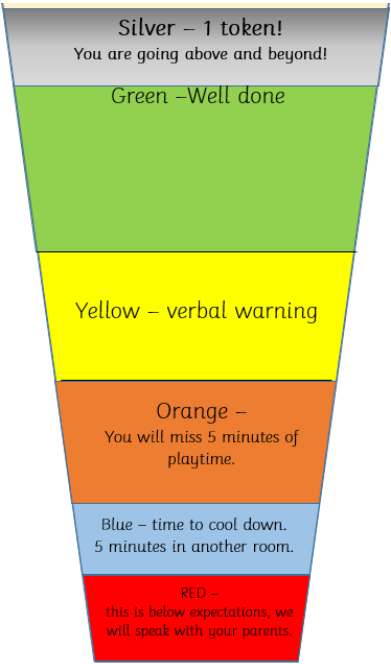
Equality and Diversity

It is our policy that all children will be treated equally irrelevant of race, gender or disability in the implementation of our behaviour policy

SEN

No child with SEND will be discriminated against either for or against in the implementation of the behaviour policy. Where a child's particular need requires

specific care then this will be planned carefully and parents will be consulted in order to provide the best possible outcomes for the child.



Learning Behaviours at Mendlesham Primary School

Be ready to learn



Listen carefully



Ask for help (once you've had a go!)



Sit up straight and tall

Track your teacher



OFF!

Appendix 1

Support

There are a variety of agencies and mechanisms offering support to both pupils and families experiencing difficulties resulting in a child's poor behaviour at school. At Mendlesham Primary School, we would seek parental permission to access this support for the child and would encourage any parent experiencing such difficulties to access this support for themselves/their child:

SENDIASS - Special Educational Needs and Disabilities Information Advice and Support Service or SENDIASS is a free, confidential and impartial service for parents and carers, children and young people (up to 25 years).

<https://suffolksendiass.co.uk/>

SES – SEMH or Communication and Interaction support is a mainstream school support service for pupils with a, diagnosis of autism, traits of autism (but no diagnosis), social and communication difficulties, social, emotional and mental health difficulties and all associated behaviours. Ask to speak to the school SENDCo for information about referrals.

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/service.page?id=FBn2OXIJIFE>

Suffolk Children and young People's Emotional Well-being Hub – is a team of Emotional Wellbeing Practitioners for expert information, advice and support. They take online referrals form for anyone concerned about a child or young person's emotional wellbeing and mental health. Young people can also self-refer. They also provide a consultation helpline for emotional wellbeing and mental health issues relating to children and young people. <https://www.suffolk.gov.uk/children-families-and-learning/children-and-young-peoples-mental-health-and-emotional-wellbeing-support/suffolk-children-and-young-peoples-emotional-wellbeing-hub>

SPSF - The Suffolk Pupil Support Framework is a school-based, child / young person centred approach to address the inclusion of young people with challenging behaviour and / or additional needs from a range of perspectives. Targets are set for the young person with the support of their family where possible and with the range of agencies involved with the young person.

CAF - The common assessment process will usually be started because something is worrying you about your child, or is worrying the people who are working with them. Taking part in the process will help you work with people such as teachers, health staff or other lead professionals to gather, understand and share information about what is happening in your family's life. <https://www.suffolk.gov.uk/children-families-and-learning/common-assessment-framework-caf>

School Nurse/GP – help with accessing support, counselling and help regarding mental health concerns.

Ask at school or <https://www.suffolk.gov.uk/children-families-and-learning/the-parent-hub/> for more information on how to access these services.

Mental Health School Team - <https://www.nsfh.nhs.uk/service-details/service/mental-health-support-teams-mhst-east-and-west-suffolk-50/>

National bullying helpline - <https://www.nationalbullyinghelpline.co.uk/contact.html>

NSPCC anti-bullying and online bullying support - <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>

