



Mendlesham Primary School

Behaviour and Anti-bullying Policy

Amended: MAY 2021

Review due: MAY 2023

Purpose of this Policy

To promote an ethos of calm well-ordered behaviour throughout our 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 Primary School Code of Behaviour 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/member of staff quietly or for all to hear
 - table/in class reward points and stickers
 - individual reward charts and systems where appropriate

- visiting the Executive Headteacher/Head of school for praise/stickers
- being presented with a golden certificate in Assembly
- golden tickets 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. The Golden Rules 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.

Responsibilities

In order to achieve these aims, all members of the school community have an important role to play.

Pupils

Pupils are asked to adhere to the school's Golden Rules (along with class rules or agreements which are discussed with the children at the beginning of each school year.)

Children are regularly reminded about our Golden Rules and what they mean by all adults in the school. The Golden Rules are on display around the school and in classrooms.

We have a graduated behaviour system which is designed to support pupils as they progress through the school. They are explained clearly at the beginning of the year and all adults are encouraged to use them to actively promote good behaviour in class.

Sunshine, Cloud and Rain system- used in EYFS and KS1

Pupils know that they will be praised for good behaviour. Each day is started with a "clean slate". Classes using the system begin with all children on the sunshine. Children may be moved to the cloud following a warning if they are not following the class rules or staff instruction. If they subsequently show good behaviour choices they may be moved back again. Pupils who remain on the rain cloud will lose five minutes of play and will be asked to talk to their teacher about their behavior choices at play or lunch time. The system is clear, visual and very flexible and in most cases only the first cloud is used and the pupil will have ample opportunity to amend their behavior.

Names on the board system- used in KS2

Children begin the day without their name on the board. Children may have their name added to the whiteboard following a warning if they are not following the class rules or staff instruction. If they subsequently show good behaviour choices they may have their name removed from the board. Pupils who have their name on the whiteboard, without amending their behavior, will result in lost minutes of play and will be asked to talk to their teacher about their behavior choices at play or lunch time.

Staff

The Executive Headteacher, head of School, teachers, teaching assistants, midday supervisors and all other members of staff will act as role models in their attitudes and relationships.

All staff will follow the agreed school procedures to ensure a consistent and fair approach to behaviour management throughout the school. These are regularly revisited in Staff Meetings, Professional Development Days and Professional Dialogues.

Staff will listen to pupils and consider reasons why there may be a change in a child's behaviour pattern. Any concerns regarding welfare will be discussed with the Designated Safeguarding Lead (DSL) and parent/carer.

Appropriate use of Sanctions via our School Consequences System

Verbal warnings

Missing minutes of play/lunch

Time out of the classroom to reflect/work

Time with a senior leader
Phone call home to parents/carers

Emergency procedure

If a pupil's behaviour is very disruptive or endangers themselves or others, the emergency system may be used. Another child in the class goes to a senior leader with the teacher's name badge. The senior leader then comes to collect the child. If appropriate, this is done quietly and calmly and the child goes to the Head's office with them.

After an emergency procedure, the opportunity will be taken to talk to the child about their behaviour and any possible causes/reasons for their actions will be discussed.

As soon as is manageable, the Senior Leader will discuss the incident with the child's parents.

Individual programme

Where a child's behaviour is causing considerable disruption, whether or not the emergency procedure has been used, an individual programme may need to be devised. This may need to be discussed with other staff (both teaching and support) to ensure consistency of approach. Agencies including CISS, family support practitioners, well-being hub, school nursing team etc may be engaged along with parents/carers. On rare occasions it may be in the child's best interests to be educated at an off-site provision for a period of time to support their emotional well-being and address their individual needs.

Exclusion

Exclusions in our school are rare. In the event that a child is consistently not responding to the classroom behaviour expectations and refuses to take direction from a school adult an exclusion may result.

Internal Exclusion – this is the preferred option, meaning that a child would still attend school and be learning, but would not come into contact with other children throughout their exclusion (including learning and social times). They would work with a school adult in a suitably calm environment. Their work may include regular school work, restorative justice (apology letter/cards where appropriate) and work on feelings and emotions in order to support their future behavioural success in the classroom.

Fixed term Exclusion – In the event that a child will not comply with an internal exclusion or if the behaviour is considered severe, a fixed term (off site) exclusion may occur. All Fixed Term Exclusions (FTEs) will be conducted in line with statutory guidelines. Any student who receives a FTE will have breached the school's behaviour policy or will not have responded to previous strategies (including Internal Exclusions). The length of a fixed-term exclusion will depend on the context, the misdemeanour in question and any previous sanctions applied. Please see the JMAT policy on exclusion for details.

Permanent Exclusion – Will only occur if all other options to secure improvements in behaviour have failed and will be conducted in line with statutory guidance. Please see the JMAT policy on exclusions for details.

Behaviours which could lead to internal/fixed term/permanent exclusion (list not exhaustive):

- Willfully hurting an adult or child
- Repeated damage of school property
- Putting self and others at risk of harm

- Serious actual or threatened violence
- Carrying an offensive weapon
- Significant Peer on Peer Abuse
- Sexual abuse or assault / Sexual harassment or violence
- Repeated disruption of the learning of others
- Use of derogative, racist or homophobic language

The school can, and will, permanently exclude for a first infringement should the nature of the incident warrant this. The school will be influenced by DfE guidelines and conduct the exclusion in line with statutory guidelines.

Restraint

When behaviour is challenging, staff should employ de-escalation strategies. Physical restraint may be used only in extreme circumstances and by named, qualified staff (except in an emergency situation to keep a child safe). Sometimes, when children behave in an unsafe manner we will stop them by holding them or moving them to a safe place. We do this when children damage or destroy property or hurt or threaten to harm others or themselves. Staff work to a clear policy about physically handling children and only staff members who are trained may physically restrain a pupil unless a pupil puts themselves in immediate danger. All incidents are recorded and parents are notified.

Confiscation

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.

Behaviour when travelling to and from school

Children should always behave responsibly and safely when travelling to and from school. Those using school buses/taxis should follow the guidance issued by Suffolk County Transport and instructions from their drivers. Children whose behaviour causes concern, especially with regard to their safety and the safety of others can be banned from using the County Transport system and such action will be supported by the school. In addition to any action taken by County Transport, school sanctions can, and will, be imposed as appropriate, for behaviour which is in breach of the standards expected.

Behaviour on Trips and Visits

Children are required to behave in such a manner as to enable everyone to gain maximum benefit from the trip or visit. On such occasions, children are ambassadors for the school and will continue to follow the Golden Rules. The importance of behaviour will be stressed in the visit documentation. It should be stressed that we receive frequent compliments on the conduct of our children on school visits.

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.

Parents

Children's behaviour in school is linked to the expected standard of behaviour at home. Parents are asked to promote and support the school's Behaviour Policy at home in order to help their children to behave well in school.

Parents will be informed of the publication of any new behaviour policy and it will be made available to them on the school's website. New intake parents are given a copy at the Information Evening in the Summer Term before admission, and it is discussed then.

Parents and children are also asked to sign the Home/School Agreement in September each year. Copies of these are kept by the class teacher and the parent.

Teachers will be in regular informal contact with parents about their children's behaviour and will both praise good behaviour and discuss unacceptable behaviour. Parents will be contacted immediately if there is a **serious** incident of unacceptable behaviour.

Parents are asked to inform the class teacher of any home circumstances which may affect a child's behaviour so that these can be taken into account. If a parent has any concerns about behaviour in school they should initially make an appointment to speak to the class teacher who will be able to deal with most issues.

Procedures

All school staff will recognise and reward good behaviour both formally and informally...

- Verbal praise
- Stickers/stampers.
- Table points and rewards in class.
- Golden tickets and certificates.
- The Executive Headteacher / Head of School may write to parents praising their child for particularly good behaviour.

Whole School Behaviour strategies:

Each session the child starts with a 'clean slate'.

	Action	Sanction/further action
1	Child is given a 'reminder' by the CT/TA and the chance to change the behaviour and make the right choice.	No action needed if child heeds the reminder.

2	Child is given a verbal warning (2 nd chance to make the right choice). Briefly remind child why.	Name may be written on board or moved down the cloud system to show that this is a 1 st warning. Subsequent good behaviour will result in the child moving back up the cloud system or having their name removed from the board
3	1st consequence Briefly explain/remind child why.	Time will be added to the child's name on the board or moved further down the cloud system Child has ' time out ' (usually 5 minutes but the amount of time is at teacher's discretion) in the designated place. This may be during the lesson or during the next playtime.
4	2nd consequence (following repeat of behaviour and following 1 st consequence)	Child is accompanied to the Executive Headteacher /Head of School by an adult or with a brief note explaining the behaviour**. The Executive Headteacher/Head of School may instead be asked to come to the classroom.

In class

- All teachers will use their professional judgement in dealing with behavioural issues in the classroom and may seek the support of another member of staff.
- The school will contact parents to report any serious breach of conduct and the sanctions imposed immediately.
- If a child repeatedly behaves in an unacceptable manner, parents will be asked to co-operate in an Individual Behaviour Plan. Behaviour targets will be agreed between the school and parents/carers and reviewed half termly/termly (as appropriate) in order to improve the child's behaviour.
- The school may seek the advice of behaviour specialists if the conduct still does not improve although this must be with the parents/carer's permission.
- The school follows Suffolk Education Authority guidance on fixed term and permanent exclusions.

At play and lunchtimes

Pupils are expected to follow the Golden Rules at play and lunch times

Each teacher, teaching assistant or MDSA will remind children not following the rules. They may also give golden tickets to pupils displaying good behaviours including being kind to others, helping others and being gentle.

There is a book for each class at lunchtime and playtime, which is completed during the break-time to ensure that all adults on duty know what is

happening, and teachers are able to note and follow up any incidents if necessary.

Incidents of poor behaviour choices, which are not rectified by a reminder will be brought to the class teacher's attention. In the event of a serious or repeated breach, a senior leader will be asked to attend and bring the child into school to talk about the behaviour choices and next steps.

Sanctions

- Loss of break/lunch times.
- Time spent catching up with work they have missed due to the incident.
- Tidying/Clearing any mess they may have caused in any disturbance
- Restorative approaches – apology letters/cards
- A phone call or letter home to parents/carers.
- Internal exclusions.
- In extreme cases temporary (fixed term) or permanent exclusion (see JMAT Exclusion Policy)

Behaviours involving the repeated disruption of the learning of others will result in the child being asked to work in isolation for a period of or the remainder of the day (supported by an adult), pending a decision on further sanctions and subsequent contact with parents.

We do not operate a system of after school detention in Mendlesham School.

When taking children 'off-site' for a visit, the same rules and sanctions regarding behaviour apply and all staff have the authority to apply these rules and sanctions

During after school, breakfast and lunchtime clubs, all of the above rules and sanctions apply.

Incidents repeatedly being dealt with by a senior leader or pupils repeatedly appearing in their class behaviour log will be brought to the attention of the Executive Headteacher and parents invited to discuss support options and the implementation/review of a behaviour plan.

The school is required to make **reasonable adjustments** for the behaviour of children with Special Educational Needs (Equality Act 2010), but must also ensure the health and safety of **all** those in school, not just of those SEN children.

Prohibited Items and the power to search

Staff at Mendlesham School do not formally confiscate unsuitable items that are brought into school by children unless they believe the child may harm themselves or others with the item. However, they may 'look after' the item for the child until the end of the day with the child's agreement, after having explained to the child why it is not appropriate to have it in school. It can be returned to the child or their parent at the end of school.

However, staff reserve the right to search (without consent) for prohibited/illegal items if they reasonably suspect a child to have them, these include:

- Knives/weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco/cigarettes
- Fireworks
- Pornographic images
- Any item that has been used for or is likely to be used to commit an offence

These items will be confiscated and kept in the school or headteacher's office, parents informed and if necessary the police involved. Please note, pupils are asked to hand mobile phones in to the office for safe keeping during school hours. Pupils are not permitted to carry mobile phones at school.

Fixed Term and Permanent Exclusions

Exclusion will be used as a sanction where there is no other option in response to a child's behaviour and will be conducted in line with statutory guidelines. In all but the most serious breaches (below) it will have followed a lengthy process with parental involvement and other agencies in an attempt to modify the child's behaviour. The following are the categories for exclusion in Suffolk schools:

Bullying	
DAM	Damage
DAR	Drug and Alcohol related
DIS	Persistent Disruptive Behaviour
OTH	Other - not in other categories
PAA	Physical Aggression against Adult
PAP	Physical Aggression against Pupil
RAA	Racist Abuse
SEX	Sexual Misconduct
THE	Theft
VAA	Verbal Abuse/Threatening Behaviour to an Adult
VAP	Verbal Abuse/Threatening Behaviour to a Pupil

The period of exclusion is at the Executive Headteacher's discretion. The following points are taken into account:

- The reason for the exclusion.
- The need for the child and their family to have 'time out' from school to consider the seriousness of the child's action and what they themselves can do to ensure that it does not re-occur.
- The need for the school to show support for other children or staff who have been affected by the child's action.
- The need for the school and staff to have 'time out' from the child after the incident before continuing to work with the child and their family.
- Time to allow the school and family to liaise before the child returns to school and for the school to seek advice if necessary.

- The ‘reasonable adjustment’ that has already taken place for the child if the child has Special Needs.
- If the child is excluded during the morning, it is likely that they will be excluded for the rest of the day.
- If the child is excluded during the afternoon, it is likely that they will be excluded for the rest of the day and the following day.

The decision to exclude is never taken lightly. Fixed term exclusions of between 1 and 5 days will however be issued to students, as will internal exclusions when deemed necessary.

A child may be excluded when there has been:

- Physical aggression on a pupil or adult
- Persistent or severe verbal abuse of pupils or adults
- A breakdown in discipline which is jeopardising the education of other pupils

Following 3 fixed term exclusions in any 12 month period, a panel of Trust appointed members will be convened to review the pupil’s record with the parents (and child, depending on the age of the child) and decide on any actions to be taken by the school, parents and/or pupils and/or further support to be sought.

Permanent exclusions in Primary Schools are rare, however, a permanent exclusion will be issued where a student has failed persistently to respond to sanctions and/or support and therefore refuses to accept the authority of the school and poses a threat to the learning, welfare and well-being of the school community.

There are also instances where the breach(es) in behaviour are considered to be so significant that the school will move more quickly to a permanent exclusion. This will be particularly where students have joined the school with a “history” of poor behaviour and have been fully advised of the school’s expectations before entry. Permanent exclusion may also be used when the breaches of the Behaviour Policy are considered to have had a particularly detrimental impact on the school community or the reputation of the school.

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).

CISS – County Inclusive Support Service 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.

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.

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

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.

Anti-bullying

(In accordance with Race Relations Amendment Act 2000)

Definition

Bullying is the prolonged physical or mental harassment of one or more child/ren by another individual or group.

Curriculum

Anti-bullying is taught as part of our RSHE curriculum and we take every opportunity in other areas to reinforce this message eg assemblies. We teach children self-esteem, the importance of equality and how to deal with difficult peer situations.

Reporting

Children are taught how to verbalise their own needs, feelings and anxieties so that they have the confidence to approach members of staff for support for themselves or others. If a comment or action is deemed by the victim to be racist, homophobic or offensive to people with disabilities, schools are obliged to log it and report back to the Local Authority in an annual return. The concern will be dealt with in school as detailed below. We encourage parents and pupils to approach the school staff with any concerns.

Members of staff are extremely vigilant in their observations of children both in and out of the classroom and take reports of harassment from children or parents very seriously.

Any alleged reporting of bullying will be logged and investigated. A copy of these investigations (whether founded in outcome or not) will be kept in the bullying log file for future reference and to aid staff to identify any patterns of behaviour.

Further Action...

In the event of an observation or a report of possible bullying the school will...

- Inform **all** members of staff.
- Raise awareness of bullying in classes.
- Make informal observations in the class and playground of the children concerned.
- If harassment is observed, inform all parents of children involved.
- Make formal observations and keep records (as stated above).
- The Executive Headteacher/Head of School and another member of staff or independent advisor will have a meeting with the children concerned, either together or separately to try to resolve the situation.
- Meet with the parents of the children involved if necessary or requested.
- Continue to observe to ensure that the problem does not continue.

If the bullying continues, the school will work with the parents and child to try to uncover the underlying reasons why they have bullied. Rewards and sanctions will be agreed to deal with any further incidents and targets for behavioural improvement will be set in line with the policy above.

The child(ren) who has been harassed will be offered a named adult supporter of their choice from amongst the staff (an advocate) and will be encouraged to talk to the advocate about their feelings. The advocate will work with the child to raise their self-esteem and, where appropriate, to teach them strategies to deal with peer relationships more effectively and ensure that the child knows to report any further incidents to school and home adults. The advocate will work in conjunction with a senior member of staff.