



# BEHAVIOUR, DISCIPLINE & ANTI-BULLYING POLICY FOR CALLOWELL PRIMARY SCHOOL, PRE-SCHOOL AND WRAP AROUND CARE

The purpose of this policy:

1. Children feel safe in school
2. There is a consistent approach to behaviour management across the school

**This is a statutory policy which must be published on our school website and shared annually with parents. A paper copy is always available from the school office on request.**

This policy was written in June 2019. It was circulated to parents, staff, pupils and Governors for comments.

It will be reviewed annually: Next review June 2019

This policy has been written alongside our Child Protection Policy and procedures booklet, which should also be referred to if required.

This policy pays due regard to KCSiE 2018 and the Equality Act 2010, including aspects of Safeguarding and SEND. It relates directly to our Safeguarding Policy and E-Safety Policy.

*Policy agreed and approved June 2019*

Signed: .....(Chair Of Governors)      Date .....

At Callowell Primary we aim to promote positive behaviour based on mutual respect between all members of the school community. Every member of our school community should feel valued and each person should be treated fairly and well. We wish to promote attitudes and values that enable our children to contribute positively to their own personal development. This policy uses the "10 key aspects of school practice" as identified in the DfE guidance "**Behaviour and Discipline in Schools**" January 2016

#### **A School Behaviour Policy in maintained schools:**

##### **What the law says:**

1. The head teacher must set out measures in the behaviour policy which aim to:
  - promote good behaviour, self-discipline and respect;
  - prevent bullying;
  - ensure that pupils complete assigned work; and which
  - regulate the conduct of pupils.
  
2. When deciding what these measures should be, the head teacher must take account of the governing body's statement of behaviour principles. The head teacher must have regard to any guidance or notification provided by the governing body which may include the following:
  - screening and searching pupils;
  - the responsibility to use reasonable force and other physical contact;
  - the responsibility to discipline beyond the school gate;
  - when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and
  - pastoral care for staff accused of misconduct.
  
3. The head teacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.
  
4. Teachers' responsibilities to discipline include the responsibility to discipline pupils even when they are not at school or in the charge of a member of staff.
  
5. The head teacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

**From "Behaviour and Discipline in Schools" January 2016**

#### **1. A CONSISTENT APPROACH TO BEHAVIOUR MANAGEMENT**

**1.1.** For a positive behaviour system to be successful there needs to be consistency in the approach. This policy sets out that approach and all staff are expected to uphold the principles within. We believe in the importance of 'negotiating' i.e. offering choices to the child. This helps to encourage mutual respect and foster self-responsibility in the child; they are encouraged to choose from restricted choices so they do not feel that they have lost control over their actions. ***This policy has been written alongside our child protection policy and procedures booklet, which should also be referred to as required***

## 1.2 Our Values

Our values have been developed with the children and school council. Our 4 key Values are in bold.

<b>The Value</b>	<b>What this means based on our children's ideas</b>
<b>Confident</b>	<ul style="list-style-type: none"><li>• To be willing to give things a go</li><li>• To learn from mistakes</li></ul>
<b>Creative</b>	<ul style="list-style-type: none"><li>• To develop new ideas and new approaches</li><li>• To experiment with different types of presentation of work</li></ul>
<b>Caring</b>	<ul style="list-style-type: none"><li>• To care for our school building and grounds</li><li>• To care for everything within our school building and school grounds</li></ul>
<b>Committed</b>	<ul style="list-style-type: none"><li>• To be committed to our learning</li></ul>
Respect	<ul style="list-style-type: none"><li>• To listen and care about each other's feelings</li><li>• To look after our own and school property</li><li>• To follow our school rules</li><li>• To have good manners</li></ul>
Kindness	<ul style="list-style-type: none"><li>• Treating everyone fairly</li><li>• Putting others before yourself</li><li>• To be caring and helpful towards others</li><li>• To share and encourage everyone to join in</li><li>• To support each other</li></ul>
Trust	<ul style="list-style-type: none"><li>• To have faith and believe in others</li><li>• To feel safe and cared for</li><li>• We need to be earn trust from others</li></ul>
Honesty	<ul style="list-style-type: none"><li>• To tell the truth and not blame others</li><li>• To take responsibility for our own actions and behaviour</li></ul>

## 2. STRONG SCHOOL LEADERSHIP

Callowell Primary's Governing Body is committed to supporting high standards of behaviour. The children will be able to voice their opinions about behaviour in school and help to create school policy. The head teacher will have a high profile amongst the children and develop positive relationships which will enable a more personal approach to dealing with unacceptable behaviour.

The head teacher will support all staff in maintaining good discipline and will keep staff, parents and governors up to date with DfE and local guidance relating to behaviour in schools. Unacceptable behaviour will be dealt with promptly and effectively to ensure that learning is not disrupted and that children's and staff's emotional wellbeing is not compromised. Our approach to behaviour will have due regard to the Equality Act, Special Educational Needs and safeguarding procedures.

## 3. CLASSROOM MANAGEMENT

Classroom management is key to promoting good behaviour. At Callowell Primary we expect all classrooms to have:

- A positive classroom tone
- School values and behaviour for Reward Certificates
- Clear classroom rules displayed which have been agreed by the teacher and the class
- Rewards and consequences clearly on display
- Clear expectations about work and work that is set at an appropriate level for each child
- A visual timetable so children know what is planned for the day
- An attractive, tidy, well-cared for environment
- A well-planned environment
- Class lists and details of pupils (with due regard to information sharing principles) who are being supported with their behaviour available for cover/supply teachers so that consistency can be maintained
- Strategic seating arrangements for children when working on the carpet or at a table

#### 4. REWARDS AND SANCTIONS

**4.1 Rewards** are used to support class and team working as well as providing ideal means of rewarding notably good behaviour. Within the established positive learning environment children should expect to receive regular praise from all they come in to contact with. Class teachers are encouraged to agree rules with their new classes and use a range of personally favoured strategies as incentives for the pupils to behave well. Such strategies include:

- Verbal praise and encouragement
- Non-verbal praise – e.g. thumbs up
- Written remarks about good work
- Merit Stickers and various trophies/awards
- Sending children to another teacher or head teacher to share their work/good behaviour
- Displaying pupils' work and achievements
- Certificates to celebrate children's success (for behaviour and academic effort)
- Daily fresh start for all (also for afternoon session)
- Do-Jo points
- Friday celebration assembly

**4.2 Consequences** are in place should a pupil's behaviour fall below an acceptable standard. Should this occur a range of sanctions will be enforced. We aim to resolve behaviour issues at the earliest stage by working closely with pupils and their families. Behaviour concerns are recorded by class teachers and monitored regularly by the Deputy head and Head teacher.

The purpose of a consequence is:

- To ensure that a child understands that their behaviour has been unacceptable
- To show that action has been taken where another child, or children has been hurt or upset as a result of the behaviour.

It is essential that the sanction be proportional to the behaviour. The table below sets out a range of sanctions we have to deal with unacceptable behaviours:

<b>Low Level Mis-Behaviour (Disruptive)</b> <b>Parents may be notified if persistent</b> <b>(Staged approach)</b>	<b>Serious Mis-Behaviour (Challenging)</b> <b>Defined by compromising safety of self or others</b> <b>– this includes threatening and/or discriminatory language</b> <b>Parents will always be notified</b> <i>(Swearing, deliberately hurting others, wilfully breaking or damaging property, fighting)</i>
<ol style="list-style-type: none"> <li>1. Verbal warning</li> <li>2. Second Warning – class display</li> <li>3. Loss of 5 minutes (next play time)</li> <li>4. See teacher in different class (reflection time)</li> <li>5. See a member of SLT – this will be logged</li> <li>6. Return to class - If further low level mis-behaviour occurs – pupil sent to SLT and teacher contacts parents that day</li> </ol>	Pupil referred to SLT member Incident logged – pupil admission or witnessed by a staff member Parent informed Child removed in school (Internal Exclusion) Child sent home (External Exclusion)  <i>*Pre-emptive call encouraged when child is likely to be a risk to themselves and/or others</i>

Sanctions will be reasonable and proportionate.

#### 4.3 Continual behaviour Issues

The Head teacher/Deputy Head teacher will assist in any persistent challenging behaviour. An assessment of the child's needs is taken with the SENDCO and a meeting with parents is arranged. A plan will be devised to support the child including any involvement of outside agencies required. Records of behaviour will be kept and evidence gathered should further action be required.

#### 4.4 Exclusion

Where a child's behaviour causes significant concern and the range of strategies outlined above has failed the Head Teacher will use fixed term exclusions when appropriate. If this does not have a positive impact on the child's behaviour, the Governing Body will be involved by following our Exclusions procedure (As part of our positive behaviour strategy and depending upon the severity of a misdemeanour, the school expects to use supervised internal exclusions as much as possible before moving to the formal terms of our out of school Exclusions Procedure).

### 5. BEHAVIOUR STRATEGIES AND TEACHING OF GOOD BEHAVIOUR

**5.1.** Strategies are put in place to tackle low level distraction in class which are matched to the child's particular circumstances. These are usually short-term, positive strategies which take into account the child's point of view. Through our PSHE curriculum and assemblies children have the opportunity to discuss issues and voice concerns. Stories, images and songs are shared which children are encouraged to reflect upon.

#### 5.2 Peer on Peer Abuse:

All staff should recognise that children are capable of abusing their peers. All staff should be clear about Callowell's policy and procedures with regard to peer on peer abuse.

Procedures to minimise the risk of peer on peer abuse include:

- Regular circle times and assemblies to remind children to respect each other and to expect respect in return
- Children have opportunities to talk about concerns (Good relationships with TAs and teachers, "Drop-in" sessions, parent/teacher information sharing)
- All allegations of peer on peer abuse are recorded, investigated and dealt with
- Staff awareness of signs to be aware of and actions to take
- Clear processes are in place, as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported are clarified in the school
- Recognition of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously; and
- The different forms peer on peer abuse can take, such as:
  - ❖ **Child on Child sexual violence and sexual harassment.**
  - ❖ physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
  - ❖ sexting (also known as youth produced sexual imagery): the policy should include the school's or college's approach to it. The department provides Searching Screening and Confiscation Advice for schools. The UK Council for Child Internet Safety (UKCCIS) Education Group has published Advice for Schools and Colleges on Responding to Sexting Incidents; and
  - ❖ initiation/hazing type violence and rituals.

**Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up";**

Further advice is available: DFE: [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#)

**5.2.** The school believes that nobody has the right to hurt other people by hitting or kicking them, calling names, spreading rumours about them or by doing anything else which is intended to be upsetting. All children have a right to learn in a supportive, caring and safe environment without fear of being bullied. We focus on teaching what good behaviour and sensible choices look like.

**Bullying is wrong and it will not be tolerated at Callowell Primary School.**

**5.3** To support this principle, all children are told regularly, through class PSHE lessons and assemblies, that bullying may be verbal, physical or through the use of technology and will not be tolerated by the school in any form whatsoever. They are made aware that any repetitions or patterns of unkind behaviour will be treated as bullying and significantly, that speaking out is essential. Children are taught that being safe is the most important thing and that every child has the right to feel safe in our school.

**5.4** At Callowell Primary no forms of bullying are tolerated including homophobic, cyber, LGBT, racist, gypsy and Roma / traveller children, or any unkind behaviour directed at any other targeted social group. Parents will always be notified and involved if any bullying issues arise

### **5.5. Playtimes**

Behaviour during morning and afternoon break times is monitored by the staff on duty

There are always 2 members of staff (minimum) on duty at break time. They deal with minor issues. If anything more serious happens then a senior member of staff is involved.

### **5.6. Lunchtime**

Lunch times are the immediate responsibility of the midday supervisors – the majority of MDSs at our school are trained Teaching Assistants.

We aim to reduce playground problems by ensuring staff are trained in playground games and positive behavioural management.

At lunchtimes the MDSs report major problems to the teaching staff or SLT.

Minor incidents are reported directly to the class teacher.

## **6. STAFF DEVELOPMENT AND SUPPORT**

### **6.1. Development**

Part of the process of annually reviewing this policy involves all staff being reminded about practice and principles of promoting good behaviour whilst being able to contribute ideas to improving practice.

The Head teacher will ensure that staff are kept up to date with DfE publications and guidance.

The school will provide training for staff around the specific needs of pupils with continual behaviour problems. This will form part of our 'package' for support and intervention for that child usually organised by our SENDCO.

### **6.2. Support**

It is the Governors and Head teacher's responsibility to support staff, particularly when there is a child with challenging behaviour in their class. This can be done through offering advice, ensuring support with sanctions and paying due regard to staff health and wellbeing.

Where a member of staff has been accused of misconduct pending an investigation, employers should not automatically suspend that member of staff. The governing body should instruct the head teacher to draw on the advice in the **Dfe 'Dealing with Allegations of Abuse against Teachers and Other Staff'** guidance and the GSCB allegations management advice.

## **7. PUPIL SUPPORT SYSTEMS**

**7.1.** We understand that how a child behaves can be a sign of an underlying issue. Staff are trained to look out for changes in behaviour which could include:

- A child who is withdrawn and unable to make friends
- A child who is unable to concentrate on classwork
- A child who may become disruptive and / or aggressive in class

**7.2.** In such cases any emotional / behavioural difficulties should be determined. Pupils will be given the opportunity to express their thoughts and feelings with a chosen adult either individually or within a group. We may also take the decision to refer to an outside agency for additional emotional support.

## **8. LIASON WITH PARENTS AND OTHER AGENCIES**

**8.1.** Working with parents is an important part of supporting children with their behaviour. We ensure that parents are informed of incidents involving their child, especially where this behaviour has been of a serious or of a continuous low-level nature.

**8.2.** Parents are actively encouraged to be involved in their children's education at all times. They have a major influence on the development of their child's personality and behaviour. The school acknowledges the importance of home school partnerships.

**8.3.** We have a number of agencies which are available to support children and families with behaviour either at home, at school or both.

## **9. MANAGING PUPIL TRANSITION**

### **9.1. Entering Reception**

Callowell pre-school is part of the primary school and therefore ensures smooth and adaptable transition. Where necessary we will add in extra visits to a child's induction if we feel this will help establish relationships with staff and make the transition into school a positive start for the child and parents. The Class teacher holds a structured conversation with all parents to gather further information

### **9.2. Mid-year joiners**

If pupils join our school mid-year the head teacher will meet with the child and parents and share our approach and expectations of behaviour. We ask parents to be honest about any behaviour or friendship issues their child may have experienced.

### **9.3. Moving to secondary school**

As part of our transition work we ensure that relevant information is passed onto the Year 7 team at our local secondary schools and where necessary the SENDco. The Year 6 teachers and SENDco work closely throughout the summer term (earlier if needed for some individuals) to ensure that established strategies, rewards and sanctions are continued as far as possible as children move into their next school.

## **10. ORGANISATION AND FACILITIES**

Any spaces used for behaviour management must be seen as a safe place for it to have a positive impact on helping calm the child or bringing them back to a more rational state. Spaces include:

- A time out space within class (if required) or within the playground
- The Head teacher's Office

## **11. PHYSICAL INTERVENTION**

Any Physical Intervention strategies comply with guidance detailed in **Physical Intervention Policy**. A risk assessment will be drawn up should physical intervention become a likely need.

## **12. SCREENING AND SEARCHING**

Our policy regarding screening, searching and confiscation is to follow the advice as set out by the **DfE: Screening, searching and confiscation – Advice for Head teachers, Staff and Governing Bodies, January 2018**

## **13. CYBER BULLYING**

E-Safety is an important element of our PSHE curriculum. Whilst the vast majority of issues re Cyber bullying take place out of school, we are happy to give support and take action where parents bring these issues to our attention and ask for help.

When incidents of cyber and text bullying are brought to the school's attention, the following steps are put in place:

1. Evidence is presented to the Head teacher / Deputy Head teacher
2. The parents of all children involved are informed.
3. Head teacher / DH speaks to the victim(s) and perpetrator(s) individually or grouped as is appropriate. Key messages reinforced.
4. Class teacher further reinforces key messages with class/year group that week.

See also:

**DfE: Preventing and tackling bullying. Advice for head teachers, staff & governing bodies July 2017**

## APPENDIX 1

### Exclusions Procedure

At all times we work to the framework of national government guidance which can be found online:

**DfE Exclusion from Maintained Schools, Academies and Pupil Referral Units in England – A guide for those with legal responsibilities in relation to exclusion.**

A decision to exclude a pupil will be taken only:

- a) In response to a serious breach or persistent breaches of the school's behaviour policy; and
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the head teacher, (or, in the absence of the head teacher or teacher, the Deputy Head teacher) can exclude a pupil, and whenever a head teacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reasons for it.

A decision to exclude a child **permanently** is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and will be used as a last resort.

The regulations allow head teachers to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year. The limit of 45 school days applies to the pupil and not to the institution. Therefore, any days of fixed period exclusion served by the pupil in any school alternative provision in the same school year will count towards the total. It is important therefore that, when a pupil transfers to a new school during the academic year, records of the fixed period exclusions a pupil has received so far during the current academic year are also transferred promptly to the new school.

However, individual fixed period exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the school. Ofsted inspection evidence suggests that 1-3 days is often long enough to secure the benefits of exclusion without adverse educational consequences. Exclusions may not be given for an unspecified period, for example until a meeting can be arranged. Such a practice amounts to an indefinite exclusion for which no legal arrangements exist.

### Lunch time Exclusions

Pupils whose behaviour at lunch time is disruptive may be excluded from the school premises for the duration of the lunchtime period. Lunch time exclusion is a fixed period exclusion, deemed to be equivalent to one half of a school day, and should be treated as such.

**The legal requirements in relation to exclusion, such as the Head teacher's duty to notify parents, still apply.**

### The role of Governors and the Local Authority

Governing bodies must review all permanent exclusions from their school, and all fixed period exclusions that would result in a pupil being excluded for more than 5 school days in any one term, or missing a public examination/national curriculum test.

Procedures set out in **Parts 4.3 – 6.3** of the guidance document: **DfE Exclusion from Maintained Schools, Academies and Pupil Referral Units in England – A guide for those with legal responsibilities in relation to exclusion ([www.education.gov.uk](http://www.education.gov.uk))** are followed at all times.

**The role of the local authority is also clearly laid out in this document.**

## APPENDIX 2

<b>Alleged Bullying Incident</b>		
Pupil allegedly bullied:		
Name		
D.O.B		
Year group		
Ethnicity:	Gender:	SEND:
Home language:		CLA: Y/N
Date of incident:	Time of incident:	
Location of incident:		
Nature of incident: (Identify any detail of injury etc)		
<p>Circle any elements that may apply:  <b>RACIST/SEXIST/SEND/TRAVELLER/ROMA GYPSY</b></p>		
Member of staff to whom the incident was reported:		
Alleged perpetrator(s)		
Name (s)		
D.O.B		
Year group		
Witness(s) to incident		
Witness reports of incident:		
Action:	Member of staff responsible:	
Follow up:		

## APPENDIX 3

## Use of reasonable Force

At Callowell Primary School, we work to the framework of national government guidance

### **Use of Reasonable Force: Advice for head teachers, staff and governing bodies Dfe 2015.**

This guidance is the framework for current LA policy development and links to their communication to all schools

All school staff members have a legal responsibility to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline.

If the force used is reasonable all staff will have a robust defence against any accusations. This guidance is intended to help staff feel more confident about using force when they think it is right and necessary, and to clarify our policy to the parents and carers of our pupils.

Whether the force used is reasonable will always depend on the particular circumstances of the case and the test is whether the force used is proportionate to the consequences it is intended to prevent. This means the degree of force used should be the minimum needed to achieve the desired result.

In schools force is generally used for two different purposes – to **control** pupils and to **restrain** them.

**Control** can mean either passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back).

When members of staff use **restraint** they physically prevent a pupil from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two pupils are involved in a fight and physical intervention is needed to separate them to prevent a greater harm.

Some examples of situations where reasonable force might be used are:

- to prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils;
- to prevent a pupil causing deliberate damage to property;
- to prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object;
- to ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so;
- to prevent a pupil behaving in a way that seriously disrupts a lesson;
- to prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visit.

Staff have a legal responsibility to make a physical intervention where pupils (including those from another school) are on school premises or elsewhere under the lawful control or charge of the staff member (for example on a school visit).

The responsibility to use force helps ensure pupil and school safety and the risk with a no-contact policy is that it might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking an action needed to prevent a pupil causing injury to others.

However, because the use of force must only be a last resort, we seek to minimise the possibility of force being needed by creating a calm, orderly and supportive school climate that lessens the risk and threat of violence of any kind. It is central to our ethos that de-escalation strategies should be used at all times so that all behavioural incidents can be managed calmly and swiftly and to minimise upset and anxiety amongst other children and staff.

The judgement on whether to use force and what force to use will always depend on the circumstances of each case and – crucially in the case of pupils with SEN or disabilities – information about the individual concerned. Individual risk assessments are set up where it is known that force is more likely to be necessary to restrain a particular pupil, such as a pupil whose SEN and/or disability is associated with extreme behaviour.

A procedure is in place for recording each significant incident in which a member of staff uses force on a pupil, and for reporting these incidents to the pupil's parents as soon as practicable after the incident.

This policy has been written alongside our child protection policy and procedures booklet, which should also be referred to as required.

Parents are kept informed of serious events at school concerning their child. (If reporting the incident to a parent would be likely to result in significant harm to the pupil, then the incident will be reported to the local authority where the pupil normally lives.)

Whether an incident is significant will vary on a case by case basis, but in determining whether it is, factors such as the pupil's behaviour and the level of risk presented at the time, the degree of force used and whether it was proportionate in relation to the behaviour together with the effect on the pupil or member of staff, will be considered.

All staff have a legal duty to make a physical intervention. Failing to intervene to prevent injury to a pupil is a neglect of legal duty of care. All intervention presents a risk to staff safety.

Three members of staff have been trained in the 'Team Teach' method of de-escalation and these will be the staff members who are called upon where restraint may be required.

Use of force **WILL NEVER** be used as a punishment, because it would fall within the definition of corporal punishment, which is illegal

## **APPENDIX 4**

### **Behaviour policy – children’s version**

At Callowell Primary School we are a caring, friendly and safe place for all of our pupils. We want everyone to feel included, involved in learning and aim to be the best they can be.

**“Caring, Confident, Creative and committed”** This means everyone has the responsibility to ensure that our core values are followed and are at the centre of the choices we make every day:

Our behaviour core values: **Respect, Kindness, Trust and Honesty**

There are a lot of rewards at Callowell Primary for making the right choices and doing our best. These might be stickers, Do-Jos, certificates and Golden Time.

Sometimes we do need to use a number of consequences (see section 4.2) to make sure everyone tries to make the right choices and follow our Core Values.

If the teachers feel that the child's behaviour is getting really serious and not changing, then the class teacher and Mrs Wall will have a meeting with the child's parents.

#### THE GOVERNORS

Our Governors help Mrs Wall to keep everyone safe and happy. They ask Mrs Wall every term about any problems with behaviour and if there are any serious problems they will discuss this and might come to meetings with parents of children who are having problems with their behaviour.

#### THE HEAD TEACHER

Mrs Wall makes sure that everyone in school follows this policy and that any new adults coming to work at school know about the policy. She makes sure that all the children in school know what is expected and that they try their best to keep the core values. It is the Head Teachers job to make sure that all children are safe in school. Mrs Wall will talk to children who misbehave and will sometimes talk to their parents as well. In extreme cases children can be excluded from school if they continue to misbehave, their behaviour makes it dangerous for other children or stops the other children in the class being able to learn.

#### ALL ADULTS IN SCHOOL

Everyone in school works hard to ensure that all the children follow our Core Values all of the time. If children misbehave continually then the class teacher will speak to Mrs Wall about this, again this might be followed by a meeting with parents.

#### PARENTS

The school works closely with parents and even before children start at Callowell Primary parents are told about the schools expectations for behaviour. School asks parents to support them in this policy.

#### CHILDREN

All children are responsible for their own behaviour and we expect them to have a pride in our school, care for each other and help to make school a safe and happy place to be. Bullying of any kind is unacceptable in our school. If you are feeling upset or worried about anything – please tell someone! You will be listened to and we will help you.

#### WHAT IS BULLYING BEHAVIOUR?

- Deliberate – hurting someone on purpose and not by accident.
- Unfair – the victim is hurt and does not deserve this
- Repeated – it happens more than once.

#### BULLYING BEHAVIOUR CAN INCLUDE:

- Being hit, kicked, tripped or poked
- Having belongings stolen, damaged or hidden
- Being ignored, left out or people talking about you in a mean way
- Receiving nasty text messages, emails or made fun of online.

WHAT TO DO IF YOU ARE WORRIED ABOUT BULLYING BEHAVIOUR:

- Tell someone – someone in your family, a friend or an adult in school. We need to know what is happening so that we can help you.
- The incident will be investigated and we will talk to everyone involved.
- We may do some work with the child, a group or the whole class to encourage children to make better choices.

Date/Name of Pupil/Year Group	Antecedent	Behaviour	Consequence

**Antecedent - What was the trigger?**

**Behaviour - type of challenging behaviour**

**Consequence - Steps taken on behaviour policy consequence list**

**APPENDIX 6**

## Record of Disruptive Behaviour

Date/Name of Pupil/Year Group	Antecedent	Behaviour	Consequence

**Antecedent - What was the trigger?**

**Behaviour - type of challenging behaviour**

**Consequence - Steps taken on behaviour policy consequence list**