



Someries Junior School

Behaviour and anti-bullying policy

September 2018

STATUTORY

The school has carefully considered and analyses the impact of this policy and guidelines on equality and the possible implications for pupils with protected characteristics, as part of its commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Achieving excellence together.





Someries Junior School

Behaviour and anti-bullying policy

Our vision

- ✓ At Someries Juniors, we will work collectively to help children to develop into the best versions of themselves.
- ✓ Children will leave our school as responsible citizens who can make a positive difference to the world.

Our aims

We aim to:

- ⊕ Provide excellent teaching and engaging learning experiences that will nurture each child's potential
- ⊕ Model our values in all that we do
- ⊕ Be reflective practitioners who strive for continuous improvement
- ⊕ Create a safe, fun place where every child feels valued and which children will leave with many happy memories
- ⊕ Provide an environment that is stimulating and inspirational
- ⊕ Promote collaboration and team work
- ⊕ Inspire our children to be independent, resilient lifelong learners
- ⊕ Develop constructive relationships with families and our community

Our values

At Someries Juniors, every individual is valued for who they are and what they contribute to our school community. Learning and life at Someries Junior School are underpinned by our values of:



Introduction

At Someries Junior School we seek to promote positive behaviour based on mutual respect between all members of our school community. The ethos of our school, together with the planning of our broad curriculum, promote the attitudes and values necessary for individual children to contribute positively to their own personal development and so that of the school.

This policy uses the ten key aspects of school practice identified in the Department for Education's guidance document 'Behaviour and discipline in schools'.

Statutory requirements

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
 - 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 power to use reasonable force and other physical contact
 - the power to discipline beyond the school gate
 - when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour
 - pastoral care for staff accused of misconduct
3. The head teacher must decide on 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' powers to discipline include the power to discipline pupils even when they are not at school or in 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

A consistent approach to behaviour management

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.

The phrase 'certainty not severity' should also be considered when dealing with behaviour. An example of this when dealing with a low-level behavioural issue would be: 'If you continue to talk over me whilst I am teaching, you *will* receive a strike'.

We agree to...



always try our best



look after our environment



**always treat others kindly
and with respect**



listen carefully to others



speak politely to others



**cooperate and be team
players**

Our School Charter



**Someries
Junior School**

Strong school leadership

Somerles Junior School'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 guidance from both the Department for Education and local authority 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 has due regard to the Equality Act, special educational needs and safeguarding procedures.

Classroom management

Classroom management is key to promoting good behaviour. At Somerles Junior School we expect all classrooms to have:

- a positive classroom tone
- a clear classroom charter is displayed which has been agreed by the teacher and the class
- clear expectations about work and work that is set at an appropriate level for the child
- an attractive, tidy and well-cared-for environment
- a well-planned environment within which children can move easily and find resources
- well-respected property and resources

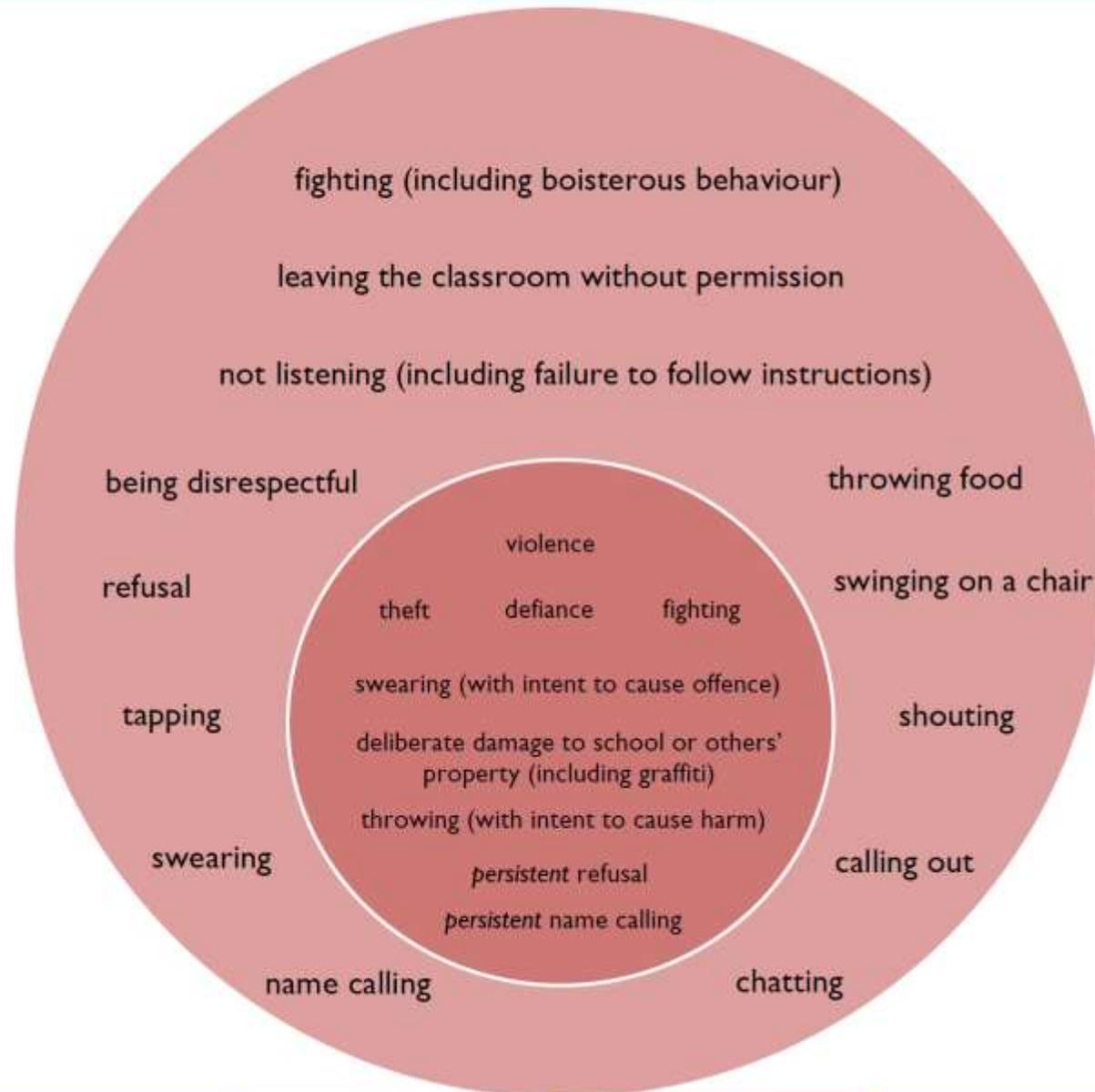


Categories of behaviour

This diagram provides an *example* of the range of behaviours the team at Someries Junior School find unacceptable as they impact negatively on others' learning and/or wellbeing.

Behaviour contained within the lighter areas are deemed as low-level and are able to be dealt with effectively through appropriately deployed behaviour management strategies within the classroom.

Those behaviours contained with darker area are deemed 'serious'. These incidents require additional support or intervention from senior or pastoral staff.



Rewards and sanctions

Rewards

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 at Someries, children should expect to receive regular and meaningful praise from all they come into contact with. Class teachers are encouraged to agree a charter with their new classes and use a range of personally favoured strategies as incentives for pupils to behave well. Such strategies include:

- verbal praise and encouragement
- non-verbal praise, for example thumbs up
- written remarks about good work
- stickers
- sending children to another teacher or a senior leader to share their work/ good behaviour
- displaying pupils' work and achievements
- postcards and home contact slips to celebrate successes with parents and carers
- House points
- Values Role Model nominations and awards
- marbles in a jar are collected as part of a whole-class reward system

Sanctions

When a pupil's behaviour falls below an acceptable standard, a range of sanctions will be enforced. Through working closely and openly with pupils and their families, it is our aim at Someries to resolve behavioural issues at the earliest possible stage. Behavioural concerns are logged by class teachers and monitored regularly by the head teacher.

The purpose of a sanction is:

- to ensure that children understand when their behaviour has been unacceptable
- to show that action has been taken where another child has been hurt or upset as a result of another child's behaviour

Whatever the sanction issued, behaviour will be discussed with the child so that they understand why the behaviour is unacceptable. Staff are discouraged from punishing a whole group unless this is unavoidable or appropriate.

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

Low level behaviour issues Parents and carers may be notified <i>if persistent</i>	Serious behaviour issues Parents and carers will always be notified
verbal warning	a behaviour incident form is completed
child receives first 'strike'	refer to assistant head teacher
child receives second 'strike' (after two clear warnings and initial 'strike' has not been removed)	meeting with parents or carers (assistant head teacher and family worker)
partial loss of playtime or lunchtime or walking with an adult during these times	internal exclusion with head teacher or other member of senior staff
lunchtime detention (held on Fridays)	exclusion
discussion with parents or carers (class teacher)	
meeting with parents or carers (assistant head teacher and class teacher)	

Continual behaviour issues

The Head Teacher will assist with any persistent challenging behaviour in any context.

If low-level behaviour issues become persistent despite the implementation of the school's 'strike' system, a pupil may be sent to the relevant year group leader to provide a message that their work must be completed and that poor behaviour does not result in time out of class. If low-level behaviour issues persist at this point, the pupil may be referred to the relevant phase leader (Assistant Head Teacher) and/ or Learning Mentor.

The school's Learning Mentor and Special Educational Needs and Disabilities Coordinator will support with undertaking an assessment of the child's needs and convene a meeting with school staff and parents and carers. At this meeting, the following will be discussed:

Action	Purpose	Possible strategies
Place pupil on the SEND register	To enable the pupils to access extra interventions within school	<ul style="list-style-type: none">- Support from Learning Mentor- Time out- Group support
Target interventions will be provided for the pupil	To analyse behaviours and measure the impact of targeted interventions	<ul style="list-style-type: none">- Support from Learning Mentor- Report card- Reward chart- The Incredible five-point scale- Alternative lunchtime activities- Logged incidents
A referral will be made to Behaviour Support Service	Observations and further advice provided and signposts made to different agencies, as required	<ul style="list-style-type: none">- PSPs involving pupil, parents, carers and school staff- Specific targets- PSP reviews

Exclusion

Where a child's behaviour causes significant concern and a range of strategies outlined above has failed, there will be a referral of the issue to the Chair of Governors who acts on behalf of the governing body to agree whether or not it is appropriate to move the child on to the terms of the exclusions procedure (Appendix 1). 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.

Behaviour strategies and teaching of good behaviour, including anti-bullying

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 values-based education programme 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.

The school believes that nobody has the right to hurt other people by hitting or kicking them, calling them names, spreading rumours about them or by doing anything else which is intended to be upsetting. All children have the right to learn in a supportive, caring and safe environment without fear of being bullied. The school has a clear policy on the promotion of positive behaviour. **Bullying is wrong and it will not be tolerated at Someries Junior School.**

To support this principle, all children are told regularly through all values education 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 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. Our approach to incidents of bullying is contained within Appendix 6.

Playtimes

- Behaviour during playtimes is monitored by staff on duty
- The playground is zoned and timetables are in place to help maintain order
- During playtimes, minor issues are dealt with by the staff on duty and referred to class teachers as or when appropriate

Lunchtime

- Lunchtimes are the immediate responsibility of our midday supervisory team
- The playground is zoned
- We aim to reduce playground problems by ensuring staff are trained in playground games and positive behavioural management
- Pupils have access to school-based approaches such as house points and values role model nominations
- During the lunchtime period, midday supervisors report major issues to the senior midday supervisor who may, in turn, report issues to a member of the senior leadership team (if and when appropriate)
- Minor issues are reported directly by midday supervisors to the senior midday supervisor who, if appropriate, will discuss the issue with the relevant class teacher at an appropriate time

Staff development and support

Development

- Part of the process of annually reviewing this policy involves all staff being reminded about the practice and principles of promoting good behaviour whilst being able to contribute ideas to improving practice through staff forums
- The head teacher will ensure that all staff are kept up to date with relevant Department for Education 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 of support and intervention for that child organised by our inclusion manager

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 and sanctions and paying due regard for staff health and wellbeing
- Where a member of staff has been accused of misconduct pending an investigation, employers should not automatically suspend the member of staff. The governing body should instruct the head teacher to draw on advice in the Department for Education's guidance document *Dealing with allegations of abuse against teachers and other staff* when setting out pastoral support school staff can expect to receive if they are accused of misusing their powers

Pupil support systems

At Someries Junior School, 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 class work
- a child who may become disruptive and/ or aggressive in class
- a child who expresses sexualised language and/ or behaviour

In such cases any emotions and/ or 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 nurture group. We may also take the decision to refer to an outside agency for additional emotional support. **Please refer to the school's safeguarding policy and guidelines for further advice and guidance if you feel this is appropriate. It may also be necessary to speak to one of the school designated safeguarding officers (Jason Hunt or David Finch).**

Liaison with parents and carers and other agencies

Working with parents and carers is an important part of supporting children with their behaviour. At Someries, we make sure that parents and carers are informed of incidents involving their child, especially where this behaviour has been of a serious or continuous low-level nature.

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. This is strongly promoted through the school's home-school agreement (Appendix 2) whereby parents and carers are encouraged to sign to show a commitment to the ethos and work of the school.

We have a number of agencies which are available to support children and families with behaviour either at home, at school or both. Many of these agencies are commissioned within our local authority and are targeted specifically at the needs of our families.

Any parent or carer can choose to drop in for an informal discussion at any time.

Managing pupil transition

Entering year three

We work closely with our feeder schools and gather information from conversations and observations. 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 their parents or carers.

Mid-year transfers

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

Moving to high school

As part of transition work, we ensure that relevant information is passed on to relevant high school and, whenever necessary, their head teacher. Our year six teachers, together with our family worker, work closely throughout the summer term (or earlier for some individuals) to ensure established strategies, rewards and sanctions are continued as far as possible as children move into high school. Our inclusion manager liaises with high schools regarding the needs of children presenting continual behavioural issues who may be receiving any form of external support.

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.

Physical intervention

Any physical intervention strategies comply with guidance detailed in Appendix 3. A risk assessment will be drawn up should physical intervention become a likely need. At this point, support from outside agencies will also be commissioned, if it is not already in place.

Screening and searching

Our policy and guidelines for screening, searching and confiscation follows the advice set out in the Department for Education's guidance *Screening, searching and confiscation - advice for head teachers, staff and governing bodies* which accompanies this policy document.

Cyber bullying

E-safeguarding is an important element of our core and extended curriculum. However, issues surrounding cyber-bullying may come to our attention and, as the majority of these incidents are likely to take place outside of school, the school takes a supportive rather than punitive approach to managing such concerns.

At Someries Junior School, when incidents of cyber-bullying or text-message bullying are brought to the school's attention, the following steps are put in place:

- evidence is presented to the school's e-safeguarding officer
- parents or carers of all children involved are informed
- head teacher (in consultation with the school's family worker) speaks to the victim(s) and perpetrator(s) individually or grouped (as appropriate) and key messages are reinforced
- class teacher(s) further reinforces key messages with class/ year group in the same week
- agreement with victim(s) that this has been an unintentional* one-off situation effectively dealt with or
- victim(s) and perpetrator(s) moved to support group anti-bullying strategy

When such incidents occur, a newsletter will be issued which offers parental advice regarding supervision of internet and mobile phone use.

*unintentional: as a result of not thinking (something sent as a joke may be deeply upsetting or offensive to the recipient) or a lack of awareness of the consequences - for example saying something negative online about another pupil, or friend that they don't expect to be forwarded or viewed outside their immediate group

APPENDIX 1

Exclusions procedure

At all times we work within the framework of national government guidance: *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:

1. in response to a serious breach, or persistent breaches, of the school's behaviour policy and guidelines; and
2. 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, and assistant 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 out 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.

Regulations allow head teachers to exclude a pupil for one or more fixed periods not exceeding forty-five school days in any one year. The limit of forty-five school days applies to the pupil and not the institution. Therefore, because 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 pupils to reintegrate into the school. Ofsted inspections evidence suggests that one to three 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 practice amounts to an indefinite exclusion for which no legal arrangements exist.

Lunch time exclusions

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. Lunchtime 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 and carers, 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 five school days in any one learning phase, or missing a public examination/ national curriculum test.

Procedures set out in Parts 4.3 to 6.3 of the Department for Education's guidance document *Exclusion from maintained school, academies and pupil referral units in England - a guide for those with legal responsibilities in relation to exclusion* are followed at all times. **The role of the local authority is also clearly laid out in this document.**

APPENDIX 2



Home-school agreement

Introduction

This home-school agreement is based on the principles and values on which this school is based and to which the governors, the head teacher and all the staff subscribe. It is hoped that parents and pupils are equally committed to the same ideals and central to this is the partnership developed between the parents/carers, pupils and staff of the school.

The School's responsibilities

We acknowledge our responsibility to support parents/carers in developing each child to their full potential. Therefore, we will:

- provide a friendly and welcoming atmosphere for your child and a secure, stimulating and caring environment in which to learn,
- ensure that your child is valued for who he or she is and helped to make good progress in their spiritual, moral, social, emotional, physical and intellectual development,
- do our best to provide a broad and balanced curriculum, which is well taught and relevant to their needs and their future as individuals and as citizens,
- work in co-operation with parents/carers to resolve issues and problems that may arise,
- provide regular information about your child's progress and with opportunities, via open evenings, to meet with staff to discuss concerns or by appointment at other times,
- send home termly reports on your child's progress and attainment.
- keep you well informed about school policies and activities through the website, texts, letters and newsletters,
- set, mark and monitor homework suitable to your child's needs,
- contact you if there is a problem with your child's attendance, punctuality or behaviour in class or in the playground,
- inform you of any concerns regarding your child's work or health,
- try to develop clear lines of communication between home and school treat parents/carers and pupils with courtesy and respect.

Parents' and Carers' responsibilities

We acknowledge that we, as parents/carers, are the primary educators of our children and have an irreplaceable role to play in supporting my child's learning at school.

Therefore, we will:

- work with the school in supporting the education of my child,
- see that my child attends school regularly, on time, suitably equipped and dressed in full school uniform including correct PE kit for PE days
- support the aims and values of the school community,
- work in co-operation with staff to resolve issues and problems that may arise and let the school know of any issues that might affect my child's work, behaviour or attendance,

- encourage my child to be enthusiastic about learning, provide opportunities for home learning and support homework from school,
- support the school's policies and guidelines for behaviour and dress code, which are intended to promote the highest standards of behaviour and discipline,
- encourage my child to show kindness and consideration to others and to always behave appropriately, when in school uniform, on their way to, and from, school,
- treat staff and pupils with courtesy and respect.

Pupil's responsibilities

I will:

- attend school regularly and on time, bringing with me all the things I need,
- wear the correct school uniform and take a pride in my appearance,
- take care of all school equipment and help keep our school free from litter and graffiti,
- try my best in all my work and be polite, at all times to all pupils, all adults and all visitors to the school,
- be well behaved on the way to and from school,
- behave sensibly so we can be happy and safe as we learn,
- observe all school rules and treat everyone with the respect they deserve,
- try to think for myself and take responsibility for my actions,
- take part in all aspects of school life and be proud of my school.

I have read through this agreement with my child and both myself and(child's name) agree to follow the home-school agreement.

Child's Name:

Parent or Carer's Name:

Signature:

Date:

APPENDIX 3



Use of force

At Someries Junior School, we work to the framework of national government guidance *Use of reasonable force - advice for head teachers, staff and governing bodies*. This guidance is the framework for current local authority policy development and links to their communication to all schools.

All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others, 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 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 that 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 (such as standing between pupils or blocking a pupil's path) or active physical contact (such as 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.

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 pupils causing deliberate damage to property
- to prevent a pupil causing injury or damage by accident, through rough play or by misuse of dangerous materials or objects
- 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 visit

The power may be used where pupils (including those from another school) are on the premises or elsewhere under the lawful control or charge of the staff member (for example during a school visit).

The power to use force helps ensure pupil and school safety; 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 from taking action needed to prevent a pupil causing injury to others.

However, because the use of force should only be a last resort, at Someries Junior School, 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 pupil with special educational needs 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 special educational need 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 or carers as soon as possible after the incident (Appendix 4). This is to ensure that parents are kept informed of serious events at school concerning their child. If reporting the incident to a parent or carer 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.

It should be noted that members of staff are asked not to put themselves at risk, so an individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety. We do, however, have trained members of staff qualified in team teaching.

Team teaching

Team Teach is accredited training which provides guidance in relation to behaviour support and intervention in response to challenging behaviour. The training combines both theory and practice, emphasising the need for staff to show restraint rather than apply it. It provides a risk assessment structure to the selection of physical interventions offered, supporting a safe environment for both students and staff.

Use of force will never be used as a punishment because it would then fall within the definition of corporal punishment, which is illegal.

Controlling risk

Describe any changes you made to routines, personnel or the environment in an attempt to reduce the risk of this happening:

Diversion, distraction and de-escalation attempted

verbal advice and support	firm clear directions	negotiation	limited choices	distraction
diversion	reassurance	planned ignoring	contingent touch	calm talking/ stance
time out	withdrawal offered	withdrawal directed	transfer adult	reminders about consequences
humour	success reminders	other (please state):		

Physical intervention strategies attempted

help hug	cradle hug	wrap	sitting wrap
double elbow	half shield	sitting double elbow (single person)	single elbow (two person)
sitting single elbow (two person)	figure of four (two person)	other (please state):	

How was restraint ended:**Pupil's comments throughout:****Outcome of debrief and strategies implemented for preventing re-occurrence:**

Any further comments/ incidents during restraint:

Report completed by	Signature	Date

Head teacher's comments

Head Teacher's Signature	Date

APPENDIX 5



Someries
Junior School

Behaviour incident form

Child's name/ children's names:

Date:

Time:

Adult(s) completing form:

Please provide full details of incident

Was there a reason for the incident?

Names of other children involved (please specify if witness/ provoker, etc.)

Names of all adults involved

What happened after the incident?

Please provide any other relevant information relating to the incident

Were parents or carers contacted and what was the outcome of this discussion?

Is any further action required?

APPENDIX 6



Our approach to bullying

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

What is bullying?

Bullying is behaviour by an individual or group, **repeated over time**, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

Our approach

At Someries Junior School, all staff get to know our pupils well and expect to support their friendship problems as and when they arise. All pupils are encouraged to talk to their teachers when they have a concern and through assemblies, values lessons and our PSHE curriculum, they learn that if a **pattern** of unkind behaviour begins to emerge they **must** speak out. They also learn that if they know bullying is happening and do not act to prevent it, then they must share some responsibility for the hurt the victim is feeling.

The key steps outlined below are used as the basis for staff to resolve a bullying situation, where the day-to-day intervention of the class teacher has been unsuccessful.

Depending upon the circumstances, the number of pupils involved can vary and, if they feel confident enough, the victim is encouraged to be part of the group when it continues to meet with the member of staff until such a time that all members of the group (and their parents or carers) consider the problem has been successfully resolved.

<i>When bullying has been observed or reported:</i>		
Step one	Meet with the victim	When the member of staff discovers that bullying has happened, they begin by talking to the victim about their feelings
Step two	Convene a meeting with the people involved	The member of staff arranges to meet with the pupils who have been involved (both victim and bully). This may include some bystanders or colluders and even friends of the victim who joined in but did not initiate the bullying. A group of up to six usually works well
Step three	Explain the problem	Member of staff tells the group how the victim is feeling
Step four	Share responsibility	No blame is attributed, but the member of staff states that they know the group are responsible and can do something about it
Step five	Ask the group for their ideas	Each member of the group suggests a way in which they could help the victim to feel happier/ safer; the victim also suggests what they could do themselves to make it less likely that this will happen again
Step six	<u>Share responsibility</u>	The member of staff ends the meeting by formally agreeing the strategies the group have decided to use in order to resolve the situation
Step seven	Meet again	Within the week (then usually weekly), the group meet again with the member of staff to discuss how things have been going. This allows the member of staff to continue to monitor the bullying and keeps the pupils involved in the process. When all agree that things have improved, the group meets at increasingly lengthy intervals until the victim feels completely secure and confident that they are no longer a target
Parents or carers and teachers of pupils involved are to be kept informed of progress and longer-term follow-up and monitoring is essential.		

The named member of staff responsible for these meetings is our learning mentor.

Implementation of policy

The school's Head Teacher is responsible for leading the development and strategic direction of the school's behaviour policy and guidelines.

The implementation of this policy and guidelines is the responsibility of all staff.

Reviews

Date of publication: September 2018

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