



Sheerness West Federation

SCHOOL BEHAVIOUR & ANTI-BULLYING POLICY

(Includes Behaviour Of Parents/Carers & Visitors To The School)

September 22

Review: December 23

"Dreams Come True With A Positive View"

Policy Review Process	
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Policy to be approved by:		Governing Body	
Title	Name	Signed	Dated
Chair of Governing Body	Mr M Azzi		05/10/2022
Executive Headteacher	Mrs A Pattenden		05/10/2022
Head of Rose Street	Mrs S Mackay		05/10/2022
Head of West Minster	Miss H Brewer		05/10/2022
Date Policy Ratified by Governing Body / FLT			05/10/2022

This document is stored electronically in Office 365 and can be printed on request.

All due regard has been given to the Equality Act 2010 when creating the terms and conditions of this policy.

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Introduction

At the Sheerness West Federation, we want every child and adult to feel content in their relationships, to have high ambitions, and to be proud of their achievements. In order to achieve this, we need everyone's help and support, including that of the local community. We believe that every person has the right to be treated fairly and with good grace, and each child can become a good citizen. People cannot achieve this by themselves; they need educating and nurturing. We are a caring community, whose values are built on mutual trust and respect for all. The Federation values are:

Respect
Kindness

Responsibility
Happiness

Courage
Honesty

This policy sets out the framework for a clear and consistent approach to promoting positive relationships and engage pupils to support their skills and understanding and engagement with school.

Aims

- It is expected that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all.
- The Federation's Behaviour Policy is designed to support the way in which all members of both schools can work together in a supportive way.
- It aims to promote an environment in which everyone feels ready, respectful and safe.
- The Policy is a means of promoting relationships where we understand each other, enabling everyone to work together with the common purpose of helping all pupils to achieve their best.
- This policy supports the schools' community in aiming to allow everyone to work together in an effective and mindful way.
- The Federation expects every member of its community to behave in a considerate, cooperative and respectful way towards others.
- Pupils should be treated impartially and with restorative approaches being applied in a consistent and attuned way.
- It aims to help pupils to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of both schools and the wider community.
- It is designed to recognise, encourage, and promote positive behaviour. In part, through the ongoing development of pupil emotion regulation and restorative approaches.

Class/School Expectations

Rose Street and West Minster

Children at Rose Street are taught the main school rules; ready, respectful and safe. We want our learners to be ready to learn, to be respectful of each other and to feel safe.



Roles and organisation

The role of the Executive Headteacher in conjunction with the Heads of School is to:

- Implement the Federation behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy.
- Promote good behaviour, self-discipline and respect.
- Support staff in the implementation of the policy.
- With the Federation leadership team, keep records of all serious reported incidents of misbehaviour.
- Be responsible for giving suspensions to individual children where and when appropriate; in line with LA guidance.
- Permanently exclude a child in line with LA guidance for repeated or very serious acts of anti-social behaviour.

Staff Responsibility

Developing supportive relationships with pupils is the responsibility of all members of staff. Staff will seek to understand the pupils' perspective of the situation, strive to understand the child's feeling whilst maintaining firm but fair limits on behaviour. Staff will help pupils to develop a range of strategies to manage expectations.

The role of the class teacher/support staff is to:

It is the responsibility of class teachers to develop empathic relationships with pupils and ensure that school expectations are applied fairly in their classes. They expect their classes to behave in a responsible manner whenever the pupils are in their care. The class teachers have high expectations of the pupils with regard to behaviour, and strive to ensure that all pupils work to the best of their ability. The class teacher is a social, emotional, and learning role model for pupils.

Additionally, they help pupils to co-regulate to achieve high expectations when necessary. Teachers treat all pupils in their classes with respect and understanding.

The role of parents /carers is to:

- Familiarise themselves with the Federation School Behaviour and Anti-bullying Policy and support the high expectations which we set.
- Work collaboratively with school so that children receive consistent messages about required behaviour at school, on their journeys to and from school, when representing the school or wearing the school uniform.
- Support the implementation of the school behaviour policy if consequences have been issued to a child by a member of school staff.
- Contact the Class Teacher, in the first instance, if there are any concerns.

The role of the Governors

The Governing Body has the responsibility of setting down the general guidelines on standards of discipline and behaviour and reviewing their effectiveness. The Governors support the Executive Headteacher and the Leadership Teams in both schools in carrying out guidelines.

The Restorative Approach

At the heart of the Restorative Approach is the intention to resolve conflict in that occurs between people through a peaceful and fair process in which all parties are heard and respected.

We believe all children should understand that it is the responsibility of staff, pupils and members of the school community to uphold and maintain our Federation values of **Respect, Responsibility, Courage, Kindness, Happiness, Honesty**

On occasions when these values are not being respected, we use restorative approaches as outlined in our behaviour chart to help pupils understand the impact of their actions and how to resolve it.

We believe that by using this **Restorative Approach** we are giving pupils the skills to independently take responsibility for their behaviour and make more informed choices in the future.

Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop the values of **respect, responsibility, courage, kindness, happiness, honesty**.

If a pupil in either school has been negatively affected by someone's behaviour, adults will ensure that each child's right to be heard is respected and the situation is resolved fairly.

If a pupil has done something wrong they will be asked to recognise the impact their behaviour has had on others and suggest a solution to resolve the situation and prevent reoccurrence in the future.

Our pupils say that they prefer the Restorative Approach as it allows **ALL** parties to have their right to be heard and respected.

About Restorative Language

When our pupils find themselves in conflict or upset, we will ask them:

- *What happened?*
- *What were you thinking or feeling when it happened?*
- *What needs to happen to put this right?*
- *What would you do differently next time?*

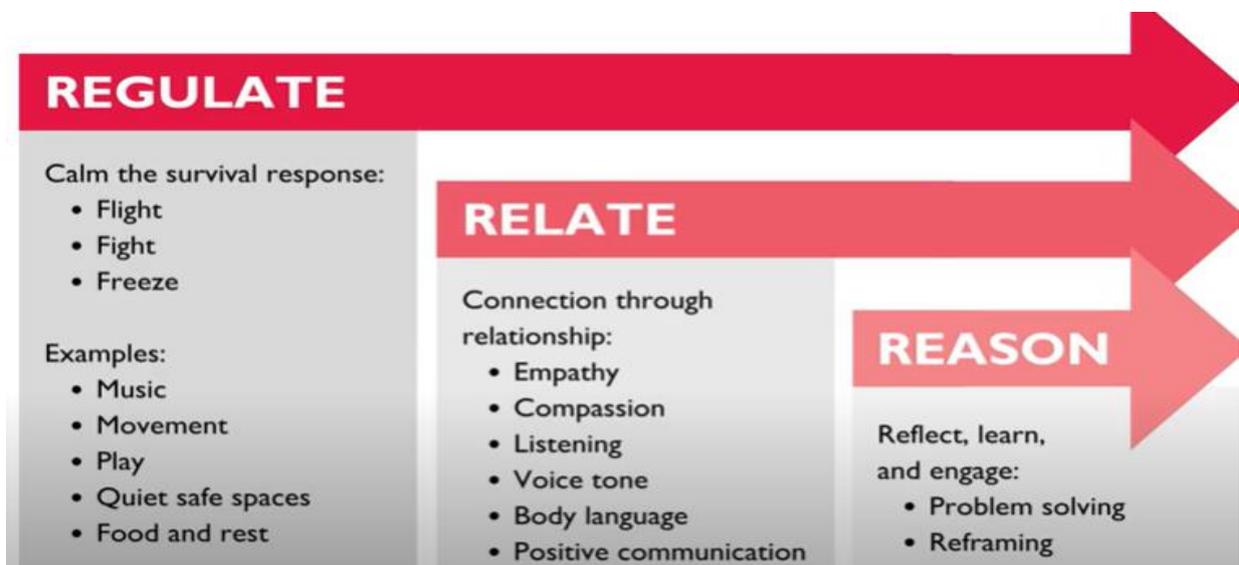
We might also say to our pupils:

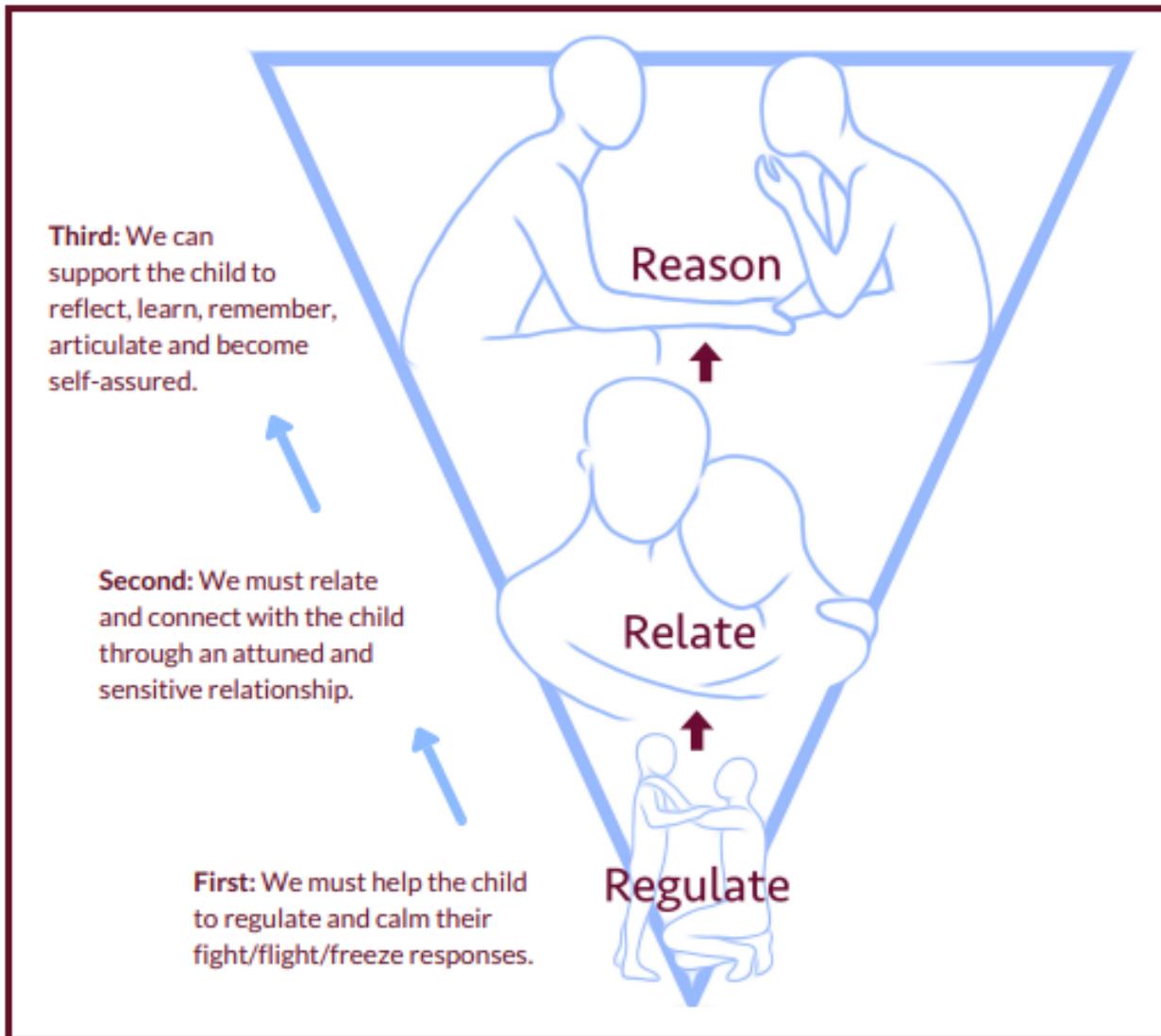
- *What would you think or feel if this happened to you?*
- *What are you willing to admit to?*
- *How can we put this right?*
- *What could you do differently next time?*
- *What other choice could you have made?*
- *How could you make sure this doesn't happen again?*

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to resolve the situation fairly. If someone has done something wrong, we expect them to take responsibility for their actions and suggest a way to resolve the problem or upset that their behaviour has caused.

Restorative Processes

- Build – relational connectedness so trust can grow
- Maintain – rhythms and routines
- Repair - conflict inevitable, effective processes that repair relationships well





At our schools, staff may discipline pupils for inappropriate conduct outside of the school gates in the following circumstances:

- When pupils are taking part in any school organised or school related activity (ie a school outing or residential trip), or
- Travelling to or from school, or
- Wearing school uniform or are in some other way identifiable as a pupil of the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school, or poses a threat to another pupil or member of the public, or
- Could adversely affect the reputation of the school.

In all such cases of misbehaviour, school staff can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of school staff.

Strategies for Dealing with Persistent Unacceptable Behaviour

No school will ever be free of children who from time to time have problems with unacceptable behaviour. It is school policy to manage such behaviour in a positive and supportive way, involving parents and, where necessary, other external support agencies.

Reasonable adjustments may be made for children with SEN or disabilities when applying the behaviour policy.

Strategies for dealing with persistent unacceptable behaviour may include:

- Regular discussion with children and parents
- Home/school contact or other message books, so that children showing persistently unacceptable behaviours are made aware of the importance of liaison between school and parents
- Individual Behaviour Cards (children involved in setting targets where appropriate)
- Tracking the progress of a child's behaviour in class and unstructured times (Reflection forms (see appendix 2) behaviour monitoring sheets/personalised reward charts/observations in class)
- Structured lunchtimes (lunchtimes are carefully planned with some outside and some inside time with adult support where necessary)
- Structured learning time (the day is broken down into small manageable tasks)
- Internal seclusions (learning away from other children, on school premises but not in class)
- Planned time in the Nurture Rooms
- Team of adults working closely together to support the child
- Knowing individual children well, to understand possible triggers for their behaviour and avoid or manage those triggers
- Personalised consequences to deal with an individual's very specific behaviour
- Referral to outside agencies (e.g. Specialist Teaching Service)
- Pastoral Support Programmes (PSP), which may involve behaviour targets or reduced timetables
- Use of reasonable force*. De-escalation is the first strategy and restraining children is a last resort. (Use of reasonable force is only used when a child is: at risk of hurting themselves or others; damaging property; causing disorder. Parents are informed in such cases. See * below)
- Internal exclusion to the other Federation school
- Fixed term exclusion
- Permanent exclusion

Use of reasonable force

Our behaviour policy is based on encouraging and nurturing pupils to develop self-discipline. However, members of school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline. Everyone has the right to be safe in both schools.

The decision on whether or not to physically intervene, is down to the professional judgement of the staff member concerned, and should always depend on the individual circumstances and the level of risk presented at the time.

The DfE document www.gov.uk/government/publications/use-of-reasonable-force-in-schools sets out clear guidance followed by Federation staff and should be read in conjunction with this policy.

On the very rare occasion where reasonable force is used, this will always be recorded by the adult and any other adult witnesses to the incident on MY CONCERN safeguarding website. Parents will be contacted and informed of the serious breach to this policy and support strategies to be put in place.

Inclusion

For pupils with an identified Special Educational Need (with an 'Educational Health & Care Plan' or at 'SEN Support'), where the primary need is Social Emotional and Mental Health (SEMH) or where the pupil's special need impacts on their behaviours, we will seek to address the underlying causes of the behaviours. This may include setting out strategies and supports in a provision plan or an Individual Behaviour plan.

Where a pupil has had, or is at high risk of, exclusion, a Pastoral Support Plan (PSP) is created. This must be implemented by all adults working with the pupil, to ensure a consistent approach is followed in achieving positive behavioural responses. Where appropriate, the school will seek support from external agencies e.g, Specialist Teaching and Learning Service (STLS) via the Local Inclusion Forum Team (LIFT), working in conjunction with parents and with parental consent. Key staff may also seek support for a pupil and or family by referring to Early Help with parental consent.

Identified vulnerable pupils may also be supported through intervention by our well-being teams. Early intervention, in the form of sharing a decline in behaviour with parents, can be key to preventing further deterioration and for parents to share any changing circumstances.

Suspension and Permanent Exclusion

In our school it is rare that school support will not have a positive impact upon pupil behaviour development and regulation. However, both schools do and will suspend pupils for persistent abusive or violent behaviour or repeated and escalating low level disruptive behaviour.

It is our ethos that we will make every provision for a child to achieve socially and emotionally but if, in spite of this, behaviours are risky, unsafe, violent and prevent the efficient education of others, suspension or permanent exclusion may be applied.

The Executive Headteacher will notify parents in writing of the reason for exclusion. Before a child is readmitted to school, a return to school meeting between parent/carer and the school will be held. The purpose of this meeting is to discuss strategies to support positive behaviour and attempt to avoid further exclusion and to record these in a Pastoral Support Plan.

Following consultation with parents/carers, it may be necessary to design a specific learning and attendance schedule for an individual child, depending on their needs. This plan will be included in the Pastoral Support Plan and will set out the structure of attendance, to ensure that full-time attendance is achieved in the shortest possible time

Sheerness West Federation follows DfE Suspension and Permanent Exclusion Guidance:

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/suspension-and-permanent-exclusion-from-maintained-schools-academies-and-pupil-referral-units-in-england-including-pupil-movement.pdf)

The School informs the LA and the governing body about any suspension or permanent exclusion.

The Governing Body will form a discipline committee, which is made up of three members. This committee considers any exclusion appeals on behalf of the governors.

Anti-Bullying Policy (Child-on-Child Abuse)

Definition of Bullying

“Bullying is behaviour that hurts someone else – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. It’s usually repeated over a long period of time and can hurt ... both physically and emotionally. Bullying that happens online, using social networks, games and mobile phones, is often called cyberbullying. (It) can feel like there’s no escape because it can happen wherever ..., at any time of day or night”. (NSPCC)

At the Sheerness West Federation of Rose Street and West Minster Primary Schools, we believe that it is a basic entitlement of all children to receive their education, and staff and volunteers can work, free from humiliation, oppression and abuse. It is the responsibility of all adults working in the school to ensure that children learn in an atmosphere that is caring and protective.

Bullying affects everyone, not just the bullies and victims. It also affects those other children and adults who may witness bullying, and less aggressive children can be drawn in by group pressure.

Bullying can have a devastating effect on individuals within school, it can lead to absenteeism and under-achievement and in the worst cases to poor mental health. For the silent majority who witness bullying or who know that it goes on, the effects can also be traumatic, leading to feelings of worry, fear, guilt and again in some cases absenteeism.

At the Sheerness West Federation we consider ongoing education of children essential in order to develop skills and strategies to allow them to identify, cope with and, ultimately, prevent bullying.

These are relatively rare occurrences, but can and do happen in school communities. We work hard to create an ethos that protects children from these unpleasant aspects of behaviour, and we are committed to dealing with any incidents straight away, in order that children involved in any incidents are made aware immediately that such behaviour is unacceptable.

Our behaviour policy does not condone any form of bullying, whether physical or verbal abuse or persistent teasing. Any parent who suspects that their child may be a victim of any kind of bullying should contact the class teacher as soon as they have a concern.

It is never a good idea to hope the problem will just go away. It rarely does. If parents notice any signs that their child may be suddenly reluctant to come to school or is showing symptoms of anxiety, they should talk to the class teacher and/or Leadership Team.

Children and parents need to feel confident that something will be done about the problem. Often it is enough to simply confront a child with what they have been doing and explain the effect it has on someone else, whilst issuing a reminder that such behaviour will not be tolerated. Children who persist in aggressive or anti-social behaviour may be excluded from play-times and further advice can be sought to help them to learn to become a more sociable person.

FIGHTING is not accepted as a way of solving problems and children are taught that “play-fighting” is not acceptable as this kind of boisterous play can easily turn nasty in a playground situation.

RACIAL ABUSE is not tolerated and in all Kent schools procedures are in place for reporting any incidents of racial harassment or abuse. Parents will always be notified if their child has either been the victim or the perpetrator of any such behaviour.

Bullying is least likely to occur in schools where:

- all staff have an opportunity to discuss goals, values and participate in policy formulation
- all staff are actively concerned about aggressive and violent behaviour
- all staff see themselves as role models for the children in their care

- All staff feel comfortable about sharing information and where that information affects decisions made.

Bullying thrives in an atmosphere of secrecy; victims and bystanders fear reprisals if they report a bullying incident; without knowledge of the incident, staff cannot intervene to protect the victim, and accordingly, they are not seen by children as an effective source of help to which they can turn.

Bullying can occur through several types of anti-social behaviour. It can be:

- PHYSICAL - A child can be physically punched, kicked hit, spat at etc.
- VERBAL - Verbal abuse can take the form of name calling, teasing and taunting. It may be directed towards gender, ethnic origin, physical/social disability, or personality, etc.
- EXCLUSION - A child can be bullied by being excluded from discussions/activities/games, with those they believe to be their friends.
- DAMAGE TO PROPERTY OR THEFT - Children may have their property damaged, stolen or hidden. Physical threats may be used by the bully in order that the pupil hands over property to them.
- INTIMIDATION - Bullying can also include making rude gestures and intimidation.
- CYBERBULLYING - (including via texting, social networking sites, mobile phones, digital media, email, camera-enabled devices, image sharing sites such as YouTube or Flickr).

Why do people bully?

People bully for a variety of reasons. These include feeling they don't fit in, disliking themselves, peer pressure, wanting to show off, feeling upset or angry or having a fear of being bullied themselves. Most bullies have a lack of empathy, which can be caused by a lack of good role models or be a personality trait that needs fostering in a positive direction. It is everyone's responsibility to prevent bullying.

Action taken to Prevent Bullying

In our schools we use STOP 'Several Times On Purpose' as a simple way to communicate the difference between one off fallings out/unkind behaviour or friendship disputes and persistent, targeted, bullying behaviour. (See appendix 4)

Our younger pupils practice learning to say STOP clearly, with a single hand gesture to make it clear when they wish someone to stop doing something e.g. following, copying etc. This helps to establish clearly if behaviour is being done on purpose to upset someone and prevents accidental upset through misunderstanding.

- All complaints taken seriously and dealt with quickly and firmly
- Appropriate levels of adult support in the playground
- Anti-bullying ambassadors
- Playground buddies (peer mentoring)
- "Safe" benches or areas
- Staff awareness training
- Discussion with children on aspects of bullying and the appropriate way to behave towards each other
- Provision of equipment to occupy children at lunchtime
- Providing a curriculum which stresses the importance of children learning tolerance, learning to take responsibility and caring for others
- Recognising and rewarding non-aggressive behaviour
- Using peer group pressure actively to discourage bullying
- Helping children to develop positive strategies and assertion
- Inviting visitors / agencies to deliver assemblies / work with groups

The most important factor associated with decreasing bullying is the children's perceptions of the extent to which staff intervene to prevent it.

If a child reports an act of bullying, this is taken seriously and is investigated thoroughly. All incidents or allegations of bullying will be reported to Designated Safeguarding Leads (DSLs) via MY CONCERN (see Safeguarding (child protection) policy). A reduction in bullying is directly related to an increased willingness of teaching and support staff to intervene in bullying incidents and an increase in confidence of children to report bullying.

Action taken when bullying is suspected

If bullying is suspected we talk to the suspected victim, the suspect bully and any witnesses. If any degree of bullying is identified, the following action will be taken:-

- Restorative approaches will be taken as is appropriate to both the victims and the bullies.

We support the victims in the following ways:

- By offering them an immediate opportunity to talk about their experiences.
- Informing the victims' parents/carers
- By offering continuing support when they feel they need it.
- By arranging for special supervision in the playground
- By taking steps to prevent more bullying.

We also discipline, yet try to help the bullies in the following ways by:

- Talking about what happened, to discover why they became involved
- Involving the bullies' parents/carers
- Continuing to work with the bullies in order to change their behaviour
- Requesting help from support services
- Taking one or more of the disciplinary steps below, to prevent more bullying:
 - Bullies will be officially warned to stop bullying by the Leadership team.
 - The bully's parents/carers will be informed verbally and asked to discuss the matter.
 - If bullying continues, then the bully's parents/carers will be formally informed in writing.
 - If bullying continues, then they may be temporarily suspended.
 - If such behaviour does not end, then there may be a recommendation for permanent exclusion.

Parent / Carer role in preventing bullying

- Take an active interest in your child's social life and chat about friends and their activities (including online communications)
- Watch for signs of distress in your child
- Inform the school immediately you suspect your child is being bullied. Your concerns will be taken seriously and appropriate action will follow
- Advise your child not to fight back. It makes matters worse and your child could be accused of bullying!
- Make sure your child is fully aware of the school policy concerning bullying

Children are regularly informed of the school policy at assemblies and during class time, with particular emphasis on the following points:

- Children do not deserve to be bullied, it is WRONG
- To go straight to a member of staff and tell
- That children will not get into trouble if they tell
- To be proud of who they are
- To try not to show that they are upset. It is hard but a bully thrives on someone's fear
- To stay with a group of friends
- To be assertive - say "NO!"

- Walk away confidently
- That fighting back makes things worse
- To take action if they know someone is being bullied. Watching and doing nothing is wrong - tell an adult immediately
- Not to be, or pretend to be, friends with a bully

Cyberbullying

Cyberbullying may be defined as 'the use of electronic communication, particularly mobile phones and the internet, to bully a person, typically by sending messages of an intimidating or threatening nature: children and adults may be reluctant to admit to being the victims of cyberbullying'.

It can take a number of different forms: threats and intimidation, harassment or 'cyber-stalking' (e.g. repeatedly sending unwanted texts or instant messages), vilification/defamation, exclusion/peer rejection, impersonation, unauthorised publication of private information/images and 'trolling' (abusing the internet to provoke or offend others online). It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.

However, it differs from other forms of bullying in several significant ways:

- by facilitating a far more extreme invasion of personal space. Cyberbullying can take place at any time and intrude into spaces that have previously been regarded as safe and personal.
- the potential for anonymity on the part of the bully. This can be extremely distressing for the victim.
- the potential for the bully to play very rapidly to a larger audience so the scale and scope of cyberbullying can be greater than for other forms of bullying.
- through the knowledge that the data is in the world-wide domain, disproportionately amplifying the negative effect on the victim, even though the bully may feel his/her actual actions had been no worse than conventional forms of bullying.
- the difficulty in controlling electronically circulated messages as more people get drawn in as accessories. By passing on a humiliating picture or message a bystander becomes an accessory to the bullying.
- the profile of the bully and target can be different to other forms of bullying as cyberbullying can take place between peers and across generations. Teachers can be victims and age and size are not important.
- many cyberbullying incidents can themselves act as evidence so it is important the victim saves the information.

Cyberbullying and the Law

Bullying is never acceptable and the school fully recognizes its duty to protect all of its members and to provide a safe, healthy environment for everyone.

Education Law

- The Education and Inspections Act 2006 (EIA 2006) outlines some legal powers which relate more directly to cyberbullying. Head teachers have the power 'to such an extent as is reasonable' to regulate the conduct of pupils when they are off the school site.
- The Act also provides a defence for staff in confiscating items such as mobile phones from pupils.

Preventing Cyberbullying

As with all forms of bullying the best way to deal with cyberbullying is to prevent it happening in the first place. There is no single solution to the problem of cyberbullying but the school will do the following as a minimum to impose a comprehensive and effective prevention strategy:

- ensure that all incidents of cyberbullying both inside and outside school are dealt with immediately and will be managed and/or escalated in line with the procedures set out in the school's Anti-bullying Policy, Behaviour Policy and Child Protection Policy.
- ensure that all policies relating to safeguarding, including cyberbullying, are reviewed and updated regularly
- ensure that all staff know that they need to report any issues concerning cyberbullying to the Designated Safeguarding Lead.
- ensure that all staff are aware of the PREVENT Duties.
- provide training so that staff feel confident to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know how to make a referral when a child is at risk.
- ensure that parents/carers are informed and attention is drawn annually to the anti-bullying policy so that they are fully aware of the school's responsibility relating to safeguarding pupils and their welfare. The Anti-Bullying Policy is available at all times on the school website.
- ensure that all parents/carers and pupils receive regular information and updates on cyberbullying from the school.
- ensure that cyberbullying is revisited as part of the PSHE programme and that pupils know how to report a concern. (Including Childline 0800 11 11 or the thinkuknow website: www.thinkuknow.co.uk).
- ensure that all staff are aware of their responsibilities by providing clear guidance for staff on the use of technology within school and beyond.
- ensure that all pupils are given clear guidance on the use of technology safely and positively both in school and beyond including how to manage their personal data and how to report abuse and bullying online.
- provide information for parents/carers on online safety and the positive use of technology.
- ensure the school's ICT Acceptable Use Policy is updated.
- provide updates for staff on the above policies and procedures.
- provide training for staff on online safety during INSET sessions.
- plan and deliver a curriculum on online safety in ICT lessons which builds resilience in pupils to protect themselves and others online.

Some forms of bullying are illegal and should be reported to the police and become a Child Protection issue. These include:

- violence or assault
- theft
- repeated harassment or intimidation, e.g. name calling, threats and abusive phone calls, emails or text messages
- hate crimes

For further information on the threshold of reporting a bully to outside agencies, please refer to <https://www.gov.uk/bullying-at-school/reporting-bullying>

Behaviour from Parents / Carers and Visitors to the School

Statement of principles

Our Federation encourages close links with parents / carers and the community. We believe that children benefit when the relationship between home and school is a positive one.

As role models, and for the safety and well-being of our children, staff and parents / carers, and other visitors are expected to behave appropriately when on school premises.

Parents / carers and other visitors are expected to show respect and concern for others and support the respectful ethos of our school by setting a good example in their own speech and behaviour towards all members of the school community.

The vast majority of parents, carers and others visiting our school set a good example. This policy addresses those rare occasions when behaviour is inappropriate.

Unacceptable behaviours

Aggression, verbal and or physical abuse towards members of school staff or the wider school community are unacceptable no matter what the circumstances are. Examples of behaviour that are considered serious and unacceptable and will not be tolerated include:

- Abusing members of the school community, either in person, over the telephone or via social media;
- Physically intimidating members of the school community, eg shouting, standing very close to her/him;
- The use of aggressive hand gestures;
- Threatening behaviour;
- Shaking or holding a fist towards another person;
- Swearing;
- Pushing;
- Hitting, eg slapping, punching and kicking;
- Spitting;
- Breaching the school's safeguarding /security procedures.

This is not an exhaustive list but seeks to provide illustrations of such behaviour.

Unacceptable behaviour may result in the local authority and the police being informed of the incident.

Action of staff when facing unacceptable behaviours

The School expects and requires its members of staff to behave professionally in difficult situations and attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues.

However, all staff and pupils have the right to feel safe in the school environment. All members of staff have the right to work without fear of violence and abuse.

Procedure to be followed

If a parent/carer behaves in an unacceptable way towards a member of the school community, the Executive Headteacher or appropriate senior staff will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedures should be followed. Where all procedures have been exhausted, and aggression or intimidation continue, or where there is an extreme act of violence, a parent/carer may be banned by the Heads of School in conjunction with the Executive Headteacher from the school premises for an indefinite period of time, subject to review.

In imposing a ban the following steps will be taken:

1. The parent/carer will be informed, in writing, that she/he is banned from the premises, subject to review, and what will happen if the ban is breached, eg that police involvement or an injunction application may follow
2. Where an assault has led to a ban, a statement indicating that the matter has been reported to the local authority and the police will be included
3. The chair of governors/LA will be informed of the ban
4. Where appropriate, arrangements for pupils being delivered to, and collected from the school gate will be clarified.

Conclusion

The local authority itself may take action where behaviour is unacceptable or there are serious breaches of our home-school agreement or health and safety legislation.

In implementing this policy, the school will, as appropriate, seek advice from the Local Authority's education, health and safety and legal departments, to ensure fairness and consistency.

Appendix 1: Pupil Behaviour Management Process

The SWF Federation Behaviour Policy advises on the use of achievement and behaviour slips. The slips are issued for rewards and sanctions.

Achievement slips can be issued for:

- Academic Achievement
- Exceptional or outstanding participation in Choir / Club
- Outstanding Behaviour
- Outstanding Work
- Exceptional or outstanding presentation
- Exceptional or outstanding sporting representation

A certificate is issued for the class that has received the most achievement slips each term.

Behaviour slips cover extreme inappropriate/unacceptable behaviour such as:

- Assault Pupil or Teacher
- Damage to property
- Repeated defiance
- Extreme disruptive behaviour
- Fighting
- Racist Incident
- Verbal Abuse Pupil or Teacher
- Other severe inappropriate/unacceptable behaviour – theft etc

If a pupil receives 2 or more behaviour slips in one term the FLT may request a meeting with parents.

Values slips can be issued for any action that demonstrates the SWF Values ie acts of kindness, helpfulness, caring, responsibility, respect, courage etc.

All class teachers will be issued with a supply of blank slips and spare slips are kept in the staff rooms. If you require additional slips and the staff room supply is empty please contact the behaviour management administrator.

Slips can be issued by any adult witnessing the behaviour – positive or negative.

When issuing a slip please ensure you tick the box indicating why the slip has been issued – if using the older style slips please write the code on the front of the slip. Slips without codes will be returned to the class teacher without being processed.

Completed slips must be sent/taken to a member of the Federation Leadership Team.

Achievements will be mentioned in assembly and inappropriate/unacceptable behaviour dealt with appropriately.

Once actioned by the FLT, the slips will be passed to the behaviour management administrator for recording and input onto SIMS.

Class Teachers and the FLT will receive a summary report at the end of each term.

Appendix 2: Reflection Sheet

Reflection sheet for KS1

Name:

Class:

Date:

This is what happened (My side of the story)

I am sorry for:

What could you do to make things better?

Which of our rights and responsibilities have you broken?

- Right to be safe
- Right to be respected
- Right to learn
- Right to be heard
- Right to be happy

Actions/additional information:

Reflection sheet for KS2

Name:

Class:

Date:

This is what happened (My side of the story)

This caused the following to happen:

What could you have done differently?

How could you sort things out?

Which of our rights and responsibilities have you broken?

- Right to be safe
- Right to be respected
- Right to learn
- Right to be heard
- Right to be happy

Actions/additional information:

Appendix 3: Classroom Behaviour Card System (Rose Street Only)

This is a **positive behaviour management system** to support and enable the teacher and children to achieve consistently high levels of behaviour by providing clear, visual guidance to the children as to the behaviour that all adults expect which supports learning and respects children's rights to be safe and learn. It is also used to remind children about unacceptable behaviours that impinges and disrespects children's rights to be safe and learn.

1) GREEN CARD

The majority of children will have a green card displayed by their name. This is because they have been following the school rules consistently supported through our classroom climate to promote self-regulation.

2) YELLOW CARD – Time to think

Pre-emptive strategies, a clear reminder about expectations. Use of strategies to stop behaviour escalating such as redirection, refocussing and discussion of 5-point scale. A yellow card is a first warning that a consequence will follow if the inappropriate behaviour continues and, therefore, this step is not reported to parents routinely. Children have the opportunity to earn back their green card.

3) ORANGE CARD - Space

If a child continues not to follow the school rules, they will be requested to change their card to orange as a final warning before a red card. An orange card will require the child to have a "time out" period in a safe environment, or a different classroom, for a limited amount of time.

4) RED CARD/SLIP

If a child continues not to follow the rules, they will be requested to change their card to red, issued a red slip and sent to SLT.

Restorative approaches will be followed and consequences discussed. Consequences may include the following: loss of a proportion of recreational time; completion of unfinished, or repeating of, unsatisfactory work until it meets the required standard; the setting of written tasks; loss of privileges, eg. not being able to take part in a non-uniform day, school based community service eg removing graffiti, litter picking, helping clear the dining hall etc; thinking time, and learning for a period of time at an individual work station.

If children lose their recreational time, the child will then need to stay with an adult for the required amount of time. Children should be reminded to go to the toilet and to have a drink and a snack at this time.

There will be rare occasions where a child's behaviour will take them straight to red e.g. physical fighting, the use of derogatory language, racist, homophobic or transphobic comments or refusal to follow a reasonable instruction by an adult.

Once a child receives a red card it is recorded by the adult on a red slip and they will speak to a member of SLT and parents are informed.

If a child continues to receive red cards parents will be informed and asked to meet with the relevant parties to support the child.

At the end of a school day, all cards are removed and the child makes a fresh start the next morning, and is greeted positively by Class Teacher and Teaching Assistant.

There are also opportunities to celebrate positive moments.

BLUE CARD

Pupils can receive a blue card for behaviours that uphold the school values and ethos, this may coincide with a values slip, but if not children can also gain Dojo points.

PURPLE CARD

Pupils can receive a purple card for significant achievements which may coincide with an achievement slip, but if not can also be rewarded with Dojo points.

Pupils regularly receive purple or blue cards will be recognised by SLT for a golden buzzer moment.

Appendix 4: STOP

