



Positive Behaviour Policy

Policy Reviewed: March 2017

Review date: March 2020

Signed:


Chair of Staffing & Curriculum

Introduction

The intention of this policy is to promote the best conduct within the school community. It has been developed through a process of consultation with all interested parties, including staff, parents/carers, governors, and most importantly, the pupils. The guidelines of the LA have been considered and this document should be read in conjunction with the policy for Teaching for Learning and the Staff Handbook.

Aims

At St Peter's we work *together* as a school community. This policy provides a framework for the creation of a happy, secure and orderly environment in which we can all learn and develop as **respectful, resilient and resourceful** individuals. It has been written for the benefit of all members of the community, allowing everyone to understand the policy of the School and to apply it consistently and fairly. By this 'partnership approach', we try to encourage and support pupils to achieve the following aims:

- To be tolerant and understanding with consideration for other people's rights, views and property;
- To develop a responsible and co-operative attitude towards work and their roles in society;
- To achieve their full potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness;
- To take pride and a responsible interest in caring for the environment;
- To foster a co-operative, purposeful and happy ethos within the School;
- To generate independence and responsibility for their own behaviour and learning.

At St Peter's we work together to foster a positive relationship which will assist pupils throughout their time at the School. The achievement of these aims depends on the establishment of a positive ethos, trusting relationships, equal opportunities for all and a process of co-operative teamwork. We welcome and encourage the involvement of parents/carers, Governors, the LA and others in the local community.

The Responsibilities: What is expected of ourselves and others to achieve our core values

All members of the school community must work towards the school's aims by:

- Regarding children and adults as individuals and respecting their rights, values and beliefs;
- Promoting good relationships, and a sense of belonging to the school community;
- Providing a well ordered environment in which all are aware of behavioural expectations;
- Offering equal opportunities in all aspects of school life;
- Recognising the importance of different cultures and faith groups;
- Encouraging, praising and positively reinforcing good relationships, behaviour and work;
- Rejecting all conduct involving harassment, such as bullying and discrimination;
- Resolving conflicts by discussion and negotiation, without retaliation;
- Helping to develop and consistently applying strategies that eliminate undesirable behaviour;
- Caring for and taking pride in, the physical environment of the School;
- Providing continuity and consistency of approach and expectations;
- Working as a team and encouraging one another.

As Pupils

In our School we respect each other by keeping these agreements

<p>In the classroom: We make it easy for everyone to learn We listen carefully We do as we are asked We share School property We are careful with tools, using them correctly</p> <p>Feelings We try to understand other people's feelings. This means never hurting or upsetting others, by our words or actions. We are polite and respectful to adults and each other. We are polite and friendly to visitors and newcomers. We trust each other.</p> <p>On the move – Outside When walking home or on school visits, we are proud of our School, remembering our behaviour tells other people about us and about our School. We don't go with strangers.</p> <p>In an emergency We listen to instructions carefully and quietly We move sensibly We get adult help</p>	<p>On the move – Inside We walk carefully keeping to the left side of the corridors and stairs We walk quietly, never pushing or running We open doors when it is helpful to others to do so</p> <p>In the playground We respect each other's need to use space to play We play without kicking or fighting We take care of each other in the playground We avoid arguments and never 'hit back' We play gently and carefully</p> <p>We keep our School Clean and tidy We wear School uniform We are not allowed out of school without permission The only jewellery we may wear is a watch and ear-studs We put litter in the bins We take care of each other's work and property</p> <p>In the Hall We eat sensibly and quietly We are calm and polite when we move We speak politely and remember to say 'please' and 'thank you'</p>
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To be Respectful, Resilient, Resourceful and Always Aiming High

OUR PROMISES

We will treat others as we would like to be treated
We will remember our manners and treat everyone with respect
We will listen to everyone's point of view
We will keep our School safe and clean
We will treat the School's property as if it were our own
We will try never to hurt anyone with words or actions
We will stand up for what we believe in
We will give everyone the opportunity to learn

As Staff

We work towards the School's values by

- Providing a challenging programme of learning within a stimulating environment;
- Encouraging children to take increasing responsibility for their own learning and conduct;
- Providing opportunities for children to discuss appropriate behaviour by re-establishing and agreeing the School's Codes of Conduct;
- Working as a team, with a shared philosophy and consistency of practice;
- Creating a clear framework of expectations that allows opportunity for the highest standards of personal achievement;
- Treating all pupils with fairness and respect;
- Recognising and accommodating the needs of individual children;
- Using consistent strategies that encourage positive behaviour and discourage inappropriate behaviour;
- Being vigilant in the detection of harassment, including bullying, racism and sexism;
- Promoting good communication between home and school;
- Being a good role model through positive relationships and attitudes with everyone in the school community;
- Participating in relevant training.

As Parents/Carers

We work towards the School's values by

- Ensuring that our children attend in good health, ready to participate fully in school life;
- Ensuring that our children attend school, are punctual and ready to begin lessons on time;
- Ensuring that our children attend school appropriately dressed and presented in accordance with school policy;
- Being responsible for our children's safety on the site both before and after school;
- Collecting our children on time at the end of the day and safely and promptly escorting the children off the premises;
- Providing support for discipline within the School;
- Having respect for the positive integrity of all staff and their rights as individuals;
Being positive, yet realistic, about our children's abilities;
- Participating in discussions concerning our children's progress, attitudes and behaviour;
- Taking an active interest and participation in the learning process, in class or at home;
- Encouraging our children to take an increasing personal and social responsibility;
- Accepting full responsibility for the conduct of our children;
- Helping our children to resolve conflicts by discussion and negotiation without resorting to retaliation;
- Working in partnership with the School and ensuring that our children respect the School's core values;
- Agreeing and adhering to the School's Home School agreement.

Promoting Positive Behaviour

A variety of strategies are used to promote positive behaviour and self esteem throughout the School. Whilst aiming for a consistent approach across the school, we are mindful of the age and development of the children. The staff liaise closely to maintain consistency, and to foster good practice and new ideas. Strategies used include :

- √ Constantly referring to and reinforcing our core values;
- √ Displaying the core values prominently around the school;
- √ Acknowledging positive behaviour through verbal praise, awarding house points and through 'Animals of the Week';
- √ Using 'Reward and Motivation' strategies (eg stickers, smiley faces, stamps, house points);
- √ Encouraging group responsibility using team building techniques;
- √ Focusing on positive behaviours;
- √ Promoting an awareness of each other and exploring each others special characteristics during regular Circle Time and PSHE sources;
- √ Providing opportunities for children to acknowledge and respect the viewpoint of others, eg in classroom discussions and debates;
- √ Providing a forum, **The School Council**, in which representatives from each class group meet to discuss and decide upon a wide range of issues affecting them at school;
- √ Developing positive relationships between older and younger children, using ideas such as the 'buddy' system;
- √ Encouraging children in Year 6 to take increased responsibility for assisting in the running of the School by their voluntary involvement in tasks related to organisation, administration and care of the school site;
- √ Encouraging children to reflect upon their own behaviour;
- √ Giving effective feedback about good behaviour to pupils and parents/carers.

Circle time

Circle Time enhances children's confidence and self-esteem, promotes moral values, builds a sense of a team and develops social skills. At a regular time each week, each class sits in a circle and takes part in games and activities designed to increase self awareness, awareness of others, self-esteem, co-operation, trust and listening skills. It offers the children a practical opportunity to discuss classroom or playground matters, to express their concerns, to practise positive behaviour and to work out solutions and action plans in a purposeful context.

The School Council

The School Council provides children with a platform for discussion and debate and may encompass aspects of learning; behaviour and extra-curricular activities etc. Two representatives from each year in Years 1 – 6 are voted on to the School Council.

The Council meets regularly to discuss issues that are raised by the children themselves, or by the Headteacher. Minutes are taken and the representatives report back to their class groups.

Specific Strategies to Promote Good Behaviour at Lunchtime

All staff work closely together to ensure that the children are fully supported during the Lunchtime period. We recognise the crucial role of our Midday Meal Supervisors in promoting good behaviour and are continually looking at ways to develop procedures and practices. The vast majority of incidents involving poor behaviour at playtimes are relatively trivial, and the Midday Supervisors employ a range of strategies to deal with them.

Physical contact and boisterous play are actively discouraged at all times. Children are initially reminded about appropriate behaviour. They may be required to remain with a supervisor in the playground, or sent indoors, *under supervision* to the senior member of staff on duty. In some circumstances, they may miss part or all of subsequent playtimes.

Where aggression is involved, children are taught to move away from the aggressor, and to report the situation immediately to an adult without resorting to retaliation. Within the School community, we do not accept retaliation as an excuse for aggression.

In many cases, poor behaviour may not have been witnessed by an adult. Proper investigation plays a vital part in ensuring fairness. Children involved in, or witnessing an incident, may be asked to record their understanding of what happened. This takes place under the guidance of a member of the Leadership Team.

Where appropriate, we keep Midday Meal Supervisors informed of personal circumstances which might affect the behaviour of specific individuals. We have systems to facilitate the flow of information between Class Teachers and Midday Supervisors to ensure consistency in behaviour.

Where inappropriate behaviour is more than trivial, or is persistent, a system of sanctions is employed. These vary depending upon the year group of the child.

Strategies to discourage inappropriate behaviour

Whilst promoting a positive ethos, we recognise the need for an effective series of strategies and sanctions that identify, and deal with, inappropriate behaviour.

Sanctions may be employed immediately after an incident, but in other cases an investigation will precede the implementation of sanctions. Our guidelines when sanctioning children are :

- To remind children of inappropriate behaviour at the earliest opportunity;
- Admonishment is in a spirit of disappointment, rather than anger;
- Provide an opportunity for reflection and discussion;
- Appropriate redress is sought, eg community service; detention
- Parents/carers are kept informed.

These are the Sanctions, and complimentary strategies we consider using when dealing with inappropriate behaviour:

1. Reminder

The child will be reminded of appropriate behaviour. Disappointment will be expressed, and where appropriate, reference made to the core values.

2. Movement

The child may be removed to another place within the classroom. There may be a temporary or permanent change in seating arrangements.

3. Redress

The child may be excluded from a particular activity until there is improvement in behaviour and maybe required to redress the situation (eg clearing up mess made, or apologising – which could take the form of a letter).

4. Loss of Playtime/Community Service

The child may miss all or part of mid-morning, lunchtime or afternoon play, being required to remain inside under supervision, or to give service to the school community in reparation.

5. Removal from Class

The child may be removed from the classroom, to that of another teacher on a temporary basis to the parallel class group. Parents/carers will be informed.

6. Leadership Involvement/Team Leader

Where behaviour is unacceptable or persistent, the child will meet with their teacher and Team Leader to discuss, and to be counselled.

7. Parental Involvement

Trivial instances of inappropriate behaviour are dealt with by the staff at the time they occur and it is often impractical and unnecessary to inform parents/carers. Where poor behaviour is more serious or unacceptable, children's names will be recorded in the 'Behaviour File' and parents/carers would be informed. In more serious cases, parents/carers will be invited to the school to participate in ongoing dialogue.

8. Contracts

A Home/School contact book may be considered. This will comment on positive and negative behaviour. In discussion with parents/carers and the pupil a Behaviour Contract may be agreed.

9. External Agencies

External Agencies may be consulted with the permission of parents/carers.

10. Ongoing Programmes

Behaviour programmes or modification strategies may be established in consultation with the Pupil Support Manager or Educational Psychologist, together with Parents/carers.

11. Exclusion

The Headteacher may consider exclusion from school.

Records are kept to monitor incidents and promote a consistent approach.

Unacceptable Behaviour

Certain types of behaviour are considered to be not only inappropriate, but unacceptable. Initially, in cases where such behaviour is evident, the child may be removed from the situation. In the event of persistent unacceptable behaviour, a member of the Leadership Team will be informed and parents/carers consulted at the earliest opportunity. Examples of unacceptable behaviour that warrant this procedure are:

- *Excessive physical violence*
- *Harassment, including bullying, racial discrimination, verbal abuse and sexism*
- *Persistent disruption*
- *Behaving in an unsafe manner within the classroom, or elsewhere*
- *Damaging or destroying the environment of the School.*

Exclusions – A Policy Statement

Schools can temporarily exclude pupils for up to 45 days in an academic year. Parents/carers should be aware that Headteachers have the right to impose this sanction and if necessary to permanently exclude a pupil from the school. Parents/carers of any child excluded have statutory rights of appeal, firstly through the

Governing Body and then to a Local Authority Tribunal.

St Peter's is a mainstream school and we accept responsibility for educating *all* children in our care, irrespective of the fact that a few may display some aspects of behaviour that are unacceptable. It is our policy to use a wide range of strategies to work with such children within the school environment. **We will only consider exclusion in wholly exceptional circumstances, where there are no alternatives available.** Parents/carers should understand that to justify exclusion, behaviour would have to be totally unacceptable, sustained and unmanageable.

Any decision to exclude, or not, rests solely with the Headteacher, whose decision is final.

In making such decisions, there are frequently factors of a confidential nature that have a bearing on the reasons and causes for a child's behaviour. The reason to exclude (or not to exclude) will not be discussed with anyone other than the child's parents/carers and members of staff concerned with the behaviour management of the child.

We acknowledge that the parent/carers of other children, particularly within the same class or year group, may have genuine concerns. They will be sympathetically heard and their views considered, but they should be aware of the School's general philosophy as documented here.

Harassment

Our primary aim is to create an ethos within the School that regards behaviour such as bullying or discrimination of any sort as unacceptable. We aspire to an environment where our children can learn together without fear of harassment and to permanently instil values that reject all forms of this behaviour.

When incidents have occurred we wish to encourage children to report what has happened to an adult, in the knowledge that their complaint will be listened to, and properly dealt with. The management of children involved in incidents of this type are not the sole responsibility of the School. We aim to adopt a 'joint approach' with home and school working together.

In all cases we will endeavour to maintain a consistency of approach where all those affected by the harassment, whether victim or aggressor, are appropriately supported by the effective implementation of our procedures.

What is Harassment?

Harassment takes place when a victim is subjected to a series of hurtful actions by an individual or group, who are in a powerful or advantageous position and wish to undermine the self esteem of their victim. These actions can take many forms. They may sometimes take the form of racist or sexist abuse and can be verbal, physical or emotional in nature. Sometimes harassment can be less obvious, such as a victim's regular exclusion from playtime games. Much of this group harassment arises from the malicious actions of an individual 'bully' who exerts inappropriate influence over other children.

How do we prevent harassment from happening?

As part of our PSHCE curriculum, we create a planned programme of discussions and role plays, raising awareness of harassment issues in support of our aims. We include guidance on effective

ways in which to deal with harassment, including the use of appropriate assertiveness. We also aim to make clear the likely consequences for any individuals involved in harassment.

We encourage children to report incidents of harassment. Where children feel unable to talk to a supervisor at the time of the incident, we provide additional opportunities for a child to talk about a problem, eg 'Help Boxes'.

Our behaviour policy forms part of a 'contract'. Parents/carers are made aware of our policy through the school prospectus and home school agreement which is distributed as children commence the school.

We use opportunities as they arise during the day-to-day life of the School to reinforce our ethos. We refer to 'Codes of Conduct' and 'Codes of Kindness' to encourage appropriate behaviour.

We take advantage of training opportunities as they arise in order to improve our professionalism in dealing with these issues.

We minimise the opportunities for those engaged in harassment by maintaining adequate supervision and identifying geographical areas within the School where problems could arise. During lunchtimes, responsibility for supervision lies with the Midday Supervisors, who are employed specifically in this role at a time when the teaching staff are not on duty. We do, however, encourage their immediate liaison with members of the Leadership Team where appropriate. We value their professionalism and involve them in all aspects of our strategy.

We maintain efficient reporting and monitoring systems to identify potential problems at an early stage.

How do we detect incidents of harassment?

- Record and monitor incidents that in themselves may appear isolated, but upon examination over a period of time, reveal a pattern of harassment.
- Maintain an effective system of communication between all members of staff to ensure that all are promptly aware of problems relating to particular individuals.
- Encourage our staff to take effective action when presented with any evidence of poor behaviour, and to always consider the possibility that harassment may be taking place, and so to instigate any investigation that is appropriate.
- Aim to create a climate of trust in which children know that their genuine complaint will be listened to, taken seriously and acted upon. We believe that a consistency of approach is important to achieve this aim.
- Encourage all children to report witnessed incidents of harassment, so that any individual who takes part in such behaviour can be certain of detection and be aware of the likely consequences.

For those children who feel unable to talk over their problem by speaking with their teacher or the Midday Meal Supervisor, we provide other avenues such as a 'Help Box', which is a means by which any child can ask for help. Staff will regularly monitor the boxes, and provide a sympathetic ear for any child with a problem.

We react promptly to any report of harassment that comes from a parent or guardian.

How do we investigate harassment?

Sorting out large numbers of minor complaints from children, particularly in the playground, sometimes makes the detection of harassment extremely difficult. The extent to which our staff investigate any particular incident is very much a matter of experience, coupled with specific guidelines. We acknowledge that sometimes an apparently small incident may manifest itself as part of harassment at a later stage. We may only become aware of such a problem when a parent or guardian alerts us.

Initial investigation of any incident is the responsibility of the supervisory member of staff present at the time.

We will always conduct an initial investigation in cases of alleged violence, ongoing name-calling, exclusion, or any incident which may involve unacceptable behaviour of a racial or sexist nature.

The circumstances of such incidents and the initial investigation will be recorded in an Incident Log and the facts conveyed to a member of the Leadership Team at the earliest opportunity.

Investigation can include the parties involved in the incident and witnesses. It can be by observation, interview, or written accounts from witnesses or those involved.

We will always investigate any incident reported to us subsequently by a parent/guardian and our staff have a responsibility to bring to the attention of the Leadership Team any parental complaint relating to harassment.

If, after full investigation, harassment is not proved, the parents/carers will be informed of this promptly and the matter concluded.

How do we deal with proven harassment?

Throughout the process of managing incidents of harassment, it is our aim to provide reassurance and support to the victim and counselling for the perpetrator.

After investigation has confirmed that harassment has taken place, the parents/carers of both victim and perpetrator are informed as soon as practicable, in person, by telephone or in writing.

Parents/carers are requested to attend a meeting to discuss the problem. Dependent upon the circumstances of the harassment the matter may be appropriately dealt with by a member of the teaching staff. Phase Leaders are fully informed of incidents of harassment, and the outcome.

The perpetrator is encouraged to consider the reasons or causes for their behaviour and the consequences of these actions for the victim. It is clearly explained why their behaviour is unacceptable.

The perpetrator is given the opportunity to redress the situation. The victim is given additional support and strategies may be employed to promote self-esteem, confidence and assertiveness.

Sanctions are considered, from the range outlined elsewhere in the document. The sanctions or strategies employed are decided by Phase Leaders, following full consultation with parents/carers of both victim and perpetrator. We aim for consistency in our application of Sanctions.

If Behaviour Contracts are employed, the parents/carers concerned are expected to support the efforts of the School in their application.

Any decision made by the School is final. This does not however, affect the right of an individual to invoke the School's Complaints Procedure, should they wish, or the statutory rights of appeal available in cases where a child has been excluded.

Bullying

At St Peters CE Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010 it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advances equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Fosters good relations between people who share a protected characteristic and people who do not share it.

At St Peters CE Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care.

It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment.

We value pupils developing 'respect for others resulting from active listening, trust and honesty.'

The school and Christian values underpin our Anti-Bullying Policy from the moment a pupil enters our school, and throughout their time at St Peters CE Primary School. They are:

- We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils.
- We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

Bullying Definition

At St Peters CE Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons. We agree that:

- Bullying is usually physical hurting, name calling, nasty looks or leaving people out.
- Bullying usually happens when the relationship is imbalanced.
- Bullying is usually on-going.

Types of Bullying

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new

medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian or bisexual

Bullying Prevention

Preventing and raising awareness of bullying is essential to keeping incidents in our school to a minimum. Through assemblies as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Responding to Bullying

All cases of alleged bullying should be reported to the Headteacher/Deputy Headteacher or senior member of staff.

In any case of alleged bullying, either the Classteacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded. Parents of both parties should be informed.

If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through

outside agencies), and follow our 'Responses to challenging behaviour and bullying chart'. Any necessary action should be taken until the bullying has stopped.

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Responses to challenging behaviour and bullying

We will give everyone the opportunity to learn. Some behaviours can affect this right, for example: calling out, rudeness, answering back, verbal aggression, swearing, violent behaviour, refusal to co-operate. Therefore, the following consequences may apply:

Behaviour	Sanctions
LESS SERIOUS <ul style="list-style-type: none"> Not handing in homework Not being organised for school day (re: PE kit/PACT folder etc.) Eating in class Ignoring instructions Talking during learning time Not lining up sensibly Accidental damage through carelessness Distracting others in class Pushing in line 	<ul style="list-style-type: none"> Eye contact Frowns Proximity e.g. sitting next to adult Reminders of class rules Change of seating Warning to miss 5 minutes of golden time
AGGRAVATIONS <ul style="list-style-type: none"> Wandering around the class during learning time Interrupting and/or disturbing children's learning after a reminder Talking during assembly Pushing in line Not responding to teacher's request to work Work avoidance Playing in the toilets Using equipment inappropriately Minor challenge to authority 	<ul style="list-style-type: none"> Separation from the rest of the class/group Second warning to miss 5 minutes of golden time Writing a letter of apology Completing Incident Form Completing unfinished work at playtime Time out in class Standing against time out wall at playtime/lunchtime <p>Also refer to above sanctions</p>
MORE SERIOUS <ul style="list-style-type: none"> Being more disruptive, deliberately creating a disturbance Disrespectful comments Major challenge to authority Bringing inappropriate items to school Swearing Wilful destruction of property Physically harming someone Leaving class without permission Repeated refusal to follow instructions 	<ul style="list-style-type: none"> Internal Exclusion Formal contact with parents e.g. letter(s) home/telephone calls Missing Golden Time Assistant Head Teacher involvement Log Behaviour <p>Also refer to above sanctions</p>

VERY SERIOUS <ul style="list-style-type: none"> Repeatedly leaving class without permission Fighting and intentional physical harm to other children Throwing large dangerous objects e.g. chairs Serious challenge to authority Verbal abuse to any staff member Vandalism Stealing Persistent bullying 	<ul style="list-style-type: none"> Immediate involvement of HT/AHT Telephone call and/or meeting with parents with follow up letter Fixed term exclusion <p>Also refer to above sanctions</p>
EXTREMELY SERIOUS <ul style="list-style-type: none"> Harmful offensive name calling e.g. racist Verbal/physical abuse towards any staff member Extreme danger or violence Bringing to school dangerous weapons/objects Leaving the school site Very serious challenge to authority 	<ul style="list-style-type: none"> Fixed term exclusion up to 45 days (within a year) NB: recurring behaviour will involve longer exclusions Permanent exclusion Behaviour pertaining to lunchtimes will involve exclusion at lunchtimes <p>Also refer to above sanctions</p>

Monitoring

Incidents of a very minor nature are dealt with by staff at the time they occur and can normally be regarded as quite natural in a School of over 400 young children, as an inevitable result of their interaction. There are many minor incidents, particularly at playtimes, that to record everything is not reasonable, nor expected. Guidelines are in place for recording incidents of a more serious nature. In addition, a record is made of any incident involving particular children who have been identified as possible victims or perpetrators of harassment.

Where such monitoring reveals possible harassment, an investigation follows. At an early stage this could simply take the form of observations. If then harassment is established, parents/carers are informed and procedures outlined elsewhere are implemented.

Confidentiality

Issues surrounding all aspects of harassment can be traumatic for victims and perpetrators alike. Sometimes, incidents involving harassment within a school environment are found to be linked with other incidents that have occurred between children, their parents/carers or, outside of school. In all investigations the School retains the right to exercise confidentiality. Whilst we aim to be as open as possible, all information relating to individuals or incidents is confidential and will only be disclosed at the discretion of the Headteacher.