Behaviour & Anti Bullying Policy
2023 - 2024

Policy Originator:	Headteacher		
Status:	Statutory	**Review Period:**	Annually
Date:	March 2023	**Next review date:**	March 2024

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. Emotional wellbeing is at the core of being able to learn and achieve.
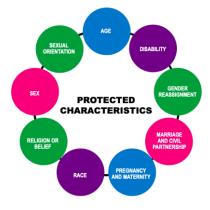*It is written for all members of the school community to help everyone understand school policy and the duty of care for all children by applying behaviour strategies and rules consistently and fairly for the benefit of all.*

This policy should be read in conjunction with:
- *Restrictive Physical Intervention Policy*
- *Child Protection & Safeguarding Policy*
- *Values Policy*
- *Single Equality Scheme*
- *Online safety policy*

1. Aims

The Governors and staff of Shalford Infant & Nursery School work together to ensure that every member of our school community feels valued and respected and that each person is treated fairly and well. This is a family school at the heart of a caring community with values built on mutual respect and trust. Shalford School rewards good behaviour and strives to develop an ethos of kindness and co-operation. The Behaviour & Anti-Bullying Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. This policy reflects the Equality Act 2010. The Equality Act 2010 sets out to ensure that everyone has the right to be treated fairly and protects them from discrimination on the basis of certain characteristics. These are known as Protected Characteristics:

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2. Policy Objectives

In general terms, the main objectives of this policy are:

- To support the school community, allowing everyone to work together in an effective and considerate way.
- To encourage a calm, purposeful and happy atmosphere within the school in which children can grow and learn.
- To foster positive caring attitudes towards everyone where achievements are valued.
- To encourage everyone to be positive, responsible and increasingly independent members of the school community. Children will be equipped with strategies to manage their own behaviour.
- To encourage children to develop positive behaviour for learning in recognition of its importance as a lifelong skill.
- To have a fair and consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To help pupils, staff and families have a sense of direction and the common purpose of enabling all to learn.
- To ensure that all children and adults have a sense of belonging, feeling safe, valued and secure.
- To foster, nurture and value strong and healthy relationships.
- To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do

3. Shalford Infant & Nursery School Behaviour Philosophy

At Shalford Infant & Nursery School we believe that developing high levels of respect and responsibility are key in ensuring good behaviour for learning. We acknowledge that a significant measure of whether we are succeeding in achieving these will be demonstrated in children's interactions, the way they care for one another and how well they are able to learn together. We are guided by the following principles:

- Positive relationships are imperative to our practice between all members of our school community.
- People learn to cope with all aspects of their life with support from others.
- Responsibility and accountability for one's own actions and their impact on others.
- Respect for other people, their views and feelings and circumstances.
- Empathy with the feelings of others affected by one's own actions.
- Fairness
- Commitment to an equitable process
- Active involvement of everyone in school with decisions about their own lives.
- A willingness to create opportunities for reflective change in pupils and staff.

We believe that developing a consistent approach to behaviour management as being the most significant factor in encouraging children to become respectful, responsible and self-disciplined in the choices they make. We aim to achieve this by using positive behaviour management strategies which raise children's self-esteem and improve the relationships they have with others. We believe this will enable children to develop into effective learners and responsible citizens in the future.

4. The Curriculum & Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed- back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear learning intentions, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Specific skills need to be taught and encouraged through planned activities and lessons, the use of the PSHE curriculum and circle time provides a comprehensive structure for delivering this aspect.

The whole school uses the strategy of **'Give Me 5'** to support children in developing good learning behaviours.

When an adult says 'Give Me 5' we expect:

Ears Listening
Eyes Watching
Legs Crossed
Hands Still

SCHOOL RULES

1. **We listen to and follow instructions.**

2. **We talk nicely to each other**

3. **We keep hands, feet and other objects to yourself.**

4. **We walk around the school.**

The rules are based on basic principles of good citizenship and are used when talking to children about their behaviour, alongside our school values, both when praising and sanctioning.

Behaviour is not an isolated incident but more a series of choices. When celebrating positive behaviour and addressing inappropriate behaviour staff are encouraged to refer to the language of choice. This helps children to appreciate that they have a choice of behaviours – positive or negative- when reacting to different situations.

5. **Rewards**

We praise and reward children for their good behaviour in a variety of ways. These rewards need to be given as soon as possible following appropriate behaviour. Children also need to be told specifically what has been appropriate about their behaviour.

It is important that children who consistently meet the school's expectations through self-regulation, apply good manners and are polite are acknowledged for their success.

The Shalford Values help us to 'make good choices about our thinking and our behaviour'. We consistently use our school values to support children in making good behaviour choices. In EYFS and Year 1 each value has an animal character and these are used to celebrate the good behaviour choices the children make.

- Verbal praise (linked to school value), smiles, eye contact, thumbs up
- Share good work/celebration of appropriate behaviour with another adult and or class.
- Verbal praise to the parent as soon as possible (linked to school value)
- Name put forward for Headteacher's Award (one child per class, to be presented at a weekly Celebration Assembly).
- Sharing effort and achievement in learning at the weekly Celebration Assembly.
- Values Ambassador for demonstrating school values

- Sharing "good news" with parents on an informal day to day basis
- Celebrating appropriate behaviour with other members of staff/classes

6. Unacceptable Behaviour:

We define unacceptable behaviour as that which either affects the safety, wellbeing or learning of other people in the school. This varies from low level disruptive classroom behaviour to physical behaviour that endangers or intimidates people.

We recognise that children need clear guidelines for acceptable behaviour and that most patterns of unacceptable behaviour can be modified through focused positive strategies.

We teach all our children to use the phrase **'Stop It I Don't Like It'** as the first strategy in managing behaviour. It is important that children develop strategies and take responsibility for dealing with low level behaviours that they don't like. If this strategy does not work, we expect children to then tell an adult.

When dealing with unacceptable behaviour practitioners will remember that all behaviour is communication and when dealing with behaviour problems will aim to understand what the child is trying to communicate. The context of the situation will always be taken into account. In addition, our actions will be guided by the following principles:

- A child is not to be defined as naughty
- Behaviour should be discussed in terms of choice
- Children are not defined by an event
- Children are allowed to make mistakes and can learn from them
- Once a situation is dealt with it is finished and this will be made clear to the child

Children are involved in a process of considering the consequences of their actions upon others and are encouraged to think of appropriate ways to repair any harm that has been done as a way of showing they are sorry.

Stepped Consequences

1. **A Warning.** The child is reminded of the school rule that they have broken and value which has not been shown, and is reminded to keep to that.

2. **Time out.** This is usually missing minutes of playtimes.

3. **Parked Reparation**. Repairing or making amends for the harm done.

Our Restorative Approach:

Our behaviour policy is not primarily concerned with rule enforcement. It is a tool used to promote good relationships so that people can work together with a common purpose of helping everyone learn.

Restorative approaches are based on four key features:

Respect - for everyone by listening to other opinions and valuing them.
Responsibility – taking responsibility for your own actions.
Repair – developing the skills within our school community so that individual members have the necessary skills to identify and to repair harm and ensure behaviours are not repeated
Re-integration – working through a structured, supportive process that aims to solve the problem.

Shalford Infant and Nursery School uses restorative approaches to encourage everyone to take responsibility for their behaviours. The approach starts with a **restorative enquiry**.

Punitive		Restorative
What's happened?		What's happened?
Who's to blame?	**becomes**	Who's been harmed and in what way?
How should we punish them?	**becomes**	What needs to happen in order to put things right and make sure this doesn't happen again?

During a restorative enquiry questions will always be asked in a quiet and appropriate space. Questions will first be asked to the person who has been harmed and then to the harmer.

The practitioner will explain the format:

- Only one person talks at a time
- No interrupting
- Be respectful to one another
- Listen carefully to one another

The practitioner will be aware of any matters re. safeguarding and should something be disclosed will follow the school's safeguarding policy.

Consequences will then be chosen by agreement with all parties. The aim on any consequences will be to repair and put right any damage/harm.

Consequences will never be associated with a curriculum area such as writing lines, times tables, reading.

Feedback to parents will be given if a child is harmed. Practitioners should use their professional judgement as to whether the parent of the harmer should be informed.

It should always be made clear to the parent that the situation has been dealt with in a restorative manner and that it is finished now with all parties involved left feeling the situation was resolved.

All members of the school staff are aware of the regulations regarding the use of force by teachers as set out in the Education Act 1996. Staff only intervene physically (reasonable force) to restrain a child to prevent injury to the child or another child. The actions we take will be in line with government guidelines on the restraint of children.

7.   Harmful Sexual Behaviours

Sexual harm, violence and sexual harassment can occur between two children of any age or gender; this can either be a group of children sexually assaulting or sexually harassing a single child or group of children. We recognise that this behaviour takes place in all schools, including Shalford.

All behaviour takes place on a spectrum. Understanding where a pupil's behaviour falls on a spectrum is essential to being able to respond appropriately to it.

We recognise the importance of distinguishing between healthy, problematic and sexually harmful behaviour (HSB).

As a school therefore, we use the Brook Sexual Behaviours Traffic Light Tool to help us identify, understand and respond appropriately to sexual behaviours in our pupils. This is nationally recognised and acclaimed tools to assist in determining healthy, problematic and harmful sexual behaviours in children and young people.

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Using tools like this will help us:

- Decide next steps and make decisions regarding safeguarding children;
- Assess and respond appropriately to sexual behaviour in pupils;
- Understand healthy sexual development and distinguish it from problematic/ harmful behaviour;
- Assist with communicating with parents/cares about the concerns we have about their child/children;
- Assist with communicating with our partners and agencies about the concerns we have regarding a pupil in the school.

If staff see or hear of any sexual behaviour they will stop the behaviour immediately; report the behaviour to the Designated Safeguarding Lead and make a written record of the incident as per the school's safeguarding procedures.

We will speak to the pupil to establish their view about what happened and why, what understanding they have, what responsibility they take for their actions, and their willingness/ability to work on their behaviours.

We will speak to the pupil/s who has been targeted to establish the impact on them of the behaviour. How the other pupil/s managed to get in a position to carry out the behaviour, how they are feeling about the other pupil now, and what support they require.

This will only be to ascertain clarification; any further investigation may have to be undertaken by the statutory agencies.

We will contact the parents/carers of those involved and share the information.

Following an incident, we will consider:

- The wishes of the victim in terms of how they want to proceed e.g. ask about
- Whether they want to make a police complaint. This is especially important in the context of sexual violence and sexual harassment;
- The nature of the alleged incident(s) e.g. the intention, mitigating circumstances AND Including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- The ages of the pupils involved;
- The developmental stages of the pupils involved;
- Any power imbalance between the pupils concerned. For example, is the alleged abuser significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern;
- Are there ongoing risks to the victim, other pupils, siblings, adult students or school staff; or other related issues in the wider context?

Whilst the school establishes the facts of the case:

- The alleged abuser will be removed from any classes or areas they share with the victim;
- We will consider any reasonable steps to ensure the safety and protection of the alleged abuser, victim and all other pupils we have a duty to safeguard;
- We will consider how best to keep the victim and alleged abuser/s at a reasonable distance apart on school premises;
- We will use an In School HSB Risk Management Plan if assessed as appropriate;

These actions are in the best interests of the pupils involved and should not be perceived to be a judgment on the guilt of the alleged abuser/s.

Any incident of alleged or an actual incident of sexual harm, violence and/or sexual harassment will be reported to the police if it is believed an offence may have been committed. In all cases consideration is given to reporting the matter to Children Social Care Services.

There are circumstances in some cases of sexual harassment/touching which dependent upon age and understanding/age of criminal responsibility, (e.g. one-off incidents), which we may decide that the child/ren concerned are not in need of Early Help or statutory intervention.

In these situations, it would be appropriate to handle the incident internally, for example by utilising the behaviour and bullying policies, providing pastoral intervention and support.

We may also decide that some child/ren involved do not require Statutory Interventions; however, they may benefit from Early Help.

Early Help means providing support as soon as a problem emerges, this can be at any point in a child's life. We will decide if an early help approach will benefit a pupil following any outcome of assessment that we may use. This may mean the development of a safety and support plan as part of the early help process.

Providing Early Help is more effective in promoting the welfare of child/ren than reacting later. This school acknowledges that an Early Help Assessment can be useful to address non- violent harmful sexual behaviour and may prevent escalation of sexual violence.

8. Bullying

The School recognises that 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 their childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools can help create safe, disciplined environments where pupils are able to learn and fulfil their potential.

Bullying 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 or 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 the school's first priority but emotional bullying can be more damaging than physical; school staff have to make judgements about each specific case.

Many experts say that bullying involved an imbalance of power between the perpetrator and the victim. This could involve the perpetrators of bullying having control over the relationship which makes it difficult for those being bullied 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 be 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.

All forms of bullying (including online-bullying) should be handled as a community issue for the whole school. Shalford School will take measures to prevent and tackle bullying among pupils. We are also clear that bullying of staff, whether by parents or colleagues is unacceptable. Evidence indicates that one in five teachers have reported having derogatory comments posted about them on social media sites from both parents and children.

The school recognises that bullying has three common traits:

- It is deliberately hurtful behaviour.
- It is repeated often over a period of time.
- It is difficult for those being bullied to defend themselves

Bullying can happen to anyone. This policy covers all types and forms of bullying including, but not limited to:

Bullying related to physical appearance

Bullying of young carers, children in care or otherwise related to home circumstances

Bullying related to physical/mental conditions

Physical bullying

Emotional bullying

Sexual bullying

Cyberbullying

Prejudicial bullying (against people/pupils with protected characteristics)

Bullying related to race, religion, faith and belief and for those without faith

Bullying related to ethnicity, nationality or culture

Bullying related to Special Educational Needs or Disability (SEND)

Bullying related to sexual orientation (homophobic/biphobic bullying)

Gender based bullying, including transphobic bullying

Online bullying:

The rapid development of, and widespread access to, technology has provided a new virtual medium for 'virtual' bullying, which can occur inside or outside of school. Online bullying is a different from of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories and people forward content at a click.

The Education Act 2011 amended the power of the Education Act 1996 to provide that when an electronic device, such as a mobile phone has been seized by a member of staff who has formally been authorised by the Headteacher, that member can examine data or files and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

Our approach to bullying:

- Bullying in any form will not be tolerated at Shalford Infant & Nursery School
- It is everyone's responsibility to be alert for and prevent bullying
- In our school children have the right to feel welcome, safe and happy
- We will not tolerate unkind actions or remarks.

Prevention:

All members of staff will:

- Create an inclusive environment
- Be vigilant for signs of bullying
- Proactively gather intelligence about issues between pupils which might provoke conflict
- Always take children's reports seriously and investigate thoroughly
- Encourage children to report behaviour incidents to adults as soon as they happen
- Use circle time, assemblies, social stories, role play, PSHE in the curriculum to help all children to be aware of bullying behaviour in order to prevent and combat it
- Use direct teaching to give children the confidence and language to deal with incidents
- Observe children's play patterns and relationships and be ready to intervene to help children play appropriately
- Encourage children to use toys and games at playtimes and lunchtimes
- Teach ring games and group games at playtimes and lunchtimes to involve all children actively in games.
- Make sure all children know who to talk to about worries or concerns.
- Talk to children about internet safety as part of safety lessons and practices, informed by our Online Safety Policy
- Openly discuss differences between people that could motivate bullying, at a level appropriate to children's ages and stages of development.

Early Signs of distress that could be indicators of bullying:

- Withdrawn
- Work, concentration and behaviour deteriorates
- Feigns illness
- Isolation
- Desire to remain with adults
- Anxiety/fear
- Bed wetting
- Unexplained cuts and bruises
- Unexplained missing possessions
- Reluctance to come to school

Intervention:

In all cases the school will support the child who has been bullied and make appropriate provision for the child's needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a member of staff who knows the child well, asking for pastoral support, providing professional counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).

Vulnerable Pupils:

Bullying can happen to all children and it can affect their social, mental and emotional health. School staff will support all pupils who are bullied. This means being alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact. There is evidence to suggest that are

badly bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through online bullying.

Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people gave towards those who are different from themselves. For example, those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with a caring responsibility may be more likely to experience bullying because of difference. Children in care that are frequently on the move may also be vulnerable because they are always the newcomer.

These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition, children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this groups faces and mechanisms for reporting are accessible to all.

Intervention – Discipline and tackling underlying issues of bullying:

We discipline children who bully in order to show that clearly that their behaviour is wrong. Disciplinary measures will be applied fairly, consistently, and reasonable take account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves. Some of the following interventions may help:

- Talking to the perpetrator about what happened to discover why they became involved
- Informing their parents
- Continuing to work with them in order to help them understand their behaviour and take responsibility for it
- Excluding them from the playground, if this is appropriate, for a limited time
- Rewarding them for positive changes to their behaviour
- Monitoring their behaviour, logging any incidents and discussing them with the child

If the bullying is serious and continuous, in spite of all the actions taken the pupil may be excluded from school.

Parents:
We will ensure that parents are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe their child is being bullied. We want parents to feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child.

Children:
All pupils will understand the school's approach to bullying and will be clear about the part they can play to prevent bullying, including if they find themselves as bystanders.

Safeguarding and Bullying:
When there is reasonable cause to suspect a child is suffering, or is likely to suffer, significant harm, a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action.

Criminal Law:
Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour - or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communication Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 12 1988, any person who sends a communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

Bullying which occurs outside school premises School staff members have the power to discipline pupils for misbehaving outside the school. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate the pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be reported to the headteacher, investigated and acted upon. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

9.   Exclusions:

Exclusion of a pupil is very rare. We recognise the damaging effects of excluding children as it leaves them open to further social exclusion which increases the chance of future harm. Only the Headteacher has the power to exclude a pupil. A child may be excluded for a fixed period of up to 45 school days in a school year, although usually a 3-day fixed period is more appropriate. Exclusion would be for a particularly violent act towards another person, or for continuous lesser acts, from the sixth day of an exclusion education will be provided.

Exclusion will only be used where other strategies have failed to modify behaviour.

Permanent exclusion would only be used as a last resort or if there is a danger to other persons in the school.

10. Children's Responsibilities are:

- To behave in a way that upholds the school's values
- To behave in a safe way and accept responsibility for their actions
- To respect the cultures, race, feelings, beliefs and values of other children and adults
- To work to the best of their abilities and allow others to do the same
- To take care of property and the environment in and out of school
- To talk to a member of staff if they are worried or unhappy

11. School Staff Responsibilities are:

The School expects all staff to act to uphold our behaviour expectations.

- To behave in a way that upholds the school's values
- To provide a high standard of holistic education within a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment, physically and emotionally with realistic expectations
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- To raise children's self-esteem and develop their full potential
- To use rules and sanctions clearly and consistently
- To be a good role model

- To form good relationships with parents so that all children can see that the key adults in their life share a common aim
- To recognise that each child is an individual with specific needs
- To care for each child's safety and wellbeing
- To teach children to develop a positive attitude for others regardless of gender, race, culture, belief, values, age and need
- To encourage children to be an active member of our community and help them to realise the impact they can have on the world around them.

12. The Role of the Headteacher:

It is the role of the Headteacher to implement the school Behaviour & Anti Bullying Policy consistently throughout the school and to report to Governors, when requested, on the effectiveness of the policy. The Headteacher supports staff in the implementation of the policy and by setting standards of behaviour. The Headteacher keeps a record of all reported serious incidents of behaviour.

13. The Parents' Responsibilities:

The School encourages a close relationship with parents. We understand that to achieve the best for our children, home and school must work in partnership with each other.

We expect parents to support their child's learning, and to co-operate with the school, as set out in our Home-School Agreement. We try to build a supportive dialogue between home and the school.

We expect parents to:

- To behave in a way that upholds the school's values
- Support the school to ensure that this policy is maintained.
- Support the school by encouraging children to develop a positive attitude towards the community.
- To be a good role model.
- To encourage independence and self-discipline.
- To show an interest in all that their child does at school.
- To let the school know of any concerns or worries that may be affecting a child's learning, behaviour or ability to do homework and work with staff to resolve or mange these issues.
- Attend meetings with staff, aiming to be positive and productive.

We hope that all parents will support our policy and any reasonable sanctions. If parents have any concern about the way their child has been managed, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance can be implemented, as set out in the Learning Partners Trust Complaints Policy.

14. The Role of Governors:

The Governing Body of the School has the responsibility for establishing general guidelines on standards and of discipline and behaviour and of reviewing their effectiveness. All governors and associate governors will behave in a way that upholds the school's values.

The Headteacher has the day-to-day authority to implement this policy.

Managing Unacceptable Behaviour:

Quality First Teaching
- Apply the strategies outlined above
- School staff should monitor through observation any child who is not responding or who needs continual sanctions, keeping a simple log of incidents.

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Class Based Intervention

- School staff discuss strategies to try with a child on a day-to-day basis, for example, sitting next to a Teaching Assistant, reward chart for playtime choices.
- Talk to parents informally about what the child is finding difficult and what could be causing this. Outline strategies to the parent. Ask parent to discuss this with their child at home. Ensure parent understands school's expectations.
- Monitor these strategies on a short term basis, are they effective?

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Involve Special Educational Needs Coordinator

- Class Teacher or Early Years Practitioner to discuss child and needs with the SENCO.
- Develop specific strategies for improving key aspects of behaviour that will have the greatest impact.
- Set up a Behaviour or Motivation Plan
- Share plan with all staff involved with the child, including lunchtime staff
- Meet with parent to explain the plan, keep it positive, this is to enlist support of parents
- Establish daily contact with parents
- Share the plan with the child
- Be clear about the expectation and what needs to change. Explain what the sanctions and rewards will be
- Monitor and feedback to child, parent and SENCO

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Involve Outside Agencies

- SENCO to assess whether outside agency support is needed and contact.
- SENCO and teacher/EYP to meet with parents and discuss next steps and review/develop the Behaviour Plan.
- Teacher /EYP and Teaching Assistant to continue to follow Behaviour Plan.

APPENDIX A

Update following Coronavirus

The following behaviours will need to be encouraged (through discussion with parents at home, through class agreements, through introducing clear expectations and routines and through positive reinforcement). Should any of these behaviours not be followed, the HT/DSL should be informed and parents will then be involved in making sure everyone is safe.

Children should:

- follow any altered routines for arrival or departure (coming into school and leaving through specified doors)
- follow school instructions on hygiene: such as handwashing, and sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands
- follow instructions on who pupils can socialise with at school
- move around the school as per specific instructions (for example, one-way systems, out of
- bounds areas, queuing)
- tell an adult if they are feeling unwell (including experiencing symptoms of coronavirus)
- follow instructions about use of toilets
- use appropriate language regarding the coronavirus situation, not teasing or being unkind, always respecting others in our school community