



# Behaviour Policy

Approved by	Date	Last reviewed	Next review by	Next Approval by GB (within 4 years of last approval, unless significant changes)
GB 8.10.2020	Oct 2020	Sep 2019	Sep 2021	Autumn 1 2022

**Beavers Community Primary School will, without excuse or compromise, provide the best start to life for all of the pupils in its care.**

The staff and governors envisage this being carried out through:

- Having the child at the centre of everything we do
- Valuing the development and individuality of the whole child
- Outstanding learning delivered through outstanding teaching
- Keeping at the forefront of, as well as leading, educational development and practice
- Constantly challenging all aspects of school life to ensure best practice is always prevalent
- Engaging parents and valuing the contribution made to their child's education
- A commitment to the safeguarding and well-being of all children and stakeholders

## Our Values

*Respect*

*Equality*

*Determination*

*Honesty*

*Courage*

*Compassion*



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## Introduction

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The equality Act 2010
- Use of reasonable force in schools

Beavers Community Primary School is an equal opportunities school and behaviour should be taught and dealt with in line with our equality of opportunity policy. All pupils within school will have the same opportunity to realise their potential regardless of gender, ability, ethnicity, religion, language, class and physical ability. Some key points are:

- Equality of opportunity is a cross-curricular issue; opportunities are identified and utilised in each curriculum area or topic.
- The language and learning needs of bilingual pupils are acknowledged in all subject areas.
- The use of assessment contributes to a positive understanding of race, gender, disability, equality, ethnic and cultural diversity.
- Children should work in a variety of different groupings depending on a particular activity. They work individually, in pairs or in groups (e.g. same ability, mixed ability, single sex, friendship, role model etc.).
- We offer activities of a non-stereotypical nature.
- Children have opportunities to share cultural and other experiences in the classroom.

Beavers Community Primary School is a Rights Respecting School and therefore this behaviour policy is based on Children's Rights with the responsibility of all named parties to ensure that these rights are inviolate. The school has three commitments that underpin this policy:

- To learn
- To be safe
- To show mutual respect

Beavers Community Primary School is a school that holds values central to all of its work and therefore this policy must be applied in line with the school's values system. This philosophy is essential to this behaviour policy and all named parties need to be guided by this principle when applying this policy.

Project Achieve is used as an operational method to ensure this policy is upheld. It teaches the children pro-social skills. Alongside this, it gives them the chance to consider and modify their own behaviour as it works on the principle of them having ownership of their own behaviour and choices. When the children make good choices, they will be rewarded with good consequences. When the children are unable to make good choices, they will be given an appropriate bad consequence.



## ***Behaviour Principles and Aims***

A person who can truly be described as educated does not have a vast bank of knowledge; they have the ability to use knowledge for their own good and for the good of humanity. The development of a strong spiritual and moral framework, based on strong values, is an essential part of the education that is on offer at Beavers Community Primary School.

Beavers Community Primary School endeavours to provide a well-balanced holistic curriculum that focuses on the development of the whole child, which includes developing outstanding behaviour within and beyond the school setting. There are some key principles relating to behaviour at Beavers Community Primary School:

- children, staff and parents need to work together to establish a strong set of values which underpins the life of the school;
- values will include ones which are explicitly taught (as set out in the PSHE curriculum) and generic ones, which are essential to shaping good behaviour (such as service, compassion, trust, peace, forgiveness, friendship, justice, humility, hope and a sense of what it means to be a community);
- children will be helped to develop healthy, spiritual and moral frameworks which will support them into secondary school and adult life;
- children will be encouraged to develop strategies and skills which will help them to be resilient and yet also compassionate and forgiving when they deal with difficult situations;
- the school will teach responsibility and service so that children, through positive experiences, learn to respect authority and take a pride in the work that they do and their school and its environment;
- through the use of sanctions and rewards children will learn about justice and how there is a difference between major and minor issues;
- all staff and governors will act as role models to the children and will actively demonstrate and promote the very behaviours that are expected from the children; and
- all staff will take ownership in developing the behaviour of all the children.

## ***Statements within the Behaviour Policy***

This policy encompasses several statements each of which could be separate policies in their own right:

- Code of Conduct for Children;
- Behaviour for Learning;
- Physical Contact, including Use of Reasonable Force;
- Anti-Bullying; and
- Code of Conduct for Staff.

They are brought together here so that there is one document that encompasses all aspects of behaviour. This sets out a clear expectation for all stakeholders.



## Code of Conduct for Children

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning and to ensure the three school rights are upheld. It supports, and is supported by, the school's status with regard to equality of opportunities, rights respecting school, values and Project Achieve (as set out in the introduction of this policy).

### The Code

The code is based on the school's three rights (the right to respect, the right to learn and the right to be safe) and lists some examples of behaviours that are expected from the children. It also sets out expectations for staff in supporting the children in achieving this code.

#### a) We make a commitment to Respect

We will teach and encourage children to do the following:

- Maintain a positive attitude
- Listen without interrupting or 'back-chat'
- Make eye contact with other people
- Use the other person's name
- Try and empathise –for example: 'how do you think the other person is feeling' or 'what would you feel like if someone did that to you?'
- Remember their good manners
- Not to shrug when being reprimanded

#### b) We make a commitment to be Safe

We will teach and encourage children to do the following:

- Not to engage in 'rough play' in the playground
- Report any concerns to an adult of their choice
- Behave as ambassadors for the school when on educational trips or at other venues, for example swimming lessons and sporting events.

To ensure a) and b) staff are expected to:

- Monitor playground behaviour and be proactive rather than reactive
- Be endlessly vigilant and take preventative measures, for example monitoring 'trouble spots'
- Use their emotional intelligence and remember that little things can become big things-it's important to pay attention to details and to take responsibility for following EVERY incident up-children's personal development and well-being is paramount. Remember ... each child is your responsibility
- Be punctual and ensure that lessons begin on time
- Dismiss children at the end of the day in a calm and orderly manner ensuring that each child has his/her belongings (coat, book bag, bag, PE kit) and is handed over to a responsible adult, who is known to be responsible for the child
- Monitor children for behavioural changes in line with Child Protection guidelines
- Brief accompanying adults on educational visits in line with the school trips policy

#### c) We make a commitment to Learn- Listening

We will teach and encourage children to do the following:

- To look directly at the person speaking to them
- To listen closely and without interrupting
- To use respectful body language when talking to an adult
- To think carefully about what has been said before responding

#### d) We make a commitment to Learn– Working Hard

We will teach and encourage children to do the following:

- To complete their work within a set time
- To concentrate within a given time



- To send unfinished work home with parental agreement
- To be proud of their learning
- To understand that presentation is important in every piece of work
- To use BLP to build effective learning behaviours

To ensure c) and d) staff are expected to:

- Have high expectations for each child
- Explain to children the positive consequences of making good progress

### ***e) We make a commitment to Respect– Looking after things***

We will teach and encourage children to do the following:

- Pick up coats
- Put lunch boxes away
- Put away play equipment
- Look after their books i.e. no graffiti
- Look after their book bags and PE kit
- Leave valuables such as jewellery and mobile phones at home
- Clear up in the hall
- Behave sensibly in the toilets
- Take belongings home at the end of the day

### ***f) We make a commitment to Respect- Honesty***

We will teach and encourage children to do the following:

- Explain the part they have played in an incident
- Acknowledge the part they have played in an incident
- Accept responsibility for the part they have played in an incident
- To apologise and make amends

### ***g) We make a commitment to Respect and to be Safe- walk quietly and calmly around the building***

We will teach and encourage children to do the following:

- Line up one behind the other
- Move around the school without talking to maintain safety
- Move around the building in a safe and controlled way which enables children with a range of needs to cope with their surroundings
- Hold the door open for each other, for staff and for visitors to the school

To ensure e), f) and g) staff are expected to:

- Look up and down the lines
- Make eye contact with each child
- Role model how to move down the corridors
- Have a system in place to ensure all children can be monitored at all times

## Rewards

All children will be encouraged to practice good behaviour with a suitable series of rewards, in line with Project Achieve, values and UNICEF rights respecting school agenda:

- Verbal praise
- Recognising achievements through certificates
- House points
- Marbles in the jar
- Sticker/reward charts (appropriate to age, usually to help modify previously poor behaviour)
- Earning privileges/special responsibilities – such as helping teachers, being selected to represent the school.



It is important to note that good behaviour is the expectation and that over-rewarding is not aligned with the school's culture. Rewards need to be earned and not de-valued through over-use. Children are expected to learn to be intrinsically rewarded to behave well as this is an important skill for life.

Material rewards should not be given to the children of the school to promote good behaviour unless they have educational value, e.g. books, pencils etc. Staff must be aware that giving gifts cannot be used to gain the favour of children. Before gifts are used to reward the children's behaviour, the ELT of the school must first approve the proposed gift and the rationale for giving the gift.

### Sanctions

Sometimes children are badly behaved. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up.

Minor breaches of discipline are generally dealt with by the class teacher in a supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned. Each case is treated individually. Children are made aware that they are responsible for their own behaviour and that breaking rules will lead to consequences. Minor incidents of poor behaviour do not need to be recorded in the class behaviour log.

#### *Major breaches of discipline include:*

- Physical assault
- Deliberate damage to property
- Bringing sharp or dangerous instruments to school, or any item that might cause a problem
- Stealing
- Leaving the premises without permission
- Verbal abuse
- Foul or abusive language
- Swearing
- Any form of bullying
- Refusal to work
- Vandalism
- Theft
- Racist, sexist, homophobic or discriminatory behaviour
- Smoking

This type of behaviour is generally rare and it is the responsibility of the Head Teacher or the Deputy Head Teacher who will deal with it appropriately. Parents will be involved at the earliest possible stage if problems are persistent or recurring. Incidents of major breaches of discipline need to be recorded in the class behaviour log.

#### *Sanctions and strategies to improve this type of behaviour include:*

- Verbal reprimand
- Talk to the child – discuss what has happened
- Withdrawal from the classroom for the rest of the day
- Miss playtime or lunchtime
- A meeting with parents, and either a warning given about the next stage unless there is an improvement in the child's behaviour
- Repeating work until it meets the required standard
- Sending work home
- Letters of apology
- Loss of responsibility/privileges e.g. monitor jobs
- School based community service or imposition of a task – such as litter picking, tidying a classroom, removing graffiti or helping tidy the dining hall after dinner time
- Placing the child on a daily or weekly report/log system to monitor their behaviour with parents' support



### **Procedures for Dealing with Major Breaches of Discipline**

- If the problem is severe or recurring, then exclusion procedures are implemented
- A case conference involving parents and support agencies
- Permanent exclusion after consultation with the Governing Board and the Local Authority
- Parents have the right of appeal to the Governing Board against any decision to exclude

### **Behaviour modification strategies**

There are occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our behaviour policy of rewards and sanctions, we use behaviour modification strategies to change individual children's behaviour. These are used by all staff. For example, implementing the behaviour policy consistently, modelling positive behaviour, providing a personalised approach to the specific behavioural needs of particular pupils and recording behaviour incidents. The senior leadership team will support staff in responding to behaviour incidents.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

### **Pupils' conduct outside the school gates – teachers' powers**

Teachers and schools have the power to discipline pupils for misbehaving outside of the school premises to such an extent as is reasonable (proportionate and fair responses that may vary to the age of the pupil, and any other special circumstances that affect the pupil).

The following circumstances of misbehaviour beyond the school gates are subject to the sanctions identified in this policy:

- taking part in any school-organised or school related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

There are other occasions when misbehaviour at any time will be subject to the sanctions identified in this policy:

- 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 cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

### **Parents**

Parents can help support this code of conduct for children:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending Parents' Evenings, parents' functions and by developing informal contacts with the school
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff deal with behaviour problems patiently and positively
- By recognising that there is always another side to the story and to find out all the facts before reaching conclusions
- By NOT dealing directly with other children and parents and allowing the school to deal with them
- By speaking directly to the class teacher



### **The Governing Board**

The governing board is responsible for reviewing and approving the written statement of behaviour principles. The governing board will also review this behaviour policy in conjunction with the HeadTeacher and monitor the policy's effectiveness, holding the HeadTeacher to account for its implementation.

### **The HeadTeacher**

The HeadTeacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles. The HeadTeacher will also approve this policy. The HeadTeacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.



## Behaviour for Learning

Beavers Community Primary School envisages that all pupils display outstanding behaviour for learning. There is no one single definition of behaviour for learning but there are some key elements:

- pupils' attitude to their work;
- pupils' engagement with their learning;
- pupils' ability to demonstrate resilience;
- pupils' ability to understand themselves as learners;
- pupils' positive interactions with other pupils and staff members;
- pupils' use of resources;
- pupils' willingness and want to learn;
- pupils' having aspirations; and
- pupils' ability to modify their own behaviour appropriately to different situations (see Code of Conduct above).

Behaviour for learning should be promoted in class through appropriate school policies: all teaching and learning policies, the behaviour policy, curriculum policies, Project Achieve, Building Learning Power, Values and UNICEF rights for children.

In addition to these policies, there is also an expectation that all staff will actively promote children's appropriate behaviour for learning. Staff should:

- role model themselves as learners;
- keep positive attitudes to learning themselves;
- actively promote children's natural curiosity;
- keep an open mind with regard to children's inquisitive nature;
- follow up on interests shown by children;
- challenge negative attitudes to learning (from parents as well as pupils);
- ensure learning environments have a meaningful work ethic;
- only accept the very best standard of work a pupil is capable of producing;
- only accept the highest standard of behaviour; and
- raise children's self-esteem and expectation on what they can achieve as learners

### Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

### Pupil support

Our school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.



## **Physical Contact, including Use of Reasonable Force**

Safeguarding pupils requires both pupils and staff to be clear about safe and acceptable physical contact. However, it is just as important for all staff and volunteers to feel comfortable in contributing to providing a safe and caring environment for all pupils, especially for very young children. Staff and volunteers need to feel comfortable in responding to pupils' practical and emotional needs.

It is important to avoid making assumptions about whether or not a pupil wants physical contact, even with very young children, or to assume that one response fits all circumstances. Members of staff should use their professional judgement in specific situations, taking into account the pupil's needs at the time, their age, stage of development, gender, ethnicity and background.

If a member of staff believes that an incident could be misinterpreted, they should inform the Designated Safeguarding Lead immediately.

### **Acceptable Physical Contact with Pupils**

The paramount consideration is the need of the child. Staff should use their professional judgement to comfort or reassure children while maintaining appropriate distance. Never do anything of a personal nature for children that they can do for themselves (e.g. help with toileting, putting on sun cream, drying after swimming or getting dressed).

There are times when it is appropriate for a member of staff/volunteer to touch a pupil, for example:

- Young children in particular quite often need immediate physical comfort after a fall/ injury
- Helping very young children with personal care tasks (dressing/ drying after swimming)
- Strapping seat belts for young children
- Some pupils with particular disabilities
- Providing first aid treatment
- Pupil recovering from an accident (e.g. pupils using crutches or be in plaster)
- Pupils who are extremely emotionally upset
- To avoid accident or injury in an emergency
- Some contact sports
- Some arts activities
- Holding the hand of a child at the front/back of the line when going to assembly or when walking together around the school

If a child needs to sit on your lap, sit the child on your lap in a quiet area, in view of other staff or pupils and ask the child to sit 'side saddle', i.e. with his/her legs together, folded across your lap.

### **Responding to Pupils Making Physical Contact with You**

Should a pupil of any age seek you out for physical contact or seem to want to establish an intimate relationship with you, always discuss this with your line manager. It may be that other staff have experienced similar issues with the same pupil or group of pupils.

For example, a young child needs to be encouraged to demonstrate their affection in different ways in different situations. An older pupil may have developed a "crush" on you and this needs to be sensitively and openly managed with your line manager, to avoid leaving you open to allegations of misconduct or abuse.

In all situations where a pupil initiates inappropriate physical contact, it is the responsibility of the adult to distance themselves and help the pupil understand the importance of personal boundaries. It is important that the incident and the circumstances should be reported to the Designated Safeguarding Lead and recorded as soon as possible, and, if appropriate, a copy placed on the confidential file relating to that pupil.



## Use of Reasonable Force (based on 'Use of reasonable force: Advice for head teachers, staff and governing bodies,' July 2013)

Reasonable force must be used as a last resort only after all other strategies have been exhausted.

School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Senior school leaders should support their staff when they use this power.

### What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. 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. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- damaging property;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Force must NEVER be used as a punishment; it is ALWAYS unlawful to use force in this way.

Force must be applied using the minimum amount of force and for the minimum amount of time possible. It must be used in way that maintains the safety and dignity of all concerned and it must be recorded to parents.

### Power to search pupils without consent

In addition to the general power to use reasonable force described above, head teachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items" :

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.



### **Confiscation**

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful and returned to parents after discussion with senior leaders.

### **Telling parents when force has been used on their child**

It is good practice for schools to speak to parents about serious incidents involving the use of force. It is up to schools to decide whether it is appropriate to report the use of force to parents.

In deciding what a serious incident is, teachers should use their professional judgement and consider the:

- pupil's behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the pupil or member of staff; and
- the child's age.

### **What happens if a pupil complains when force is used on them?**

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.



## Anti-Bullying

### Principles

Beavers Community Primary school places its pupils and their welfare at the centre of the school's business. The children of this school are to be treated with the highest regard. Any form of bullying contradicts the ethos and culture of the school, and will not be tolerated.

The school rights support the school's stance on anti-bullying:

*We all make a commitment:*

- To learn
- To be safe
- To show mutual respect

With regard to anti-bullying, there are some further principles, which, although covered by the school rights, need to be explicitly advocated:

- all pupils will be listened to, without exception or prejudice;
- reported incidents will be taken seriously and thoroughly investigated;
- the needs of the victim will be listened to; and
- staff will deal with each case individually and will communicate effectively with leaders of the school.

### Definition

*'A deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which casts a shadow over a child's life, or a series of such incidents.'*

Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other concerned people.

Bullying may also include discrimination and racism which can be both direct and indirect and is unacceptable in any form. Beavers Community Primary School is opposed to all forms of racism, sexism, homophobia and xenophobia, including those forms that are directed towards religious groups and communities, and against Travellers, refugees and asylum-seekers. Pupils will be given planned opportunities to discuss equality issues and reminded at regular intervals of the school policy.

Racist incidents will be dealt with appropriately and recorded and reported to the Local Authority.

### Forms of Bullying

Bullying can take many different forms:

- Emotional- Being unfriendly, excluding, tormenting
- Physical- Hitting, kicking, pushing, taking another's belongings, any use of violence
- Racial-Racial taunts, graffiti, gestures
- Sexual- Explicit sexual remarks, display of sexual material, sexual gestures or unwanted physical attention
- Direct or indirect verbal- Name calling, sarcasm, spreading rumours, teasing
- Cyber-bullying- Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

This is not an exhaustive list. One off examples of these incidents doesn't necessarily mean bullying is occurring.

### Misuse of Technology

Bullying through the misuse of technology may occur outside of school hours. The school will support any victims of this type of bullying and takes as strong a stance against it as it does other types of bullying. There are several scenarios which may occur with bullying through misusing technology:

- a pupil (or group of pupils) uses technology to victimise another pupil in the school – even if this occurs outside of school hours the school will deal with this case as it would any other type of bullying occurring in



school hours;

- a pupil is victimised by a party outside of the school – in this case the school would support the victim through appropriate channels; and
- a pupil is victimising a party outside of the school – in this case the school would support the victim through appropriate channels and would deal with the bully in line with this policy.

In all cases of bullying using technology the victim should be advised to keep evidence where possible. If deemed necessary, the school will liaise with outside parties, including the police, to ensure the situation is appropriately dealt with.

### Strategies for Dealing with Bullying

Although bullying is not to be tolerated and victims must have justice and their sense of well-being restored, the perpetrators of bullying are members of the school community and must be treated as such, in line with all school policies. It is likely that there is an underlying reason why they are bullying and this should be investigated and solutions sought as part of the restorative process.

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach.

- Discussions with the victim. This will require patience and understanding. Remember – Listen, assess, act
- Identify the bully/bullies.
- Obtain witnesses if possible.
- Advise the Head Teacher or Deputy Head Teacher.
- Discussions with the bully/bullies. Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable.
- If they do not own up, investigate further. If it is clear that they are lying, continue with the investigation. Children usually own up if presented with all the facts. The investigation must continue until a satisfactory verdict is reached. If more adult support is needed then a member of the ELT must be consulted.
- All accusations, actions, investigations and outcomes must be recorded in class log books.

If they own up, then follow the procedure outlined below:

- Separate discussions with parents of bully and victim
- Sanctions for the bully. These may include withdrawal from favoured activities, loss of playtimes, exclusion during lunchtimes or exclusion from school. The sanction depends on the perceived severity of the incident(s).
- Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with victim to ensure no repetition. Do not assume the bullying has stopped – this needs to be checked through follow up actions such as discussions and observations.
- A programme may need to be put in place to support the victim and rebuild their confidence, self-esteem and well-being. This should be completed in line with the inclusion policy.
- A programme may need to be put in place to support the bully to deal with underlying issues. This should be completed in line with the inclusion policy.

As the behaviour of the bully (hopefully) improves, then favoured activities etc. can be reinstated. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying.

In order to prevent and identify incidents of bullying and the identities of bullies, staff will carry out the following strategies:

- Watch for early signs of distress in pupils
- Listen, assess, act
- Encourage pupil's to be open with their friends, in case they feel they cannot tell an adult
- Worry boxes in school where children can put written notes if they feel they cannot speak about their problem
- Teaching the PSHE curriculum
- Promote the fact that we are a listening school



- Continually remind children about different adults they can talk to
- Actively promote the school's stance on anti-bullying
- Be open with the children and explicitly talk about acceptable and unacceptable behaviours (without naming parties)



## Code of Conduct for Staff

A staff code of conduct is designed to give clear guidance on the standards of behaviour all school staff are expected to observe, and the school should notify staff of this code and the expectations upon them. School staff are in a unique position of influence and must adhere to behaviour that sets a good example and acts as a role model to all the pupils within the school.

### Setting an Example

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of pupils. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, pupils and the public in general. An individual's behaviour, either in or out of the workplace, should not compromise her/his position within the work setting or bring the school or the Local Authority into disrepute. All staff who work in schools provide a role model for behaviour and conduct which can be copied by pupils. All staff must, therefore, demonstrate high standards of conduct in order to encourage our pupils to do the same. This Code helps all staff to understand what behaviour is and is not acceptable.

### Conduct Outside Work

Staff must not engage in conduct outside work which could seriously damage the reputation and standing of the school or the employee's own reputation or the reputation of other members of the school community. In particular, criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct are likely to be regarded as unacceptable.

Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school nor be to a level which may contravene the working time regulations or affect an individual's work performance.

### Staff Dress Code

A person's dress and appearance are matters of personal choice and self-expression. However, staff and volunteers should recognise that they are role models to the children and their choice of dress should uphold the school's expectations for the children.

Staff and volunteers must ensure they are dressed decently, safely and appropriately for the tasks they undertake. Those who dress or appear in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct.

Whilst it is not possible to list every clothing option here, it is expected that staff will support the safer code of professional conduct and will dress in a way that reflects a professional appearance. The wearing of casual items such as jeans, sports clothing, football team clothing or items of clothing that could be deemed by others as too revealing need to be avoided. Due to the impressionable nature of young children, the Governing Board would appreciate that tattoos and other body art are covered up whilst in school.

Staff must wear PE clothes and trainers when teaching PE and Games lessons. To be consistent with the expectations for the children, staff could change into these for the morning or afternoon session whenever the lesson is taught and PE clothes can be worn throughout the day.

Teaching assistants attending to support the learning of pupils in a PE or Games lesson should at a minimum have a change of appropriate shoes.

### Confidentiality, Integrity and Security

Staff are expected to have an awareness and high regard for the confidential, sensitive and important nature of their role and will be mindful of this at all times including formal and informal discussions with parents, other members of staff, children and the wider school community. Particular attention should be paid in public areas of the school such as corridors, the playground and the staff room.



A “needs to know” approach should be adopted to safeguard this principle and to ensure no child or group of children is unfairly stereotyped or unnecessarily spotlighted. Where possible no names should be explicitly mentioned whether for positive, negative or information purposes in public areas, unless it is on a needs to know basis for all present to hear.

Confidential information about pupils must be held securely. Confidential information about pupils must not be held off the school site other than on security protected school equipment.

### **Abuse of Trust**

Under the Sexual Offences Act 2003, it is a criminal offence for any person over 18 in a position of trust to engage in a sexual relationship with a pupil under 18; this constitutes ‘Abuse of Trust’. This is to prevent adults abusing their position of trust, for example by persuading, encouraging or intimidating pupils into certain behaviours or activities.

The law applies to anyone working in schools in a paid or voluntary capacity, including sixth formers and gap-year students, even if they do not teach the child and even if pupils are of an age to consent to sexual activity and applies even if both parties consent to the sexual relationship.

A sexual or intimate relationship between a member of staff or volunteer and a sixth former over the age of 18 is also unacceptable, even though not a criminal offence, and will be dealt with under the provisions of the school disciplinary procedure and is likely to be considered as gross misconduct.

Schools must ensure that all staff, volunteers and gap-year students are informed about the requirements and implications of “Abuse of Trust” and that the school extends the requirements of staff behaviour and the consequences of non-compliance with these procedures to include inappropriate relationships with 6th formers who are 18 years old.

There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child or young person, and manipulate that relationship so that sexual abuse can take place. Staff and volunteers should be aware that conferring special attention without good reason or favouring a pupil has the potential to be construed as being part of a 'grooming' process, which is a criminal offence.

### **Gifts**

It is against the law for public servants to take bribes. Staff need to take care that they do not accept any gift that might be construed by others as a bribe, or lead the giver to expect preferential treatment. There are occasions when pupils or parents wish to pass small tokens of appreciation to staff e.g. at Christmas or as a thank-you and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value. Personal gifts must not be given to pupils. This could be misinterpreted as a gesture either to bribe, or single out the young person. It might be perceived that a 'favour' of some kind is expected in return. Any reward given to a pupil should be consistent with school policy, recorded, and not based on favouritism.

### **Social Contact and Social Networking**

Social networking sites and blogging are extremely popular. Staff must not post material which damages the reputation of the school or which causes concern about their suitability to work with children and young people. Those who post material which could be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct or disciplinary action.

Staff in school should not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship. This includes social networking and blogging. Even if a pupil seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgment in making a response and be aware that such social contact in person, by phone or on the internet could be misconstrued and may place the member of staff in a very vulnerable position.

Staff and volunteers must not give their personal details such as home/mobile phone number; home or email address to pupils unless the need to do so is agreed with senior management.



## Internet Use and Electronic Communication

The school has a separate policy on acceptable use which forms part of this code of conduct.

Under no circumstances should adults in school access inappropriate images. Deliberately accessing pornography on school equipment will be treated as gross misconduct and may be considered a criminal offence. Accessing indecent images of children on the internet, and making, storing or disseminating such material, is illegal and is likely lead to criminal prosecution and may result in barring from work with children and young people.

Personal property of a sexually explicit nature such as books, magazines, DVDs or such material on any electronic media must not be brought onto or stored on the school premises.

## Physical Contact and Personal Privacy (further detailed in physical contact, including use of reasonable force statement)

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil in one set of circumstances may be inappropriate in another, or with a different pupil. Physical contact should never be secretive or casual, or for the gratification of the adult, or represent a misuse of authority. If a member of staff or volunteer believes that an action could be misinterpreted, the incident and circumstances should be reported.

## Misuse of Alcohol and Drugs

All staff and volunteers are not permitted to misuse, or be under the influence of, alcohol or illegal drugs, on school premises or whilst in charge of pupils at any other venue in the UK or abroad. This links with the Managing Alcohol, Drugs & Substance Misuse at Work Policy & Procedure.

## Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the HeadTeacher will discipline the pupil in accordance with this policy. Please refer to our [safeguarding policy/statement of procedures for dealing with allegations of abuse against staff] for more information on responding to allegations of abuse. The HeadTeacher will also consider the pastoral needs of staff accused of misconduct.

## Professional Relationships

### *With pupils*

All pupils have a right to be treated with respect and dignity. Staff and volunteers must not use any form of degrading treatment to punish or undermine a pupil. The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation. When speaking to pupils, we always consider how we would expect to be spoken to ourselves. Shouting aggressively is not acceptable in any situation.

### *With other members of staff*

We act in a professional manner towards colleagues, irrespective of our relative position or status within the school hierarchy, for example:

- speaking politely to one another;
- being approachable, friendly and welcoming to other adults in school – both staff members and visitors;
- being flexible and understanding of unexpected changes within the school day;
- communicating clearly and honestly;
- addressing concerns openly and honestly with the person to whom the concern is addressed, whenever possible, without publicly criticising anyone;
- we never act in a way that publicly undermines a colleague;
- we all take responsibility for our actions and are prepared to apologise when we have made mistakes and undertake to learn from those errors;
- not deliberately discriminating or ostracising certain members of staff;
- being sensitive and supportive to colleagues when situations demand it;



- not allowing personal opinion to interfere with professional judgement;
- avoiding the establishment of 'cliques' within the staff body; and
- supporting the professional development of all colleagues.

This does not mean that unacceptable behaviour or under performance will go unchallenged. This will be dealt with in line with the appropriate policy.

### Monitoring

This behaviour policy will be reviewed by the HeadTeacher and governing body every year. At each review, the policy will be approved by the HeadTeacher.

The written statement of behaviour principles will be reviewed and approved by the governing body every year.

### Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

### Disciplinary Action

All staff need to recognise that failure to meet these standards of behaviour and conduct may result in disciplinary action, including dismissal.

### Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy