

# East Stour Primary School



## BEHAVIOUR & ANTI-BULLYING POLICY

Date of Issue	Next Review	V e r s i o n	To be read in conjunction with	Updated Information	Signed Headteacher	Signed Chair of Governors
January 2018	January 2019	1	Anti-Bullying Policy, Anti Racism Policy, Special Needs Policy, Attendance Policy, Marking Policy, Use of Force Policy, Home School Agreement.			
September 2018	September 2019	2	Anti-Bullying Policy, Anti Racism Policy, Special Needs Policy, Attendance Policy, Marking Policy, Use of Force Policy, Home School Agreement.			

July 2020	July 2021	3	Anti-Racism Policy, Special Needs Policy, Attendance Policy, Use of Force Policy, Home School Agreement.			
Nov 2022	Nov 2023	4	Anti-Racism Policy, Special Needs Policy, Attendance Policy, Use of Force Policy, Home School Agreement. Safeguarding policy, Online Safety policy			
Dec 2023	Dec 2024	4	Anti-Racism Policy, Special Needs Policy, Attendance Policy, Use of Force Policy, Home School Agreement. Safeguarding policy, Online Safety policy			
Jan 2025	Jan 2026		Anti-Racism Policy, Special Needs Policy, Attendance Policy, Use of Force Policy, Home School Agreement. Safeguarding policy, Online Safety policy			

### **East Stour Behaviour and Anti-Bullying Policy**

#### **Ethos**

At East Stour inclusion is at the heart of our behaviour for learning expectations.

Every child will be treated fairly and sanctions will be applied equally for every child at the school. Each child will be supported to take responsibility for their actions and therefore consequences will be specific to the action and relative to the children involved.

Some children may require more support to reach the high expectations we set and may need additional behaviour support plans, specific reward charts or targeted strategies to support them.

The focus for **all** children and staff will be on positive recognition and reward for making positive choices.

For our Behaviour policy to be successful it requires all adults to set high expectations at all times and be consistent with applying the rewards and sanctions.

Every child at our school has the right to learn but no child has the right to disrupt the learning of others. The establishment of an inclusive, positive and caring ethos is essential for learning. It depends upon trusting relationships and team work with the involvement of the children, governors, parents and carers and others in the community.

Every member of the East Stour community is expected to follow the basic school rules:

**Through respect and by listening to others:**

- 1. Respect yourselves**
- 2. Respect others**
- 3. Respect your school**

Where we refer to 'teacher' during this policy this refers to the adult teaching the class at the time that any behaviour occurs.

**Purpose - Aims of the Policy**

Our school's culture and values are manifested through the behaviour of all its members. At East Stour we promote and set high standards and clear rules that reflect the values of the school and outline the expectations and consequences of behaviour for everyone. This policy outlines how staff will support pupils to meet these expectations.

- ☐ To encourage a calm, purposeful and happy atmosphere within school
- ☐ To foster positive, caring attitudes towards everyone where achievements at all levels are valued
- ☐ To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- ☐ To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- ☐ To raise children's self-esteem
- ☐ To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety
- ☐ To help children, staff and parents have a sense of direction and a feeling of common purpose
- ☐ To ensure staff will be treated with respect and courtesy and feel valued and appreciated
- ☐ To ensure appropriate behaviour and language is used throughout the school
- ☐ To encourage and praise effort in both work and behaviour
- ☐ To ensure that parents are informed and involved in decisions and conversations regarding their child where appropriate
- ☐ To prevent and manage bullying
- ☐ To ensure high 'Behaviour for Learning' expectations are set and adhered to by staff and pupils

## **Staff Responsibilities**

- To treat all children fairly and with respect
- To help all children to develop their full potential
- To welcome every child individually in the morning
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment both physically and emotionally
- To use positive and negative consequences clearly and consistently
- To display class rules / code of conduct and positive and negative consequences
- To be a good role-model
- To recognise and value the strengths of all children
- To offer a framework for teaching the personal, social and emotional skills and abilities that underpins the school's behaviour policy. Teachers will be reactive to their classes' behaviours and ensure these lessons are tailored to meet the needs of their class.
- To foster and promote good relationships with children and parents, encouraging a sense of belonging within the school and wider community
- To display routines clearly and refer to them regularly
- To offer equal opportunities in all aspects of school life and recognise the importance of different cultures
- To reject all bullying or harassment in any form
- To care for, and take pride in, the physical environment of the school
- To work as a team, supporting and encouraging each other
- To set high expectations for 'Behaviour for Learning', explicitly teaching skills (linked to staff CPD programme)

## **Parents' Responsibilities**

- To make children aware of appropriate behaviour, including 'behaviour for learning'
- To encourage independence and self-discipline
- To show an interest in all their child does in school
- To support the school in implementing this policy
- To be aware of the school rules.
- To care for, and take pride in, the physical environment of the school

## **Children's Responsibilities**

- To do their best
- To contribute to their own learning
- To treat others, their belongings and the environment with respect
- To show consideration for others
- To consider the effects of their actions on others

## **School systems and social norms – including rules, routines, and consequence systems:**

### **Positive Recognition**

At East Stour our aim is that children work and behave well for the intrinsic rewards of completing the learning tasks, however we also have a range of methods and rewards to recognise positive behaviour that may be individual, group, class, phase or school wide.

### **General Rewards**

All staff are responsible for giving rewards and are expected to be looking for the positive in every child.

General rewards may include:

- ✓ Smiles
- ✓ Verbal praise
- ✓ Written praise
- ✓ High fives
- ✓ Sharing learning with other pupils, staff or family members
- ✓ Stickers
- ✓ Stars
- ✓ Additional play
- ✓ Awards for attendance, punctuality, sporting achievements, group participation, reading
- ✓ End of Term treats
- ✓ Enrichment activities
- ✓ Phone calls home
- ✓ Positive notes home

### **Rainbow Behaviour System**

This is our daily reward system. Every child begins every day on the rainbow. Children who are making positive choices can move onto the sun and then the shooting star. These are visual charts in the classroom with children's faces/names.

	<b>Possible Behaviours</b>	<b>Reward</b>
Sun	*Generally being good. *Tried hard against their own ability *Being kind, positive and encouraging towards friends	*Sticker *Choose one of these children for star of the day/week

Shooting Star	*Pushing themselves in terms of their learning *Outstanding contribution to society *Proactive team/class member	*Wear a medal for the day *Parent to be notified
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Reward and consequences are seen as separate and children can be both on the reward and consequences charts simultaneously depending on their choices and actions. Once you are moved onto the star system you remain on for the rest of the day – stars cannot be removed – but all children will reset to the expected rainbow behaviour at the start of each day (with their photos/names returning to the rainbow). Star rewards can be gained at any point during the day.

### **Marbles in a Jar**

All classes use 'Marbles in the jar' to support behaviour and foster collective responsibility. The system works as follows:

- There will be a focus on an expectation for each term (taken from the individual class expectations and rules).
- Both individual children and the class collectively can earn marbles.
- A display in the hall will show which classes have reached marble milestones (for example 'Classes that have reached 100 marbles/200 marbles etc)
- Teachers can come up with their own way to phrase the expectation on their jar, so that it is age appropriate.
- Classes can set their own bench mark for rewards e.g. If your class reaches 100 marbles they will get.....(an appropriate reward such as class DVD & popcorn)

### **Stickers**

Stickers are used to reward a range of positive behaviours including good manners, politeness, hard work, kindness, good role models as well as a positive contribution to learning.

The Values are recognised as stickers – awarded each term dependent on the Term Value/s they are focusing on.

Each day a child is chosen as 'Star of the Day'. This is chosen collaboratively between the adults and children in class. The nominated child receives a sticker to go home with that day.

### **Certificates**

Our weekly Celebration Assembly allows teachers to nominate a Star of the Week.

Our termly Celebration Assembly allows teachers to nominate one child from each class as 'Star of the Term' and one child nominated for the term's value.

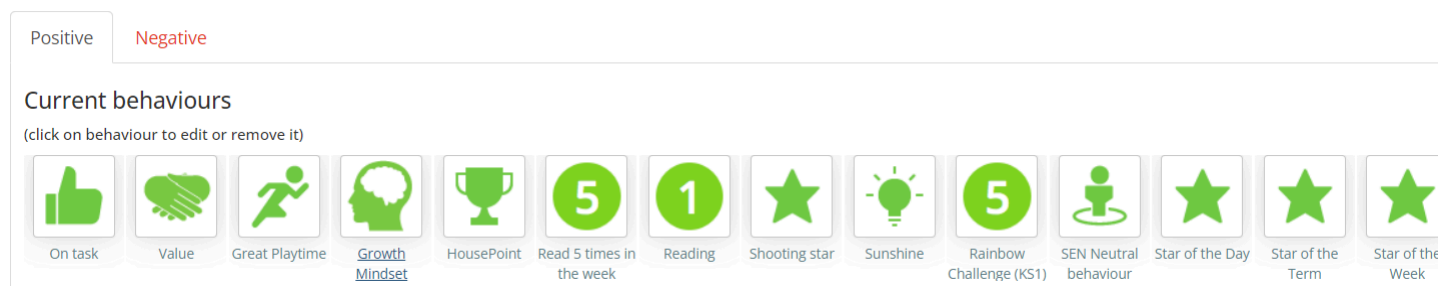
Value certificates can be given at any time through the school year from any member of staff in recognition of any of the school's core values displayed at that given time.

## Reporting attitude

Attitudes for learning are communicated through seasonal reports home. 'Attitude' is carefully tracked at least seasonally. This includes attendance, punctuality, behaviour and effort. Attitudes are graded: exceptional, good or requires support. Targets and support are agreed where necessary.

## Online Systems

From October 2022 the school uses an online software called 'Class Charts'. This incorporates systems & rewards mentioned previously into one place. The software allows all adults throughout the school to award all pupils with 'Green points' and 'Red points'. Children can be awarded Green points for the following:



Children's photos and green point score is displayed on the interactive whiteboard. It is a clear visual representation of recognition of positive behaviours which motivates children. Red points are **not displayed** for children to see. These red (negative) behaviours are recorded on the system and are easily tracked through the analytic tool. Extended Leadership continuously monitor these behaviours and feeds into fortnightly Behaviour, Social and Welfare (BSW) meetings. Teachers and support staff are able to easily monitor their classes green and red points through the 'Reports' button.

Later in 2023 the parent app was introduced, where parents can view their child's behaviour record. This ensures parents that alongside verbal conversations, parents are kept well informed of their child's behaviour. The 'rewards' element of the software where children can earn different rewards for collecting so many points was also introduced later in 2023.

## Proactive ethos & strategies

In Autumn 2023 we introduced the 'PAWS' approach. This has been implemented as a consistent whole school proactive strategy to intervene before a child's behaviour could potentially escalate. Staff wear PAWS lanyards and there are clear visuals around the school as reference points.



### **Approaches and Consequences for Negative Behaviour**

The behaviour approach used within the school will allow for children to reflect upon negative behaviour but also learn from their experiences.

If a child does not follow the positive behaviour expected, we use a tiered sanction system, depending on the behaviour. Most behaviour will be given one explicit verbal warning in the first instance. This will be made very clear to each child so that they understand continuation of the behaviour will result in a further sanction.

If a child's behaviour continues the teacher will be responsible for ensuring the child has a suitable consequence and will record the child's behaviour on their class charts profile under the appropriate 'Red' behaviour icon. The outcome of the consequence is also recorded.

In circumstances where children need additional support managing their behaviour, then it may be necessary for a 'Helping Hand' to be radioed to come and support the child. This member of staff will spend some time supporting the child/children to manage their own behaviour using appropriate strategies. In the circumstance where the child continues to not being able to manage their behaviours and exhibits more extreme behaviour then SLT will be called to help support the situation.

When a child has shown behaviour that results in a consequence more than once in a day, the teacher will ensure a conversation, in person or by phone, is had with the parent the same day. If a child is showing this type of behaviour regularly (more than 3-4 times a week) a meeting will be held between the teacher and the parent/carer. This may be arranged by the class teacher or via the office

If a child exhibits more extreme behaviour a meeting will be set up between the parent, class teacher and member of SLT as soon as possible.

All staff will be responsible for challenging negative behaviour and will ensure consistency in which behaviours are tackled. This should happen as privately as

possible, so as not to shame the child in front of a class/ group of children.

Classes will devise their own set of rules, expectations and appropriate consequences to ensure they have ownership over it. These are displayed and referred to on an ongoing basis. Teachers and pupils will reflect on the circumstances around each incident individually and decide on any consequences on an individualised basis.

Consequences for behaviour can be given by the teacher at any point during the teaching session (including transition times) in the corridor, in the toilets or around the cloakrooms.

All staff will be consistent in challenging the following behaviours and setting high expectations at all times.

<b>Behaviours that will be consistently challenged:</b>	<b>Potential consequences:</b>
<ul style="list-style-type: none"><li>*Leaving class without permission</li><li>*Disturbing others' learning</li><li>*Speaking to others in a rude manner • Use bad language to insult or upset others •</li><li>*Physically hurting others – children or adults</li><li>*Not following instructions when asked • Not showing respect and manners to others at all times</li></ul>	<ul style="list-style-type: none"><li>*Time out in PTLs classroom or designated area set by the teacher</li><li>*Time out of playtime/lunchtime</li><li>*Pay it back – do something positive for the person you have upset</li><li>* Internal exclusion (must be agreed by SLT)</li><li>*External exclusion (must be agreed by the Headteacher/Head of School)</li></ul>

All consequences will have to be considered in line with the child's developmental understanding and specific needs. We believe that each child should have the chance to 'start again' and therefore after every break and lunch time the child will come in on a 'clean slate' with an opportunity to demonstrate positive behaviours.

### **Behaviour Support Plans & Risk Assessments**

Depending on the incident or frequency of incidents, it may be necessary to implement a Risk Assessment or Safety plan for a child. This will allow adults to be pro-active rather than re-active ensuring that children's behaviour needs are recognised and appropriate strategies are put in place to minimise any future incidents. All plans are regularly communicated and reviewed with children, staff and parents.

## **Internal Exclusion**

Internal exclusion is the isolation of a child from their usual class setting alongside a member of staff. They will be set learning by their class teacher and will have appropriate rest breaks during the seclusion. The length of the exclusion needs to be considered in each individual case and parents will be informed and the school will seek their support in this decision. All internal exclusions will be recorded on the child's file on class charts and may be communicated with other agencies involved with the child or the family. This sanction can only happen in agreement with a member of SLT.

## **Suspension**

Suspension is seen as a last resort when all other sanctions have failed. Only the headteacher/Deputy Headteacher may exclude a child and parents/carers will always be notified in writing. The Chair of Governors is informed and parents have the right of appeal. The exclusion period is at the discretion of the headteacher and may be from 1 day upwards, but will rarely exceed 5 days. The length of exclusion will be related to the misdemeanour and any previous exclusions.

## **• Pupil transition – including induction and re-induction into behaviour systems, rules, and routines:**

Teachers will create class rules and expectations in conjunction with the children at the beginning of each academic year. These will be referred to regularly as part of classroom practice. Anyone new to the school through the academic year will be introduced to the class rules and expectations. These expectations will be displayed in the classroom so that any member of staff working in the classroom can refer to them, ensuring a consistent approach.

## **Physical Intervention by staff**

Occasionally, school staff may have to use physical intervention to support a child to ensure that they and others are safe. In this instance we would follow the trained SCIP-r techniques and follow the DFE guidance

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Some examples of reasons for use of physical intervention would be to:

- 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;
- 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.

Use of physical intervention would be considered by way of a dynamic risk assessment, by the adult, in the moment. It will always be recorded on CPOMs as physical intervention and a member of SLT will be notified and where appropriate will be followed up. The parents must always be informed if their child has required a physical intervention. If a child's behaviour requires more regular physical intervention a risk assessment needs to be considered. The Behaviour/SEN team will be responsible for this and will share and review this with parents as part of the provision reviews or more frequently if required.

## **Recording incidents**

Currently, any behaviour that results in a consequence must be recorded on class charts as soon as possible after the incident and include the actions following the incident.

Potential bullying incidents will be recorded & monitored in the following 5 step manner:

### Unkind behaviour towards other children

Racial incidents will be recorded on CPOMS. If there is an incident that staff believe may be racial, they must report it to SLT verbally as soon as possible so that it can be actioned on the same day. If appropriate, racial incidents will also be recorded via the KCC front door website.

If anyone has any concerns with regard to the safety or welfare of any child, this needs to be logged on the electronic Safeguarding system - CPOMS.

The Inclusion Team will track incidents over a period of time to monitor frequency and look at potential support required from Behaviour/SEND team, FLOs or a helping hand.

## **Lunch and Break Times**

Lunchtimes are the least structured time in the school day and therefore we are aware this may increase the chances of negative behaviours for vulnerable children. We recognise this and have taken the following steps to provide the best possible provision:

- Provided Teaching Assistants for each playground for break and lunch times, to support children with difficult behaviour in particular.
- Provided lunch clubs, which are accessible every lunch time (under adult supervision) and is open to children from Year R upwards for social and emotional support. Children wishing to attend the chill club can self-refer or be referred by a member of staff. The adult running the chill club will determine a safe staff to adult ratio each session.
- Provided a lunch club quiet space for those children who struggle to eat in the hall.
- Provided playtime and lunchtime games, activities and resources for the children to play in outside areas. These resources are updated termly and pupil voice of children's interests are used to help support the ordering of these resources.
- Developed playground buddies to play with younger children and structure games.
- Used staff well known to the children throughout the day for consistency of experience.
  - Helping hands doing daily check ins after playtimes and lunch time to support children who are identified as potentially finding less structured times of the day difficult.

During break time children's actions may warrant a sanction. In most circumstances children will be given one warning in the first instance by a member of staff on duty. The warning will be explicit and the child will understand that if the behaviour continues a consequence will need to be given. If a child continues with the behaviour this will be verbally passed onto the class teacher after being thoroughly dealt with by the lead TA or a member of ELT and the child will be given a consequence by their teacher in line with the class rules and expectations.

The member of staff on duty will need to record the incident on Class Charts in addition to verbally communicating the incident to the teacher in charge that day.

Wherever possible, when sanctions are not required, issues must be dealt with by the staff on duty in a proactive manner. This could be through time spent talking with individual or groups of children, intervening and pre-empting situations before they happen, using restorative approaches between children or distracting/engaging children in play.

All staff will be consistent in challenging the following behaviours and setting high expectations at all times.

<b>Behaviours that will be consistently challenged</b>
Leaving an area without permission
Disturbing others' playing nicely

Speaking to others in a rude manner
Use bad language to insult or upset others
Physically hurting others – children or adults
Not following instructions when asked
Not showing respect and manners to others at all times

**• Leadership and management – including the role of designated staff and leaders, systems used, the resources allocated and engagement of governors/trustees:**

Everybody in school is responsible to ensure that there is a high expectation set for behaviour. Within the Extended Leadership, Phase team Leaders are expected to monitor their phases behaviours on a weekly basis. This is achieved by using the analytics software on Class Charts. Any behaviours highlighted through this process will be reported to Emma Blackmore who is responsible for leading Behaviour in school. This will then be discussed as part of the Behaviour Social and Welfare meetings that happen fortnightly. Support is monitored and reviewed regularly by the behaviour lead to assess the impact it is having on the child's behaviours. The governing body are involved in the process of monitoring of behaviour through monitoring visits which are then reported back at governing body meetings.

**\* Staff induction, development and support – including regular training for staff on behaviour:**

As part of the school induction process new staff are supported with both what the behaviour procedures are in school and what the East Stour ethos is regarding behaviour through training. Annual appraisals also allow opportunities for staff to identify and develop their Continual Professional Development through targeted objectives and training. CPD is planned out for all staff including support staff across the academic year and behaviour training is embedded within this.

**Pupil support – including the roles and responsibilities of designated staff and the support provided to pupils with additional needs where those needs might affect behaviour:**

Pupils that require additional support with their behaviour are highlighted within the Behaviour, Social and welfare (BSW) meetings process as described in the Leadership and Management section. Staff are able to provide support that is determined in BSW meetings and by the Behavioural Lead. This support may include preventive strategies including daily checks ins and targeted interventions.

As part of the BSW process, the SENCO is present and therefore there is opportunity to discuss children and implement support from both the behavioural team and the SEN team.

**• Child-on-child abuse – including measures to prevent child-on-child abuse and the**

### **response to incidents of such abuse**

All members of staff conduct annual safeguarding training (Keeping Safe in Education) which addresses child on child abuse. In addition to this all staff have carried out in depth training about child on child abuse from the NSPCC. The school curriculum is tailored to ensure that a preventive approach is adopted rather than just a responsive approach. This content is planned and embedded at the appropriate level for the school through targeted lessons and assemblies. All staff are made aware of the expectations of reporting child on child abuse and how this should be reported and responded to. This is regularly revisited through weekly safeguarding meetings.

### **• Banned items – a list of items which are banned by the school and for which a search can be made.**

Banned items include items that are potentially believed to be drugs, tobacco or alcohol will be removed from pupils. Any safeguarding related objects that give concern for example: pornography or indecent images will be removed and the necessary safeguarding procedure will be followed.

### **Anti-Bullying Policy**

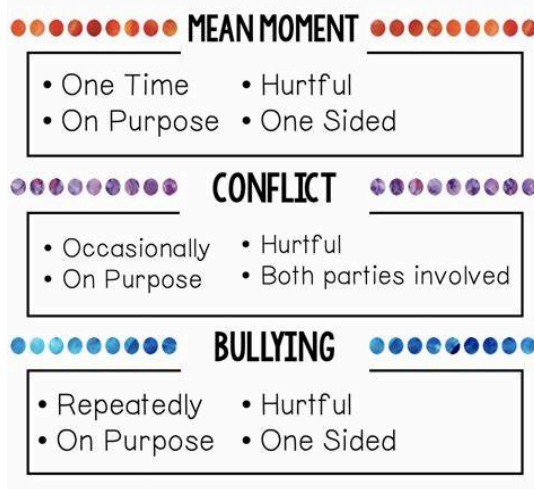
Our Belief is that bullying, both verbal and physical, will not be tolerated in our school. It is everyone's responsibility to prevent it from happening and this policy contains guidelines for all members of the school community.

In our school children have the right to feel welcome, safe and happy. In our school we will not tolerate any unkind actions or remarks, even if these were not intended to hurt. Bullying is deliberately hurtful behaviour that is repeated often over a period of time, making it difficult for the person concerned to defend themselves.

Bullying can take many forms.

# IS IT BULLYING?

Not everything that's mean is actually bullying.  
Use the chart below to understand the difference  
between bullying, conflict, and a mean moment.



## The 3 main types are:

- Physical - hitting, kicking or taking belongings.
- Verbal - name calling, insulting or racist remarks.
- Indirect - spreading unpleasant stories about someone, excluding someone from social groups.

Although resolving conflict by resorting to fighting is not acceptable, it is not bullying if two pupils of equal power and strength fight or quarrel.

Verbal and indirect bullying may include cyberbullying.

## **Our Aims**

- We aim to prevent bullying at East Stour Primary School.
- We aim to raise pupils' awareness of bullying behaviour and the school's anti bullying policy.
- We aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help to build an anti-bullying ethos in the school.
- We aim to improve the play facilities available for our children so that we provide an interesting and stimulating environment, alongside quiet seating areas that can be easily supervised.

Reasons for being a victim may be:

- Race / sex / background
- New child in school
- Child with family crisis
- Child with disability
- Timid children who may be on the edge of, or outside, a group

Reasons for being a bully may be:

- Victim of violence
- Bullied at home
- Enjoyment of power / creating fear
- Not allowed to show feelings
- Copying behaviour at home or on TV
- Unhappy
- Insecure
- Self-hating

Bullying occurs in children from all backgrounds, cultures, races, sexes; from Nursery to 6th Form and adults.

**General statements about bullying:**

- Some victims are also bullies.
- Some victims are treated as culprits.
- Onlookers are condoning bullying and becoming part of bullying.

**Early signs of distress:**

- Children who are withdrawn.
- Deterioration of work.
- Fake illness.
- Isolation from peers.
- Desire to remain with adults.
- Erratic attendance.
- General unhappiness / anxiety / fear.
- Late arrivals.
- Bed wetting.
- Children who cry themselves to sleep.
- Unexplained cuts, scratches, bruises.
- Unexplained missing possessions.

Our Anti-Bullying Campaign is: Prevention is better than cure, so at East Stour Primary School we will:

- ✓ Be vigilant for signs of bullying.
- ✓ Always take reports of bullying seriously and investigate them thoroughly.

Children will be encouraged to report all incidents of bullying to an adult. These will then be referred to the class teacher.

**Each class teacher should:**

- Use the curriculum to increase children's awareness of bullying and help them to develop strategies to combat it. This may include cyber-bullying.
- Teachers should use discussion and role play to explore issues related to

bullying and to give individual children the confidence to deal with 'bullying'.

Initially, a 'problem solving' approach may help.

- The adult tries to remain neutral and deliberately avoids direct, closed questions which might be perceived as accusatory or interrogational in style.
- He or she makes sure each pupil has an opportunity to talk and keeps the discussion focused on finding a solution and stopping the bullying from recurring. The teacher can aim to help the pupils to find their own solution to the personal disagreement, and also to discuss with them how their proposals will be put into action.
- A follow-up meeting with the pupils can find out whether their solution has been effective or not.
- A record of the incident (including cyber-bullying) must be kept on the children's behaviour files, including date, time, place, names of children involved and their accounts of what happened.
- All incidents (including cyber-bullying) must be reported to the headteacher or to a member of the Senior Leadership Team.
- Persistent bullies may have an internal seclusion and in very serious cases a fixed term exclusion imposed.
- Parents of children directly involved will be kept informed.

#### **Adults supervising break times should:**

- Ensure all pupils are supervised at break times and lunchtimes.
- Ensure children behave appropriately in secluded areas such as toilets or corridors.
- Observe pupils' play patterns and relationships, note children who appear isolated or unhappy and inform the class teacher.
- Investigate every allegation of bullying.
- Encourage children to use the play equipment and quiet areas around the school.
- Model games and positive play for all children.

#### **Parental engagement**

- If an incident of bullying occurs (including cyber-bullying), the parents of both the victim and the bully will be informed and staff will give feedback to parents on the steps taken.
- The impact of the steps taken will be reviewed and shared with parents to ensure the children feel safe in school.
- If the issue is repeated, the problems will be further analysed with the possibility of outside agency involvement.
- Parents will be kept informed at all stages.
- It will be reviewed regularly and where necessary in the light of any changing circumstances.

#### **Procedure**

As bullying is not a one off incident, repetition of incidents involving the same child(ren) need

to be monitored and tracked over time to determine whether bullying is occurring. (including cyber-bullying) Therefore we will follow the attached 5 step procedure to ensure that incidents are monitored fortnightly and acted upon if necessary. Information from parents also is integrated into this procedure.

#### Unkind behaviour towards other children

The procedure for a **parent** reporting a possible bullying allegation is as follows:

- In the first instance speak to your child's class teacher
- Ensure you speak regularly to the class teacher to be informed about how the above investigation is going.
- Be prepared for a meeting with the other parents
- Keep communicating any further incidents with the class teacher – remember bullying is not often solved overnight
- If you are not satisfied with the outcome refer to a senior member of staff.

### **Anti-Racism Framework**

At East Stour Primary School, we are committed to fostering an inclusive and respectful environment where every pupil, staff member, and parent/carer feels valued, regardless of their ethnic background. We actively challenge racism and promote race equality across all aspects of school life.

Our Anti-Racism and Race Equality framework sets out our key objectives and actions, accountability and monitoring and reporting strategies.

#### ES Anti-Racism and Race Equality Framework

Other relevant documentation: Anti-Racism expectations, Special Educational Needs Policy, Attendance Policy, Marking Policy, Use of Force Policy, Home School Agreement.

## Appendix 1:

### Internal Exclusion:

Where to complete and what to do:

### **An Internal Exclusion should only happen and can be given by a member of SLT.**

Internal Exclusions should be:

- Reparative
- Restorative
- Be used to teach a skill, explain a new resource, introduce a strategy
- A positive session with an opportunity to rebuild positive relationships with adults
- Be in a room or area without distraction/increased footfall
- Staff should have a walkie talkie to ensure they and the child is safe at all times
- Movement/learning breaks and snack times should be taken within the internal exclusion area and not with other children in the playground

What shall I do?:






Possible activities:	What, Where, When:
<ul style="list-style-type: none"><li>• Movement break</li></ul>	<ul style="list-style-type: none"><li>• Cosmic Yoga</li><li>• Joe Wicks Workout</li><li>• Sensory Circuits</li></ul>

<ul style="list-style-type: none"> <li>● Consequence</li> </ul>	<ul style="list-style-type: none"> <li>● This is to reflect the nature of the incident - this should be <b>provided by the teacher</b>:</li> <li>● Twinkl activity on e.g. anger support</li> <li>● Social story around behaviour</li> <li>● 5 point scale to be written</li> <li>● Activity to address the need of the child</li> <li>● Pupil voice activity</li> <li>● Activities on area of need if SEN e.g. understanding ASD</li> <li>● Writing a letter/card to apologise/reflection</li> <li>● Learning strategies e.g. ways to regulate and reduce anxiety</li> </ul>
<ul style="list-style-type: none"> <li>● Play times and lunchtimes</li> </ul>	<ul style="list-style-type: none"> <li>● To be taken in exclusion area</li> <li>● Snack to be shared</li> <li>● Drink to be offered</li> <li>● Board game to be played</li> <li>● See movement break section</li> </ul>
<ul style="list-style-type: none"> <li>● Parent feedback</li> </ul>	<ul style="list-style-type: none"> <li>● PTL/Class teacher will need to meet with parents and feedback on work completed/activities done and the next steps for the child.</li> <li>● A review will need to be scheduled to check the progress of the child and any further support e.g. from the SEND team that needs to happen</li> </ul>
<p>Next steps:</p>	<p>Things to consider:</p> <ul style="list-style-type: none"> <li>● A behaviour chart</li> <li>● Risk assessment</li> <li>● SEN team observation</li> <li>● Mainstream Core Standards to support in class regulation</li> <li>● Rules and consequences to be looked at and shared</li> <li>● A class intervention e.g. Zones of Regulation</li> <li>● STAR chart to look at triggers</li> </ul>



Name:

Consequences

<p>Please change the photos according to the wording in these boxes</p> 			<p>Insert photo</p>		
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**COMPLETED EXAMPLE**

Name: Bob

Consequences

<p>If I leave class or my learning area without permission...</p> 	<p>I will be told to go back.</p> 	<p>If I don't listen to the adults and I refuse to go back...</p> 	<p>I will go for reflection time with my adult outside Mrs Charlesworth's room.</p> 	<p>If I don't listen to the adults and I refuse to go outside Mrs Charlesworth's room...</p> 	<p>SLT will be called and I will go into internal exclusion. My parents will be told.</p> 
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### **Appendix 3:**

#### **Behaviour self-reflection Questions**

##### **Does the child have an SEND need?**

- ☐ Have I checked mainstream core standards?
- ☐ Have I asked SENCo for support?
- ☐ Have I put in all recommendations from any specialist reports?
- ☐ Have I used all expected strategies consistently? (timetable/now & next/workstation etc.)

##### **Does the child have an emotional need?**

- ☐ Have I filled in an ABC form?
- ☐ Have I discussed triggers with a senior member of staff?
- ☐ Have I tried to reduce anxiety for the child with key support strategies?
- ☐ Am I using R-Time effectively?

##### **Is the child engaged with their learning?**

- ☐ Have I looked at the pupil's interest in the learning?
- ☐ Have I found out the child's interests?
- ☐ Have I tried personalising the curriculum – including Literacy and Maths?
- ☐ Have I used the TA to support the child effectively?


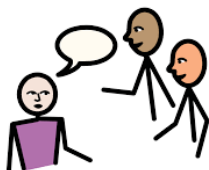
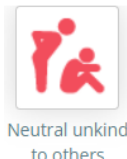






##### **Have I considered the adults' role in any behaviour?**

- ☐ Are **all** adults setting high expectations **all** of the time?
- ☐ Are **all** adults remaining positive and patient regardless of the behaviour?
- ☐ Are **all** adults treating the behaviour rather than the child?
- ☐ How is the ethos and culture in your classroom?
- ☐ How are children treating each other? Is this role modelled by the adults?

Please answer these questions honestly and share the answers with a colleague if you need support or advice.

#### Appendix 4:

### Unkind behaviour towards other children

Step 1	Step 2	Step 3	Step 4	Step 5
<p>If I am unkind to another child my class teacher will be told.</p> 	<p>My teacher will speak to both me and the other child and record my behaviour on class charts. My parents/carer will be told.</p> 	<p>Mrs Blackmore will check Class Charts every 2 weeks to make sure that I haven't been unkind again.</p>   	<p>If my name appears too often then I will be spoken to by SLT and they will speak to my parents/carer.</p> <p>I will be given support to change my behaviour.</p>  	<p>If my behaviour doesn't change and my name continues to show on class charts then my parents will be called in for a meeting and I will be given a consequence.</p>  
		(Names to be given at BSW)	(Summary of step 1,2, 3 & 4 using class charts information to be recorded on Cpoms under 'Alleged bullying' category if appropriate)	(Additional step 5 information to be recorded on Cpoms under category 'Bullying reporting to LA if appropriate')

If a parent reports 'unkind behaviour' then please record on class charts using the 'Unkind Behaviour' category and follow steps 1 & 2

### **Associated Reading**

<https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/files/8c/8c7c1242-4c16-4d23-9ea5-140916c82452.pdf>

<https://thehighlyeffectiveteacher.com/why-punishment-is-ineffective-behaviour-management/>

<https://www.childrenengland.org.uk/children-want-supportive-not-punitive-school-behaviour-policies>

[https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF\\_Improving\\_behaviour\\_in\\_schools\\_Report.pdf?v=1635355216](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1635355216)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf)

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