Aiming High Together

402

Behaviour and Anti-bullying Policy

Loxley Primary School

Reviewed - October 2018
Reviewed – September 2021

LOXLEY PRIMARY SCHOOL
BEHAVIOUR & ANTI-BULLYING POLICY

Rationale

This policy is, and always should be, a **lived real experience** for pupils, staff and all stakeholders in our school community.

Loxley Primary School's behaviour policy is designed to support and ensure all pupils' enjoyment of and entitlement to an outstanding education and school experience. It is carefully designed to build pupils' social and learning skills which are commensurate with the school's aims, objectives and learning offer "Aiming High Together". All school staff should conscientiously follow the principles and practices of this policy which are designed to maximise learning and promote all pupils' and staff well-being.

The school's aims and objectives can be summarised as follows:

Our aim is to provide children with high quality, deep and engaging learning which will offer secure knowledge and skills to help them become successful, confident, caring and responsible citizens. The atmosphere of the school is one which balances purpose and ambition with friendliness, cheerfulness and care. We have high expectations for all our children in terms of their work and behaviour, offering both challenge and support, to enable them to achieve their very best. We are often told our learning community has a "family feel" where children are widely known and are both respected and respectful.

We are very proud of our school, of its commitment to high standards and of its inclusive ethos where we all aim high together.

Link to *"Aiming High Together"*:

https://loxleyprimaryschool.com/our-curriculum-offer

Principles of how staff should promote positive behaviour

All staff at Loxley should:

1	The Loxley Code	Know, understand and promote The Loxley Code to pupils and, where appropriate, to the wider school community. In relation to the Loxley Code, staff clarify to children which types of behaviour are praiseworthy and which are unacceptable. Staff highlight the intrinsic and extrinsic rewards and consequences which follow.
2	A Safe Environment	Foster a caring, friendly, family atmosphere in which teaching and learning can take place in a safe and happy environment where pupils and parents have a strong sense of trust in school staff. **Pupils should be safe and feel safe at all times.** *Staff should operate this policy in conjunction with on-going safeguarding training, following the school's safeguarding policy and "Keeping Children Safe in Education" liaising with the DSL as appropriate.*
3	Vigilance	Be vigilant to pupils' behaviour at all times and in all parts of the school. Staff should monitor children carefully and intervene appropriately at a very early stage if a child's behaviour indicates it could affect their own or someone else's well-being.
4	Well Being and Recognising emotions	Help pupils recognise and communicate their feelings. Pupils' self-regulation is only possible when children can recognise and communicate their emotions and feelings. From Early Years, we give children the language and opportunity to express their feelings and give them strategies to manage them. Being a Healthy Minds school, we proactively give all pupils regular opportunities to express their mood using a scale they understand and use this information to help prevent dis-regulation. Staff should also be aware of their own mood and well-being when dealing with behavioural issues and ask for support and be supportive of each other to help best meet pupils' needs and help other colleagues' well-being. The SLT's support should be sought if a member of staff does not feel capable or in "a good place" to handle any situation.
5	Ambition for the well-being of our school community	Give all children the opportunity to have ambitious standards of behaviour which will help themselves and others make a highly positive, tangible contributions to the life of the school and/or the wider community. **Pupils should actively support the well-being of other pupils.** Parents should be involved as partners in nurturing healthy and positive behaviours from their pupils which will help them at school and beyond.
6	Ambitious learning behaviours for all and rewarding good behaviour	Promote outstanding learning behaviours where pupils consistently have highly positive attitudes and commitment to their education. All pupils (including disadvantaged pupils) are supported in being highly motivated and persistent in the face of difficulties.
7	Celebrating both our unity and our differences	Help pupils play a highly positive role in creating a school environment in which commonalities are identified and celebrated and difference is valued and nurtured. This should be done both proactively and in everyday contexts as appropriate.

8	**Preventing Bullying**	Enable pupils to understand what bullying is and is not. Directly (and by the values they promote every day in school) all staff help ensure that bullying, harassment and violence are never tolerated. This includes any racist, homophobic or gender-related bullying. All children should feel safe!
9	**A Growth Mindset towards Behaviour**	Encourage pupils to view their behaviour and that of other pupils as not being fixed, knowing that it can improve or deteriorate. Staff should encourage children not label themselves nor others but encourage a continuous focus on the positive behavioural qualities they aspire for and to support others in that on-going quest with growing maturity and sophistication.
10	**Resolving Any Behavioural Problems**	Resolve any behavioural problems in an informed, intelligent, fair, firm and caring manner as they occur and in the pupils' best interests. Act in the expectation of achieving improvement in behaviour and plan close future monitoring to ensure this is the case. Resolving behavioural difficulties should be done with consistency following this policy.
11	**Vulnerable Children including those with SEND**	Ensure pupils who are vulnerable, including those with SEND, receive support which is relevant to their specific needs to help them and their classmates develop social skills and manage their needs in order for them to be happy, settled and productive at school and in the future. Staff should liaise with the SENDCO and class teachers and be well-informed of pupils' needs.
12	**Information Sharing**	Information sharing *(following the school's GDPR policy)* and a collegiate approach is a key aspect of vigilance. This is done pro-actively at set times during the school year e.g. class transition meetings and in response to behavioural incidents or new information received about the child. The school's CPOMs system is used where appropriate.

Please refer to the school's Curriculum, Safeguarding and E-Safety policies for detail about how our school's curriculum school promotes the above principles:

1 School Rules – "The Loxley Code"

All parents are given a copy of our school rules; 'The Loxley Code'. The staff all support the five key instructions in this code and encourage everyone to follow the rules appropriately and consistently. The school rules were devised with full consultation from all stakeholders. They are designed to be easy to remember, whilst encompassing all the necessary attributes for good behaviour in school. The rules are displayed in every classroom as well as around school. We are proud of our Loxley Code. Our Behaviour Strategy tries to promote behaviour which matches the rules in our Loxley Code which are to:

How the Loxley Code and Behaviour Strategy Work Together:

We have both the Loxley Code and the Behaviour Policy/Strategy for the following reasons:

- The Loxley Code states the values and expectations of how we want children to behave at school.
- The Behaviour Strategy gives specific clear instructions about processes used when responding to good and bad behaviour at Loxley and consistency in how the code is applied.

2. A Safe Environment

2.1 Through our daily actions, all **staff maintain a warm, professional and inclusive school atmosphere with a collegiate approach and a "family feel".** Actions such as smiling, making an effort to talk to parents, saying hello to pupils as they pass by, checking if others are ok, gives a clear message to pupils that their needs are being met, they are accountable for their actions and that there is a togetherness in our approach to each other's welfare at Loxley Primary School.

2.2 **Staff are trained and competent in safeguarding and behaviour management.** As a minimum, all staff have one day training every three years and regular updates are given in briefings from the DSL. Teaching Assistants are given training on behaviour managements and well being on a regular basis through staff meetings and insets they are paid to attend as well as through on-going informal messages and briefings.

2.3 **The school grounds has routine checks to ensure safety by the buildings supervisor.** Annual audits by Southalls and a maintenance programme by a range of trained professionals ensures there is on-going monitoring. The buildings and health and safety committee of the governing body are reported to on a regular basis about the maintenance programme and inspect the school themselves. There are systems for site security including ensuring gates are secure, cameras are working and staff know to how to report issues and feel confident and enabled to report them in a timely way. A more secure, safe environment gives less opportunity for any poor and dangerous behaviour should it occur.

2.4 **Routines and systems make children feel school is a fair place and their needs will be   met**. Including arrangements for the beginning and end of the school day. Children come straight into school from 8.40 – 8.50 and a member of staff from each class watches them come in. Manners in cloak areas are promoted e.g. not pushing past others, waiting patiently etc. At the end of the school day, infant children are handed directly to their parents in an orderly fashion. Senior leaders endeavour to stand outside the school gates to monitor behaviour and help children feel safe.

2.5 **Children know that staff who care about them are at hand.** Children know how to get help and how to increasingly meet their own self-care needs e.g. how to get water, when good opportunities are to go to the toilet. At playtimes and lunchtimes children are closely monitored and by wearing hi-vis jackets, children know how to find staff to get help. There are sufficient staff on duty at playtimes and lunchtimes for children to feel safe, accountable for their behaviour and supported.

2.6 **An orderly environment where property is respected with suitable space and equipment shows to pupils that property is respected.** In addition, classroom furniture is arranged to give children enough space to work and move around the classroom as possible without having to push past other children or invade their personal space.

2.7 **Staff consider balancing the need for having engaging displays whilst not creating an overstimulating environment.** Contrasting brighter colours with more neutral colours can help children focus and reduce cognitive load. This is particularly important for some pupils with neuro-divergent SEND needs. The environment meets and/or reasonable adjustments are made to it to cater for the needs of children with SEND. The

SENDCO and other professionals' advice is sought as appropriate for children where environmental matters need most careful management to meet their needs.

2.8 **The school finds ways to reduce excessive or unpleasant noise** as much as possible to support a calm and purposeful atmosphere. This is of particular help to children with ASD. Music is used judiciously where appropriate to support learning intentions and pupils' needs.

2.9 **Children** regardless of their, current academic attainment, ethnicity, gender identity or any other characteristics **should feel that the environment supports and reflects them.** Through displays, celebrating pupils work etc children buy in to the school's shared, inclusive identity and as a result are more likely to want to and see the value in supporting the rules and ethos we have.

2.10 **In school, consideration should always be given to making spaces as safe as possible** e.g. visibility. Where it is not always possible to see all children all the time from where a member of staff is situated, regular checks of blind spots should be made. Consideration of known behavioural and emotional needs of pupils should be made in regards to the frequency of checks and whether a child should be out of sight at all. Staff should inform the SLT of any potentially dangerous items found on the school grounds straight away. Regular checks are recorded by the buildings supervisor.

3. Vigilance

3.1 **Safe supervision levels must be maintained at all times.** The SLT and class teachers should at all times try to pre-empt staff shortages. Systems are in place for staff to notify the SLT in case of unforeseen staffing shortages e.g. if a staff member suddenly becomes ill or has to deal with an emergency. All staff have a laminated red card that they should have with them in school at all times. In an emergency situation, where no other member of staff can be called, staff should send another child with the red card to the nearest place where another member of staff can be found. Staff are permitted to use personal mobile phones in an emergency – they should inform another member of staff about the purpose of the mobile phones use immediately or as soon as possible after it has been used. For times when children are left without direct staff supervision, staff must follow the school's "in-direct supervision" risk assessment.

3.2 **Staff in classrooms and on playground duty should be focussed on pupils**, watching for any signs of distress or the beginnings of unacceptable behaviour e.g. play becoming too rough, laughter which may sound cruel, several children chasing the same child, a child being alone for a significant amount of time. Early intervention is key to helping children improve their social skills and avoiding hurt or upset. While spotting potential behavioural difficulties early, **staff should encourage children to be independent to develop strategies in conflict resolution and encourage children to be inclusive and fair**. Whilst talking to individuals or groups, staff should periodically scan around the classroom or area of the playground to check on the well-being of the whole group.

3.3 **Staff should take opportunities to congratulate pupils on good social skills.** Staff should consider the maturity of children in determining how this is done. Exaggerating praise could be embarrassing for some older pupils. Please see the rewards section of this policy for recognising notably good social skills e.g. proactive kindness.

3.4 **Staff should be vigilant to the needs of all pupils in the school not just those who are in their class or they have been directed to supervise.** In a supportive, collegiate way, staff should not feel uncomfortable in intervening to prevent or respond to any behavioural issues of children they have not been directed to supervise. Staff should try their best not to undermine the authority of the person with responsibility for the group as they do this. Staff with responsibility for the group should equally not make another member of staff feel unwelcome in trying to help whole school behaviour.

3.5 **Staff should be aware of quiet areas in school where there isn't continuous supervision.** If possible, staff on duty should patrol around just outside Year 4 and the toilets. Staff not on duty should respond to any concerns e.g. loud noises. Staff not on duty should try to make their positive presence felt around school e.g. by saying "hello" to children passing by or asking them what they are doing? Staff should not send more than one child to the toilet at a time during lesson times unless it is unavoidable.

3.6 **Staff should pay particular focus on the behaviour of any children with a history of behavioural difficulties and children who have been identified as vulnerable or have SM&E (social, mental and emotional) needs on the special needs register.** (See section 12). Staff working regularly with such children should use any agreed specific strategies to help such children e.g. from individual behaviour planes or SEN support plans. Information sharing about children with such needs is done before the year starts in the class transition staff meeting, orally in-person between staff on an on-going basis, through any SEND or behaviour management meetings with parents and other professionals or through CPOMs.

4. Well-Being and Recognising Emotions

4.1 **It is key to the ethos and values of Loxley Primary School that the well-being of pupils and all stakeholders is prioritised.** Positive well-being nurtures positive behaviour. When children can recognise and manage their own feelings they are:
- More likely to be able to regulate their own behaviour
- Be sensitive to the needs of others through understanding how they feel in certain circumstances & relating those feelings to the needs of others
- Be more likely to be in a positive mind set to proactively help others

4.2 **Staff should use teaching and learning strategies which maximise engagement in lessons and where children have opportunities to recognise their own progress** and actions they took which led to this progress. These are key to promoting positive learning behaviours because children will see the purpose, value and recognition positive learning behaviours bring. (See Section 6)

4.3 **Classes should give children opportunity to self-identify their mood by using the school's zones of regulation colours at least once during the school week.** Children are allowed to change them as the day/week goes on, on a display board in class. An ethos of acceptance amongst the class of other people's feelings is encouraged as is a sensible approach to deciding on their own zone. Children can opt out if they would like to. We encourage children to be proactive, accepting and open about how they are feeling which helps children recognise, and self-regulate behaviours which may result from their mood. Children are encouraged to think about how to self-manage their feelings. It also increases adult awareness if they need to help. The colours for Y2 to Y6 children are shown below.

■■■■	Angry, feeling as if you may lose control, feeling over-excited
■■■■	Worried, nervous, anxious, confused
■■■■	Calm, focussed, engaged
■■■■	Sad, tired, ill

In Reception and Year 1, children use a three point scale:

■■■■	sad
■■■■	Not happy but not sad either
■■■■	happy

4.4 **Staff have regular opportunities for both formal and informal CPD regarding issue relating to well-being** e.g. anxiety.

4.5 **Many PSHE themes such as inclusion, celebrating difference and celebrating kindness are built into the curriculum (see PSHE policy).** This helps children feeling good about themselves regardless of their personal characteristics. The curriculum also promotes kindness and inclusive behaviours towards others. The PSHE curriculum is integrated into assemblies to emphasise messages from senior leaders and other teachers and to cement a whole school ethos and togetherness linking to the school ethos "aiming high together". <mark>Friendship Week</mark> in November gives time and emphasis to inclusion, the celebration of differences and kindness. There is a particular emphasis on anti-bullying.

4.6 **Where teachers feel that a child's emotional needs go beyond the core offer of the school, they should contact the Head or SENDCO.** After this initial conversation, parents should be contacted if further bespoke provision is being made or is being planned for a pupil on a regular basis and/or if the child may be placed on the SEN register for SM&E (social, mental and emotional health needs.)

4.7 **Staff should be aware of their own emotional well-being if tackling behavioural incidents or pupil/s' behaviours.** Staff should particularly try to recognise feelings of anger, feeling overwhelmed, or feeling vulnerable. If staff recognise these feelings building they should use the following strategies as appropriate:

- Re-direct the children or child to a different task or safe place and follow the school's behaviour policy once he/she feels more emotionally regulated
- Seek immediate support from another colleague.
- Ask for guidance or supervision from a member of the Senior Leadership team.

If a member of staff feels they are struggling with their emotional well-being in the context of managing pupils' behaviour on a regular basis they should always speak to a member of the SLT. Staff may choose to get advice from their GP if they feel his is appropriate.

4.8 **Staff should endeavour to show awareness one another's mental well-being and support each other when putting this policy into practice in school.** The school has practices in place to help general staff well-being in school and audits staff well-being, acting upon findings. Staff should always work within the ethos of "aiming high together" working in a collegiate and caring manner at all times.

5. Ambition for the well-being of our school community

5.1 Both through formal events on the school calendar and ad-hoc conversations, staff should encourage shared goals with parents regarding pupils' behaviour and inform parents of them of processes to resolve any concerns (see section 13 – Parents). Vehicles for communication and demonstrating the positive behaviours we aspire for include, the new starter parents evening, the school website and newsletters, involving parents in clubs, encouraging parents to join the LSFA, Class teacher communication letters and the school's Facebook site. Celebration and community events build a sense of togetherness and positive values

5.2 **The staff induction pack** for new staff includes a section on the school's approach to behaviour.

5.3 **The use of early intervention and MAST** to support families in need which can include support with issues relating to behaviour e.g. sleep hygiene.

5.4 **We encourage a culture of pupils looking out for the needs of others.** All Year 6 pupils have a whole school responsibility through which they demonstrate and role model outstanding behaviour. The School Council have the opportunity to bring forward any concerns they or their class mates have. All pupils are actively encourage to look after one another with kindness and care in real life situations by all staff. Children should know where to get help if needed.

5.6 **By highlighting to pupils how the community rallies round in times of crisis** at an age appropriate way, school values are reinforced by the best of community values which they can identify with. Whole school charity events demonstrate to pupils how both school and parents help those in need who may not in our immediate local community.

6. Ambitious learning behaviours for all

6.1 **Throughout the school day all pupils should experience a calm and orderly environment in the school and the classroom rich in a culture of learning**. Pupils should be encouraged to take an active role in building that culture of learning knowing when to contribute and how to support each others' learning needs.

6.2 **The setting of clear routines and expectations for the behaviour of all pupils across all aspects of school life**, not just in the classroom should be carefully thought out to avoid the potential for crowding, rushing, over-excitement, fatigue and emotional dysregulation. Whole school and classroom timetabling decisions should always show consideration towards this end.

6.3 Pupils' motivation and positive attitudes to learning are important predictors of attainment, high attendance and punctuality. The development of positive attitudes can also have a longer-term impact on how pupils approach learning tasks in later stages of education a positive and respectful school culture in which staff know and care about pupils. **To this end, teachers should foster high levels of, curiosity, interest, self-reflection and determination to make progress in all aspects of learning.** Teachers should take quick action to improve motivation if this noticeably deteriorates for any pupil seeking the support of

colleagues. Attention needs to be given to ensure that disadvantaged pupils have the same levels of curiosity, interest, self-reflection and determination as other pupils.

6.4 **Pupils should be encouraged by teachers to be committed to their education as a whole as they mature through school appreciating the value in education in itself and the life-long opportunities it brings.** Children should be taught how to overcome difficulties independently so that they feel confident and optimistic that they can overcome hurdles as they arise and resilient to setbacks.

6.5 **Pupils should be encouraged to take pride in their achievements** through marking, displays, commendations to other staff and parents and by using rewards (see bleow). Children should be shown what actions they took or attitudes they have shown to achieve success rather than just celebrating end results in themselves.

6.6. **Pupils should increasingly as they mature be encouraged to take part-ownership and responsibility for the learning climate in the classroom.** They should be shown how to model good behaviours to others e.g. through listening and responding activities and demonstrate a team spirit of collective learning where we all aim high together. Kagan structures should be used regularly in class to help develop these skills.

6.7 Specific ways of enabling positive learning behaviour are as follows:

- **Promoting a School Culture of Positive Behaviour** All staff must try to generate a sense of **pride** in Loxley Primary School. This is to be done through constant repetition of the fact they **belong** to an excellent school with excellent high standards that they contribute to. Ensuring all children have a sense of achievement and pleasure in their own progress and are confident that they know how to improve their learning.
- **Promoting the Intrinsic Benefits of Good Behaviour** We want children to realise the benefits of good behaviour in terms of it helping their academic progress, making themselves and others happy and building life-long skills e.g. social skills and perseverance.
- **Re-enforcing Good Behaviour with Extrinsic Benefits** We all know that extra rewards give added incentive to do well too. Everyone likes treats and recognition and so we use extrinsic rewards too.

We promote a sense of **belonging and pride** in our positive school culture by:
- Linking positive behaviour to our school e.g. "You are all aiming high together."
- Stating what learning behaviours resulted in a child doing well, "Well done ***
  your artwork is excellent because you observed the artefacts carefully and used
  the shading techniques we practiced last week."
- Stating how the Loxley culture will help pupils in the future, economically, socially
  and spiritually.
- Giving children a voice and a role in the class and school e.g. "How could we
  persuade people to look after the environment?" or by formalised responsibility
  roles
- Giving many opportunities for older children to be positive role models for
  younger children.
- Giving confident, positive messages about the specific positive behaviour to
  parents e.g. using the post card system or emails
- Planning and delivering learning that helps develop positive social and learning
  behaviours e.g. being able to share, negotiate, listen, explain, problem solve etc.
- Encouraging co-operative earning and play e.g. through Kagan structures and
  sports leader activities

- Teach children about cause and effect and rights and responsibilities and relate this to learning behaviour skills and attitudes
- Teach children to examine their own behaviour and encourage this as a provocative process in the future e.g. "When you are feeling confused what could you do next time?"
- Teach about the dangers of cyber-bullying and internet safety
- Ensure members of the school and community are aware of and understand the anti-bullying policy by making it an agenda item at staff and governors meetings
- Use assemblies regularly to communicate the anti-bullying message and teach about the dangers of cyber-bullying.
- Encourage through planned lessons and the informal curriculum for pupils to work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Continue to enhance the free play areas by providing furniture and opportunities for more structured play in consultation with the pupils
- Use positive interventions wherever possible
    - be consistent and persistent
    - make the consequences of any poor behaviour clear proactively
    - to seize opportunities to reward co-operative behaviour

6.12 Intrinsic Rewards

There are many intrinsic rewards of good behaviour e.g. gaining the trust of others, the ability to forge friendships, learning behaviours that will help you in adulthood, pride in helping others.
We will highlight the intrinsic rewards of good behaviour through:
- Assemblies which teach children about the value of behaving well and celebrate good behaviour
- Learning tasks which teach children the benefits to themselves and others of behaving well and build skills which will help them manage social situations
- Role play and drama activities
- Teaching older children to be good role models (especially through Y6 pupils' responsibilities e.g. Friendship Leaders.)

6.13 Extrinsic Rewards

We will use the following extrinsic rewards:
- Selecting children for the weekly effort and courtesy awards given out in assembly.
- Sending children to the head teacher for stickers and praise.
- Sending "Well Done" post cards home.
- Giving raffle tickets for a weekly small prize in Years 3,4,5 & 6.
- Collective class rewards through individual contributions with systems bespoke to each class e.g. marble jars.

7. Celebrating both our unity and our differences

7.1 Part of the **school's ethos in aiming high together is for pupils to be given a chance to discover their own identity and celebrate their uniqueness.** From choosing their own learning paths in continuous provision in their Reception year, having a rich and varied curriculum to discover their strengths to having diversity celebrated and choosing responsibilities which match their strengths, Loxley pupils explore and celebrate theirs and each others' uniqueness. Through this, children's acceptance of differences and understanding of common human feelings leads to more positive behaviours towards one another. Our curriculum and work in the wider curriculum supports this throughout the age range.

7.2 **Discriminatory and/or offensive language and behaviour** relating to pupils' characteristics or perceived characteristics is proactively deterred through the curriculum, never tolerated and always addressed.

If a child uses a racist word or gesture and/or makes reference to a child's racial/ethnic background in order to **deliberately to cause hurt** we consider this to be racial bullying.

If a child makes a derogatory remark about a child's gender or gender identity in order to **deliberately to cause hurt** we consider this to be gender-based bullying. Insults associated with gender e.g. "bitch" could form part of this bullying.

If a child uses a homophobic word or gesture and/or makes reference to a child's perceived sexuality (or deliberately uses a specific sexuality as an insult regardless of any perception of sexuality) in order to **deliberately to cause hurt** we consider this to be homophobic bullying.

Staff need to consider a child's maturity and intent carefully before making such decisions on whether behaviour should be classed as bullying. It may be that a child would benefit from time spent discussing the meaning or possible implications of what they have said and what impact they might have on others. All potential offensive language and behavioural incidents should be investigated.

All incidents involving discriminatory and/or offensive language and behaviour should be recorded on CPOMs which has flags for the above three categories of bullying.

8. Anti-Bullying Policy – (Includes reference to peer on peer abuse – see safeguarding policy for more details.)

8.1 How our Anti-Bullying Policy and Behaviour Strategy Work Together:
The Behaviour Strategy describes how we deal with all types of incidents of poor behaviour whether or not they are targeted or repeated. By tackling these types of behaviour we hope to prevent/reduce behaviour which could lead or contribute to bullying. The overall behaviour policy does however cover issues which help combat bullying and give some guidance on how victims of poor behaviour should be provided for.

8.2 Statement of Intent
Bullying is wrong. We will not tolerate bullying at Loxley Primary School. It is detrimental to the ethos of the school and is therefore against everything we are working towards. The aim of this policy is to raise awareness of bullying and further develop an anti-bullying culture within our school.

8.3 What is bullying?

Bullying is targeted, deliberately hurtful behaviour, usually repeated over a period of time. Bullying can be when, (normally over a period of time):

- another child or group is deliberately picking on a child for whatever reason. This could be motivated by race, gender, perceived sexual orientation as well as for other reasons. *See definitions in section 7 of the behaviour and anti-bullying policy.*
- A person is hit, kicked, thumped, has their hair pulled, or is physically hurt in any way.
- A person is subject to teasing, name calling, having rumours spread about them, being threatened or excluded from games or other informal social activities.
- A person uses cyber-bullying to make unpleasant rumours, comments or threats posted on the internet. See Internet Safety Policy.

Bullying is always wrong. Bullying is **NOT** however when two people have an occasional fight, fall out or disagreement

8.4 Positive strategies

- Loxley is committed to a positive whole school approach against bullying. Bullying needs to be a common concern throughout the school so staff and pupils can build a positive corporate identity and give <u>consistent messages</u>. This will include training midday supervisors, ensuring their awareness of the issue and what strategies to use. See section 6 of the Behaviour and Anti-Bullying Policy for how the school pro-actively and positively seeks to prevent bullying both in the classroom and more widely in our school community.

8.5 What can we do to prevent bullying in our school?

Pupils

If you are ever bullied or threatened :
- tell the teacher or midday supervisor who is responsible for you straight away
- if you cannot do this tell someone else - another teacher, a child, your parents that evening
- **always report bullying, people who bully carry on bullying unless their behaviour is brought out into the open**
- walk away from dangerous situations or places

If you know another person is being bullied :
- tell the person bullying to stop
- show the person bullying that you disapprove of their behaviour
- never watch and say nothing
- never join in the bullying
- tell a member of staff what is happening, the victim may be too scared to tell
- encourage the bullied pupil to join your group

Teaching Staff (including teaching assistants and midday supervisors)
- be consistent in enforcing the attitude that bullying is unacceptable and will not be tolerated
- make conscious efforts to develop positive and co-operative behaviour through the curriculum e.g. co-operative games, discussion about caring attitudes, respect for one another etc.
- watch for signs of distress in pupils - deterioration of work, 'illnesses, isolation, desire to remain with adults etc.

- listen carefully to children, looking fairly at both sides of the case. To take what the children say seriously and ensure privacy if necessary
- put the school procedure into effect, including record keeping **using CPOMs**. To involve another member of staff, the head, the deputy if appropriate
- use other children / rest of the class in countering bullying, encourage them to support the victim and reject the behaviour of the person who is bullying.
- help to create an orderly situation in school - in classrooms, the hall, corridors, cloakrooms etc. to reduce opportunities for bullying
- be aware of possible areas which could be prone to bullying e.g. playground, toilets, corridors etc.

Parents

Parents/carers play a vital role in the education and care of their children. They can assist in combating bullying in a number of ways by not accepting such behaviour and by influencing children of the importance of appropriate behaviour towards others and the importance of reporting to an adult when they think someone else is being bullied. We advise parents to:

- Watch for signs of distress in their children e.g. an unwillingness to attend school, feigned illness, isolation, damaged clothing or bruising.
- Be careful not to jump to conclusions about your own child's or other children's behaviour.
- Encourage their children to talk to you about school, their friendships, the journey to and from school etc.
- Contact the school if you are aware or suspect that your child is being bullied or acting as a bully sharing concerns as soon as possible not promising a child that they will not tell anyone.
- Encourage your children not to be aggressive with other people and model positive strategies for conflict resolution.
- Support the school if further action is needed and take part in discussion with the school about what strategies should be used
- Stress to your children the importance of appropriate sociable behaviour and not acting in any way that would make the situation worse or could be seen as bullying or threatening against another child.
- In the event of bullying supporting sanctions and making clear their disapproval of this behaviour.
- By not automatically dismissing the suggestion that their own child could be involved in bullying another child and work positively with school to change the behaviour.
- Monitor and involve themselves in their children's internet use and talk regularly to them about on-line safety and security. Ask the school for advice or agencies you can turn to if you need specific support and advice.

Please remember that in nearly all cases where there has been bullying or there is suspected bullying, the school wants the same outcomes for children as parents do. They want all children to feel, safe, happy, confident and respected at school and operate the policy with those goals.

Governors

Governors should:
- make sure they know about and regularly review the bullying policy as part of behaviour policy as a whole
- support staff in implementing it and to take an active part in maintaining the policy

8.6   Sanctions and work with perpetrators of bullying

Also see section 10 of the behaviour policy on resolving any behavioural difficulties.

It is important that in dealing with any perpetrator of bullying that the child and his/her parents are clear that the school believes, after investigating the matter, that their behaviour constitutes bullying.

Helping children stop bullying not only helps victims and potential victims but helps their well-being too. At Loxley, we want to support all children and help them develop good social skills and help them manage any issues in their life which may affect their progress and well-being. We recognise that children who bully often do so because of a range of different factors such as learnt behaviour, family circumstances, medical and neurological conditions etc. Children who bully can often be distressed or confused themselves.

Because of this:

- We ensure that we talk to parents of children who have bullied to discuss behaviours which their child is presenting.
- Encourage (if necessary) parents to take the bullying seriously.
- Encourage a joined up, partnership approach with good communication between home and school to deal with bullying.
- Discuss what sanctions, rewards and most importantly preventative measures could be used to help stop bullying behaviour.
- Ask parents if they are willing to share information which might help the school understand and tackle the causes of the bullying.
- Offer or signpost support to parents to help deal with any issues raised.

8.7   Supporting Victims/Survivors of Bullying

In all cases of bullying:

- A member of staff will talk to the child, ask them when and how they feel vulnerable to bullying and about any fears they have of telling adults about the bullying.
- The child will be re-assured that the school will not stop taking action until the bullying stops.
- Ask the child if there is any member of staff they would like to talk to or go to if they need support.
- Parents will be informed. (Unless there is a particular safeguarding concern which means the child might be more vulnerable because of this disclosure. This situation will be uncommon.)
- The child's class teacher and other staff including the team of midday supervisors will be informed about the bullying.

Strategies which could also be used depending on the needs of the victim/survivor:

- Placing the child on a green card so parents can be informed about how their day has gone on a regular basis.
- Arranging a meeting between the victim/survivor and the child/children who have bullied.
- Creating (formally or informally) a circle of friends for the victim.
- Giving the child strategies to help prevent future bullying.
- Providing activities or strategies which help build the child's self-esteem.
- Providing support on on-line safety.

- Offer or signpost support to parents to help deal with any issues raised.

Whenever possible, the victim/survivor and his/her parents will be informed of any action taken against the child/children who has/have bullied. When sharing this information it is important that no personal information about a child who has bullied is shared without the express permission of the child's parents e.g. provision for special educational needs. This permission needs to be recorded. It is understood that in a small school, provision for special needs may be witnessed by other children on a regular basis.

8.8 **Safeguarding and Peer on Peer Abuse – See safeguarding policy and folder given to all staff**
Senior leaders should be very aware of their duties in regard to **Part 5 of Keeping Children Safe in Education September 2021.** All staff should speak to staff as soon as possible if they think that any action by a child could constitute peer on peer abuse especially if that abuse is of a sexual nature. As well as understanding Part 1 of Keeping Children Safe in Education, all staff have been given a summary of the requirements in Part 5 relating to peer on peer abuse. Four crucial aspects of this advice are:

- That the victim/survivor must be kept separate from the alleged perpetrator at all times during the investigation
- A written account of what is believed to have happened must be uploaded on to CPOMs as soon as is possible.
- A recognition that peer on peer abuse could happen here should be understood by all staff.
- The designated safeguarding lead (Margaret Helliwell) or deputy designated safeguarding lead (James Connolly) must be informed immediately.

8.9 **Monitoring and Evaluation of Anti-Bullying Practice**

All incidents at Loxley Primary School are dealt with immediately. All reported incidents are taken seriously and great effort is made to ensure that they are dealt with appropriately and effectively.

Reported incidents are logged on CPOMS and coded as bullying to ensure an accurate account is kept. This can help to monitor and improve specific cases and/or make holistic modifications to anti-bullying procedures in school.

The Safeguarding Sheffield Children Website gives clear guidelines regarding incidents on bullying and harassment.

Bullying, homophobic, gender-based and racial incidents are reported to the governing board We consult with governors, pupils, parents, professionals and other stakeholders to an on-going basis to improve and update practice.

9. A Growth Mindset for Behaviour

9.1 Staff should talk about the child's behaviour not the child when dealing with any behavioural matter. It should be made clear what positive behaviours the child should show and wherever possible (depending on the maturity of the child) the child should be encouraged to verbalise the behaviours they should show. Children should be encouraged to believe that they can and will improve their behaviour and staff should encourage them to positively want to do this. Wherever possible reminders should be given to pupils have difficulty in controlling aspects of their behaviour and positive. Spaced learning strategies to

help memory should be used in the same way as spaced learning strategies are used for children with cognitive and processing needs.

9.2 Pupils showing good learning behaviours should be the main focus of praise rather than just finished pieces of recorded learning.

9.3 All staff should promote a climate of ambition amongst pupils for high standards of learning behaviour including in regards to curiosity, resilience, building on previous learning and teamwork.

9.4 Staff should have an awareness that all groups of learners including those who are disadvantaged learners and those with SEND have their learning behaviours celebrated. Celebrating the process to achieve high standards not just the outcome has been shown to particularly help disadvantaged pupils – Marc Rowlands - 2020.

10. Resolving Any Behavioural Problems

10.1 Unacceptable Behaviour includes:
- Inappropriate language/noises including:
  - swearing,
  - racist language/behaviour
  - Homophobic or unkind gender-based language
  - any other language which is offensive to a particular group in society e.g. disabled people.
- Aggressive or deliberately unkind behaviour; verbal or physical
- Damaging one's own, school's or another pupils' property
- Disrespectful behaviour towards staff, visitors or other pupils e.g. challenging a member of staff's authority
- Behaving in a way that hinders a member of staff's ability to teach or other pupils' ability to learn
- Refusal to comply with instructions given by a member of staff
- Wilfully engaging in dangerous behaviour
- Behaviour which will affect a pupils' own learning, e.g. a pupil not trying to do their best
- Bullying including internet bullying – see section

10.2   Unstructured Time
This includes, break times, lunchtimes, moving around school, on the corridors and toilet visits. Behavioural incidents are most common during unstructured times and therefore special attention needs to be paid to how we manage behaviour during these times.

10.3   Preventative Measures

Preventing poor behaviour at these times is our priority. To do this:
- All staff go on duty promptly.
- Children are not allowed to use an area which is unsupervised by an adult e.g. behind the horsa hut, on the field etc.
- We ensure all children line up promptly after the bell and are silent and have an arm in the air after the teacher/MDS on duty blows the whistle once for everyone's attention A second whistle is then blown for all children to make sure they are in line.
- Where possible, teachers do not let more than one child go to the toilet during lessons at a time. Children on/or close to report cards must never go with another child.

- Midday Day Supervisors/ Teaching Assistants on first aid duty should periodically make a brief check on behaviour in the toilets and the area outside Year 1 and Year 4.
- Teachers/MDS give out merits for sensible/kind children.
- As many games and activities as possible e.g. sports leader activities are provided at breaks.
- Teachers on duty supervise children walking into school.
- T.A.s on duty supervise children walking through corridors.
- Teachers not on duty are ready to receive their class at their classroom door; watching children walk into class.

10.4   Implementing The Strategy During Breaks and Lunchtimes:

If poor behaviour takes place at these times, it is important that all staff communicate with each other about children's poor behaviour.
- All staff use the same "Tell, Warn, Sanction" and ABC systems.
- Teachers need to tell a MDS at the beginning of lunchtime if a child is having a "bad day", has any issues reported by parents or if any ABC forms have already been completed.
- Teachers on duty and MDSs need to tell the class teacher or head teacher of any ABC forms completed.
- See sanctions section for any sanctions which can be used.
- Staff should follow the risk assessment for indirect supervision to reduce the number of behavioural incidents.

10.5 Considering Pupils' Maturity and the Learning Process
At Loxley Primary School, we understand that children are on a learning journey and they learn about good and bad behaviour both at home and at school. Our Behaviour Strategy gives pupils (with the exception of serious misdemeanours) opportunities to improve their behaviour before sanctions are given. Our strategy allows flexibility for how children are spoken to before and after pupils have behaved unacceptably depending on their maturity. Similarly, there is also flexibility within the system for the type of sanctions given depending on the maturity of pupils. **The same system and rules however should be used throughout the school to help clarity and consistency of application.**

10.6 Sanction Stages
It is important to note that the tell and warn stages may be by-passed if recent warnings have been given both on an individual or class basis. Children's maturity and and special educational needs may influence a member of staff in this decision.

Stage 1 "Tell"
- Calmly, <u>tell</u> the pupil what they are doing wrong.
- Re-state expectations/Loxley Code rules.
- Give them a simple choice.
- Question their actions [e.g. "What should you be doing?"].
- Encourage positive/appropriate behaviour ["Well done" "Thank-you for…."].
Stage 2 – Warn
- If the unacceptable behaviour continues, the pupil will be calmly reminded of expectations/class rules etc and <u>warned</u> that a sanction will be imposed.
- A sanction (of a consistent weighting) needs to be imposed. However, the type of sanction used can be varied according to the child e.g. missing football at play

time would not be a sanction for a child who does not like football. (See sanctions.)

Stage 3 – Sanction/Consequence

- If the warning is not heeded a child will be given a <u>sanction</u>/ consequence for their behaviour.
- All staff will use the school's ABC proforma sheet on which to record the antecedent, the behaviour and the consequence of any serious behaviours. See behaviours described on the "Go straight to stage 2/3" below. **(See Annex 1)**
- Any ABC sheets need to be given to the head teacher (or another member of the senior leadership team) immediately after completion and, as far as possible, on the same day as the incident took place.

Types of Sanctions/Consequences for Serious Unacceptable Behaviour including <mark>bullying</mark>

(Also See "Considering what sanctions to give" below.)

Immediate:

- Apology to the victim or staff member as appropriate
- Report to class teacher
- Missing part of a break time or missing part of several break times to do a productive task either relating to the child's behaviour or as a consequence of the behaviour.
- Head Teacher
- Consider an individual CPOMS report. **Always make a report on the first occurance for violent behaviour, bullying**, **racist, homophobic or gender-based incidents and flag the report using those markers.**
- A yellow report card considered
- Parents notified

If behaviour re-occurs

- Complete an individual CPOMS record **marked as bullying, racist, homophobic or gender-based if appropriate.**
- A yellow report card **must** be used and a red report card considered.
- Always report to the headteacher or SLT
- Always contact and involvement of parents (unless there is a safeguarding reason not to do so – see DSL.)
- Consider initiating a behaviour contract

If no improvement:

- exclusion at lunch times
- Ultimate sanction - exclusion for a time period

10.7 Which Stage to Start At?

For most types of poor behaviour staff should start at stage 1. The exceptions to these are the following:

Go straight to Stage 2 for:

1. Any direct refusal to do as directed by a member of staff which will not lead to any injury to themselves, others or damage property.

Go Straight to Stage 3 for:

1. Any apparently intentional physical attack on another person. This does not include, rough play, moderate pushing or snatching (Stage 1).
2. Any serious, malicious or directed insult/threat made to anyone in school

3. Theft or deliberate damage to property.
4. Any direct refusal to do as directed by a member of staff which may lead to any injury to themselves, others or damage property.
5. Not being quiet after a reasonable amount of time when lining up outside. This is because the bell/whistle act as stages 1 and 2.

Stage 4 – Yellow Report Card.
There are four possible reasons why a child may be placed on a yellow report card:
1. **If a pupil regularly displays unacceptable behaviour either in class or during other times of the school day, he/she will be put on a yellow report card**.
2. A yellow report card may also be used sooner where **bullying** is involved
3. Violence, theft or refusing to follow a teachers' instruction could prompt a move to a red or yellow report card immediately with agreement of the head teacher.
   - Parents will always be contacted by the school when a yellow behaviour card is put in place. The school will state our concerns about the child's behaviour, explain how the behaviour card will be completed and discuss with parents how we can work together to improve their child's behaviour. (The head teacher needs to be informed but does not necessarily need to be present.)
   - The class teacher & parents will discuss any specific targets and/or potential rewards and sanctions to be given at home and school.
   - The yellow behaviour card covers a period of 1 week.
   - Comments and/or symbols recorded on the card by the class teacher will be sent home on a daily basis.
   - If the child's behaviour improves significantly during the week, the child will move off the behaviour card and this decision will be informed to parents.
   - If the child's behaviour worsens during the period they are on the yellow behaviour card, a teacher may decide to move them to a red behaviour card at the end of the week. This decision would need to be agreed by the head teacher and parents would need to be informed why this decision was made.
   - If some behaviour incidents are recorded but not enough to move on to a red report card, the yellow report card will be used for a further two weeks at the discretion of the class teacher.
   - No more than 3 consecutive yellow report cards to be used before moving to a red report card or being taken off the report card.
   - The Head teacher needs to be informed when a pupil is taken off the report card.
   - An Individual Behaviour Plan may be written at this stage.

Stage 5 – Red Report Card.

- At this stage (depending on the child's needs) the head and class teacher (with the help of the SENDco where appropriate) will usually discuss the option of outside support e.g. from MAST, the Early Help and Intervention Group, CAHMs if this has not already been sought.
- A letter will be sent to arrange a meeting with parent/s, child, class teacher, any other key workers and Head Teacher or Deputy Head Teacher. The views of all parties will be considered.
- A "Behaviour Plan" will be written with targets, rewards and sanctions agreed and signed by child, parent and teacher.
- At this stage sanctions **may** include the child learning away from the class setting for extended periods.
- The report card normally covers a period of 3 weeks. Member of staff to comment and parent to sign daily.

- If the child's poor behaviour still continues over the period of the red behaviour card, the parents and child will be asked to come in for a further meeting/s. At this point the parent and child will be told that if things do not improve exclusion [fixed term or permanent] **may** occur. (See below.) This decision will be informed by the views of other outside agencies working with the child.

Stage 6 - Exclusion

If, behaviour is a persistent problem (see above) or is of a severe nature, a fixed term exclusion procedure may be considered. If the child involved does not modify their behaviour then a permanent exclusion will be considered, after consultation with the Governing Body and the Local Authority. Parents have the right of appeal to the Governing Body against any decision to exclude their child. Guidance may also be sought from Sheffield L.A's Pupil Referral Team based at Spring Lane Sheffield - 0114 273 5750.

A particularly serious problem involving the Health and Safety of the pupils could result in suspending the normal procedure and a child being excluded on a fixed term basis. Exclusions at Loxley Primary School will follow guidance in the 2012 "Exclusion from Maintained Schools, Academies and Pupil Referral Units in England."

Green Report Cards

Green report cards can be used to help vulnerable children. They can help teachers let parents know how pupils are coping on a day to day basis.

10.8 Considering what sanctions to impose

When an ABC sheet has been completed there should always be a sanction. What sanction and the severity of the sanction given should depend on the following:
- The seriousness of the offence.
- Whether any other offences have been recorded on CPOMs recently.
- Whether the child seems genuinely sorry for what they have done.
- Whether the child has been honest straight away about what they have done.
- Whether the sanction matters to the child in question e.g. Does the child like staying in at playtime?
- Whether the child's special educational needs mean the sanction would be inappropriate. Some sanction needs to be in place however.

10.9 Types of Sanctions

- **A letter/card of apology** should be written if the perpetrator does feel sorry for what they have done. If the child does not feel sorry, they need to spend more time thinking about why they have got in trouble before writing the letter. Younger children could draw a picture with the word "sorry" underneath it. The letter must be written in the child's own time using a line guide. The headteacher has some standard proformas available for written apologies which can be used.
- **Missing playtimes/part of playtime.** Children may miss playtimes to finish work, help teachers, do jobs or as a preventative measure to stop poor behaviour. These are not (*necessarily) punishments. If children are kept in as a punishment, **they must engage in a task where possible relating to their behaviour.** These tasks could be one of the following:
  - writing a sorry letter/card/picture,
  - writing about the Loxley Code/ copying the Loxley Code,
  - writing/drawing how they could act differently if the same thing happened again
  - finishing work (*unfinished because of poor behaviour.)

The quality of work completed should be checked at the end of break and if unsatisfactory done again during a following break.

When children stay in at playtime, they should be either:
- in the classroom supervised by an adult
- in the hall. If in the hall, the class teacher should either loosely supervise (check up) on the children during missed break or ask another member of staff to do this. (See the school's indirect supervision risk assessment)
- in the head's office if a member of staff is there to supervise them

If more than one child is missing playtime they should be as far apart from each other as possible and facing in different directions. If more than three children are in the hall, they should be directly supervised. **See Indirect Supervision Risk Assessment.**

- **Losing privileges.** These could include:
- their classes allotted missing football or adventure playground time
- not sitting on benches in assembly (Y6)
- having to go in for lunch with the last class for that day.
- not sitting with their year group for packed lunch.
- **Sending the child to the head teacher/member of the SLT.** This can be a very useful way of emphasising that children's behaviour is unacceptable. It should not be over-used however because the effect of visiting the head teacher will lose its effectiveness.
- **Losing the right to go to extra-curricular events or represent the school in sports events.**
- **Contacting parents.** This always needs to be done before a report card is issued. Whether to contact parents before this will depend on:
  - The severity of the bad behaviour and its effects on others.
  - Whether the child responds positively to parents being informed.

10.10 Types of Sanctions We Do Not Use

- Any unlawful punishment e.g. corporal punishment
- Any punishment which is likely to indirectly physically hurt a child e.g. standing still in the cold for a long period of time.
- Shouting at a child in an uncontrolled, abusive and/or inappropriately aggressive way. Staff should be able however to raise their voice and sound serious, disapproving and assertive if necessary
- Making negative remarks about a child rather than the child's poor behaviour. e.g. "The behaviour you have shown today is bullying and is totally unacceptable." – good practice "You are behaving like a bully." - acceptable "You have been bullying" – acceptable "You are a bully!" – unacceptable.
- Any punishment which is unusual or deliberately humiliating. Staff should also not ask one child to decide on a punishment for another child. This does not prevent victims being allowed to express what a perpetrator could do to make them feel better after an incident. School staff may also need to encourage perpetrators, victims and witnesses of an incident to reflect and learn from the event.
- Any punishment which is <u>clearly</u> disproportionate to the offence.
- Missing a curricular activity because of previous bad behaviour with the exception of when there is a health and safety concern. If so, this should be discussed with the head teacher first. Staff may however, stop a child taking part in a curriculum activity because of poor behaviour during the activity itself. Children may also be given the consequence of missing one off special events e.g. a school play. If a parent has paid or given a voluntary contribution for this event, it should be reimbursed.

10.11 Physical Intervention

Loxley Primary School staff should only carry out physical intervention as an exceptional measure. Physical intervention will be used only either when all other alternatives have been unsuccessful e.g. reasoning with a child or shouting "STOP" or in an emergency situation when there is no other suitable alternative strategy.

The law states that the only circumstances in which physical intervention is permissible are to prevent a child or young person from doing, or continuing to do, any of the following:

- Committing a criminal offence;

- Injuring themselves or others;

- Causing damage to property;

Examples of such extreme circumstances in our school context would be:

- preventing physical assault;

- stopping a distressed child or young person who has run from the school building from crossing a busy road;

- protecting children or young people whose safety and welfare is being challenged.

- tearing down a display or throwing an object at a window.

Authorised staff should only use the degree and type of physical intervention which is appropriate and reasonable in the circumstances of the situation.

All incidents where a physical intervention has been used should be reported to the head teacher or deputy and recorded immediately.

At an appropriate time after the incident (e.g. the next day) a child who has been directly involved in a physical intervention will have an opportunity to discuss their actions and their feelings about the event to a member of staff. A member of staff will check on their well being.

In our school, authorised staff may well use touch to prompt, guide children and to give reassurance or to provide support in PE. **This is not a physical intervention when used in such a way, but must be used sensitively, appropriately and in the child's best intrests, in line with our Child Protection protocols.**

For further guidance, refer to the School Policy or DFES Circular 10/98 *Use of Force to Control Pupils.*

11. Vulnerable Children including those with SEND
Please refer to the Loxley Primary School's SEND policy no. 124

11.1 Knowledge of how best to meet the needs of children with safeguarding concerns that impact or might impact their self-regulation and behaviour. Advice from SENDCO, DSL and outside agencies as appropriate.

12. Information Sharing

12.1 Staff should be aware of children who have a history of behavioural difficulties and/or have been identified as having SM&E (social, mental and emotional needs) on the special needs register. Staff working directly with children on a regular basis should be informed prior to working or supervising children of any such needs wherever possible.

12.2 Staff should use CPOMs to share information about any serious behavioural issue.

12.3 The school culture should continue to be one where all children are known and cared for and appropriate information sharing amongst staff with a regard to confidentially and safeguarding procedures in school should be part of the everyday work of the school.

12.4 Parents should be informed about behavioural incidents where appropriate. See section 13 below. Conversations and communication with parents should be recorded on CPOMs (not just the incident itself).

13. Parents
Also see reference to the role of parents in section 8 (Anti-bullying) of this policy.
See above in regards to communicating with parents after a behavioural incident.

12.1 Parents' Role

Parents' role in developing their child's behaviour is crucial. Parents can help by recognising the School's Behaviour Policy (Loxley Code). They sign a Home School Agreement at the beginning of the Reception year. This requests close cooperation between the parents and the school in matters of discipline. Parents are asked to discuss the school rules with their child, emphasising that they support the rules. Learning and teaching cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.

12.2 Communicating With Parents

Parents attending parents' evenings and developing informal contacts with school helps to reinforce their support for the Policy.

It is important that the head teacher regularly communicates with parents to:
- State why we have the Behaviour Strategy.
- Create an ethos and culture of high expectation.
- Create an ethos and culture of partnership towards joint goals
- Inform parents how they can help us help their child both through, being role models, establishing positive behaviour patterns at home, supporting the school with positive re-enforcement and supporting the school with consequences for poor behaviour

- Seek their views on behaviour at school

The head teacher will also communicate with parents to support rewards and sanction procedures (see sections 6 & 8.)

It is important that teachers regularly communicate with parents to:

- Support the school's Behaviour Strategy in their class context.
- Create an ethos and culture of partnership towards joint goals
- Create an ethos and culture of high expectation.

Teachers will also communicate with parents to support rewards and sanction procedures (see sections 6 & 8.)

Types of reminder letters are as follows:

- Standard reminder letters are available on staff share on computers in school.
- These are for reading books/records, homework and PE kits.
- If children forget these once, a letter can be sent out but teachers may prefer a reminder to the child or chat to the parent.
- If a child forgets these three times in quick succession, then a letter has to be sent signed by both the head teacher and the teacher/TA.
- The child must take the letter themselves to the head teacher's office to have it signed.

14 The Success of this Policy

The success of this strategy depends on **all** staff being seen to implement the policy in a consistent and fair manner. It relies on the head teacher supporting staff who are following the strategy. It also relies on all stakeholders communicating effectively.

 Stakeholders must take the view that the strategy will not work unless it is used and is seen to be used on a consistent basis. Stakeholders must have to be committed to the strategy and the ethos behind it.

The strategy will need regular review based on evidence of how well it is tackling poor behaviour and how well it meets the needs of Loxley Primary School.

James Connolly

September 2021