



# **Behaviour Policy**

## **including Anti-bullying & Exclusion policy**

<b>Date</b>	<b>Reviewed by</b>	<b>Agreed by governors</b>	<b>Next due for review</b>
Mar 2023	Alana Walch and Sally Cross	n/a	Mar 2024
Aug 2024	Alana Walch and Sally Cross	n/a	Aug 2025
Oct 2025	Caroline Jackson and Sally Cross	Dec 2025	Oct 2026

**BEDS-created**

**Statutory**

**1-year recommended review cycle**

**Believe to achieve! “Roots will grow down into God’s love and keep us strong.” Eph 3:17**

**Values: Friendship, Respect, Trust, Courage, Perseverance, Compassion**

Brinkworth Earl Danby’s is committed to providing a secure, happy and stimulating learning environment in which EVERYONE is valued, spiritual growth is nurtured and potential maximised. We believe as a community that each child can reach their vocational potential. We believe each child is of unique worth made in the image of God. We believe in each child being the best that they can be and finding their place in the world. We believe in: a child’s potential; being part of a community; being the best you can be.

In partnership with parents/carers, we aim to:

- create a happy, caring atmosphere in which each child feels secure and valued within an environment which is stimulating and attractive
- meet each child’s needs physically, creatively, intellectually, emotionally and socially
- educate children about a diverse society and world in order to promote understanding and positive attitudes
- help the child acquire a set of moral and spiritual values that reflect our designation as a Church of England Voluntary Controlled Primary School
- inspire each child to be an enthusiastic learner and develop capabilities and attributes that ‘build learning power’
- enable pupils to become confident and responsible citizens

Our ethos underpins our unique culture and behaviour in our Church of England School. Our children are at the centre of every decision made. We always ask ‘of what benefit will this be to our children? Will this help support them to be the best they can be?’ We go the extra mile. Whether it is staff, parents, children, governors or community members, we choose to make that extra effort for a better outcome for individuals and for our school community.

This policy is written with our vision, values, ethos and aims at its heart.

# Behaviour Policy

## Introduction

Our Behaviour Policy is designed to ensure that all young people at Brinkworth Earl Danby's C of E Primary School have the opportunity to learn, achieve and be successful. We expect high standards from our pupils in terms of their learning and behaviour. We believe that every member of the school community has the right to be able to realise their full potential in a secure, safe and happy environment. Each pupil has the right to expect support and action if their happiness, well-being or safety is threatened.

We emphasise the need for all pupils and staff to respect each other and those who work with them. We also believe everyone connected with the school has a responsibility to respect the wider community and promote a positive image of the school.

This policy should be considered alongside the Child Protection and Safeguarding Policy 2025.

## Ethos

We want everyone to:

- Be involved in learning;
- Aim for achievement at their highest possible level;
- Experience and celebrate success;
- Learn from their mistakes;
- Build relationships based on respect;
- Have academic self-esteem.

This means that everyone has a responsibility to ensure that:

- Learning is the priority;
- They show respect, courtesy and consideration towards all members of the school community;
- They are honest and co-operative with others;
- They follow the rules and procedures of the school;
- They show respect for the local community and promote a positive image of the school.

## Aims

- Teach children to think about their behaviour and to learn self-control;
- Give children the chance to make decisions about their work and play so they can learn about responsibility and independence;
- Teach children politely and fairly so that they learn to be polite and fair;
- Teach children to respect difference;
- Praise and reward good work, behaviour and attitudes;
- Instil an intrinsic sense of pride in doing the right thing.

## Church school distinctiveness

We recognise the importance of being a Voluntary Controlled School and aim to be part of the wider community through fostering Christian values and the development of spirituality to enhance relationships. We embed the teachings of the Bible into our policies, values and everyday practice.

Our Christian values are:

**Friendship Trust Respect Courage Perseverance Compassion**

## **Rights, Responsibilities, Rules, Routines**

We have **rights**:

- Pupils – have a right to be heard, a right to learn and a right to be safe;
- Teachers/Staff – have a right to teach in a friendly, safe and satisfying school that is supported by the school community;
- Parents/Carers – have a right to feel welcome and to know that their children learn and achieve in a friendly, safe and supportive school.

We have **responsibilities**:

- To be concerned about ourselves, other pupils, parents, carers, teachers, our belongings, our school and equipment;
- To help and encourage others;
- To try our best;
- To be on time;
- To be honest and fair;
- To be polite;
- To show respect and understanding of others;
- To follow our school rules – Be Ready, Be Respectful, Be Safe.

We have **routines** for encouraging good behaviour and **consequences** for inappropriate or unacceptable behaviour. Encouraging good behaviour for learning is the responsibility of everyone in school. We will do this by:

- Forming warm, welcoming relationships with pupils and parents/carers;
- Providing high quality teaching;
- Understanding the needs of the pupils we teach and endeavouring to meet these needs;
- Giving our first attention to best conduct;
- Giving regular feedback on learning to help pupils make progress;
- Giving rewards, including positive praise;
- Having clear and consistent expectations;
- Ensuring a pleasant, safe and stimulating learning environment;
- Having high standards and high expectations;
- Noticing and remarking on the children who always work hard and follow the rules.

**Strategies for positive encouragement include:**

We aim to create an ethos where children's strengths and positive behaviour are continually acknowledged and reinforced by praise. In addition to regular teacher praise we have other strategies:

- Every classroom has a marble jar for whole class excellent behaviour and achievements, with a choice of class reward once it has been filled;
- House points are given out to individuals, groups, classes, year groups if a member of staff for example sees good behaviour, children showing our term's Christian value;
- On Friday Celebration assemblies, 1 child from each class will be selected for a behaviour certificate, 2 children from each class will be selected for a 'Star of the week' certificate and a child might be awarded a Christian Values certificate. Pen licences are awarded for those children who have consistently produced neat and joined handwriting in all of their work. We also acknowledge the efforts and achievements children achieve outside of school;
- When appropriate, teachers will send children with their work of high quality, or work which shows significant steps for that child, to the Head teacher or Deputy Head for praise and a sticker;
- Teachers and Teaching Assistants may choose to ask children to show their learning to other members of staff;

## Class / School behaviour management

As a school, we have worked together to devise some sensible school rules. These are displayed in every classroom and corridor, as well as outside, to remind us all to be our very best selves.

When considering behaviour, we adapt our approach depending on the needs of the child. Some children need more support than others to have the same experience of their education. If a child has a de-escalation plan, or is a vulnerable child they may need more support and guidance to meet our expectations for behaviour.



## Coming into school

How the day starts sets the tone for the rest of the day. At Brinkworth Earl Danby's School, we firmly believe that all children should receive a warm welcome as they enter school. A member of staff will be on the entrance doors/gates each morning to say hello/good morning to the children, and the class teacher will be out on the playground a few minutes before the whistle is blown to greet their class. For the Lower Site children, when that class teacher is at the main door, another adult in the class will do this.

## Coming in from Breaks and Lunches

As with the start of the day, how children re-enter the school has an impact on their next lesson and their readiness to learn. At Brinkworth Earl Danby's, we ensure that class teachers (or if PPA the staff member covering) will go onto the playground and collect their class, bringing them into school in an orderly manner.

## Monitoring behaviour

Behaviour incidents are recorded using CPOMS (an online behaviour management system) and this is monitored by the Senior Leadership Team (SLT) for identification of patterns of behaviour or themes in behaviour. These entries are used to consider further support that may be needed to help the pupil success.

Parents will be contacted at any point if their support is deemed necessary, and to inform them of particular incidents. Parents will also be informed if their child has reached Stage 5 on the consequence chart. This will allow home and school to work together to support the child, as we understand that negative behaviour is a way of communicating, and we want to support the child showing this behaviour in the most appropriate way for them. Teachers and Teaching Assistants should inform the Head teacher of steps already taken and seek support as soon as they realise that strategies are not bringing about rapid improvements.

## Children with additional needs

Some children have specific needs and may behave differently to their peers. We treat children as individuals and special arrangements and additional support may be provided. Some children have individual behaviour plans. Our SENCo will advise where alternative approaches or strategies are required.

Brinkworth Earl Danby's Consequences—Inside	
1. Warning	
2. Moved in class	
3. Time out at break or lunchtime	
4. Sent to HT/DHT	
5. Parents contacted	

Roots will grow down into God's love and keep us strong—Eph 3:17

### Managing incidents of unacceptable or inappropriate behaviour

We use the following stepped behaviour code on the left, consistently across our school.

### Managing incidents of unacceptable or inappropriate behaviour from playtimes and lunchtimes

We will follow the same guidance adjusting for being outside, as seen on the right.

If it is a physical incident then the child goes straight to the HT/DHT

Brinkworth Earl Danby's Consequences—Outside	
1. Warning	
2. Moved to a different area	
3. Time out by adult	
4. Sit outside staffroom/office	
5. Sent to HT/DHT	

Roots will grow down into God's love and keep us strong—Eph 3:17

In extreme cases, the Senior Leadership Team may decide to hold a Behaviour Strategy Meeting. This meeting will include all relevant stakeholders including Parents, the Class Teacher, the SENCo and any relevant external agencies e.g. behaviour support, social services.

These meetings will be formal and will include:

- Discussion of behaviour incidents and concerns which have led to the meeting being held;
- Parental views about behaviour in school and at home;
- Identification of inclusion/intervention strategies which are in place;
- Identification of external agencies who should be contacted for support i.e. behaviour support;
- Identification of further sanctions which will be imposed if behaviour does not improve i.e. suspension.

In cases of extremely poor behaviour or if there are no responses to all our previous strategies, children will be suspended from school for a fixed term. Wiltshire Council procedures will be followed in all cases of suspensions.

### **Managing incidents of unacceptable or inappropriate behaviour outside of school**

The DfE state the following in their guidance; *Pupils' conduct outside the school gates – teachers' powers*.

*What the law allows:*

23. Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

Where behaviour outside the school grounds fall under the categories stated on the DfE guidance, school will follow a proportionate response in line with how these behaviours would be managed in school as stated above.

### **Racism, Homophobic and Transphobic Incidents**

We value and celebrate diversity. Incidents of racism or incidents of the use of homophobic or transphobic language are never acceptable at our school. We maintain a log of these incidents so that we can take action as appropriate and work to reduce future incidents.

### **Disrespect and Abusive Language**

We have a zero-tolerance approach to swearing and abusive language. Any incidents are reported to the SLT immediately and are recorded on CPOMS and actioned accordingly. Parents/carers are informed of any incidents involving swearing or abusive language.

### **Power to use reasonable force or make physical contact**

Physical restraint should be limited to emergency situations and only used in the last resort. Physical restraint is the positive application of force with the intention of protecting the child from harming themselves or others or seriously damaging property.

Circumstances in which reasonable force might be used include the following:

- Pupils found fighting will be physically separated.
- Pupils at imminent risk of harming themselves or others.
- In order to prevent a pupil from attacking a member of staff or another pupil.
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object.

All incidents of physical restraint will be recorded using the pro-forma provided by Wiltshire Council. All incidents will be reported to the Head Teacher and Chair of Governors.

## Overview of our behaviour approach

### When the behaviour is right we:

- ✓ Give our first attention to best conduct; recognising and celebrating the behaviours we expect to see;
- ✓ Recognise this behaviour by awarding a marble which goes into the class marble jar – once this is filled the whole class earns an award;
- ✓ When a child makes a good behaviour choice they will be awarded a housepoint;
- ✓ Children are sent to Head Teachers office to celebrate very good behaviour – over and above.
- ✓ Behaviour certificates on Friday celebration assemblies are given to recognise when a child has shown that they have been ready, respectful or safe.
- ✓ A phone call home/chat in the playground from the class teacher or a member of SLT at the end of the day, to share good behaviour with parents and carers.
- ✓ A Seesaw message home from the class teacher or SLT to share good behaviour with parents and carers.
- ✓ We only display positive behaviours in the classroom. We do not write children's names on the board for anything other than positive reasons.

## Overview of our behaviour approach

### When the behaviour is not right we:

- ✓ Give our **first attention to best conduct**; recognising and celebrating the behaviours we expect to see, pointing out a child showing good choices;
- ✓ Have a quick, quiet, **discussion** with the child or children;
- ✓ Use **restorative conversations** at playtimes or lunchtimes;
- ✓ **Seek support** from SLT / SENCO as appropriate to have a **restorative conversation** at playtime or lunchtime;
- ✓ **Discuss the behaviour** with parents or carers on the SAME DAY;
- ✓ **Seek support** from SLT / SENCO as appropriate and **arrange a meeting** with parents or carers ASAP;
- ✓ We consider using an **alternative learning space** to help with reflection on behaviours;
- ✓ In extreme cases of the most serious breaches of our behaviour policy the headteacher will use **suspensions**;
- ✓ In **all** of these cases, we **reflect on the situation** in which the behaviour took place;
- ✓ We **consider the child's needs** e.g any SEND needs or behavioural needs;
- ✓ We **consider the triggers** for the child; what happened? Why did it happen? How can I help the child to avoid this next time?
- ✓ We **reflect on our teaching**; what could I have done differently? What could I have done better?
- ✓ We **reflect on our relationship with the child**; have I made them feel valued? Is there any restorative conversations or work to be done to improve our relationship? Does the child feel wanted and belonging in my class / in my presence?
- ✓ Make a **factual, accurate, objective record of behaviour on CPOMS**. We do this in a timely manner and only if the behaviour is consistent or if SLT have been asked to support.

<p align="center"><b>Examples of being ready</b> <b>How we facilitate 'ready'</b></p>	<p align="center"><b>Examples of being respectful</b> <b>How we facilitate 'respectful'</b></p>	<p align="center"><b>Examples of being safe</b> <b>How we facilitate 'safe'</b></p>
<ul style="list-style-type: none"> <li>• Looking at the person who is speaking. We talk clearly, we give eye contact to the children, we use our tone of voice to show enthusiasm for what we are teaching, we have good subject knowledge.</li> <li>• Having resources ready for learning. We are organised with resources; we keep our resources in good order.</li> <li>• Being engaged with the task. We plan engaging lessons which challenge the children appropriately.</li> <li>• Lining up smartly. We praise when children are lined up smartly waiting until all classes are ready to go in, we take pride in the behaviour of our class.</li> <li>• Working on their morning task on entry to the classroom. We set engaging early morning tasks for children which are ready for them on entry to the classroom.</li> <li>• Lining up in silence for transition around school e.g into assembly. We set this expectation, we praise it, we take pride when our class is doing this.</li> <li>• Smart walking around school. We model this, we praise it, we take pride in it.</li> </ul>	<ul style="list-style-type: none"> <li>• Using good, basic manners. We model it, we praise it, we take pride in it.</li> <li>• Holding a door open for someone. We model it, we praise it, we take pride in it.</li> <li>• Offering to help with a job. We model it, we praise it, we take pride in it.</li> <li>• Following instructions straight away. We give clear, meaningful instructions.</li> <li>• Wearing the full, correct school uniform. We dress smartly, we take pride in looking professional.</li> <li>• Entering school calmly. We have engaging early morning tasks ready. We bring the class in promptly. We smile, we speak to each child individually.</li> <li>• At the end of playtime; first whistle means stand still in silence, second whistle means walk to your classroom calmly. We give time reminders to children who may struggle with the end of playtimes. We are prompt with blowing the whistle. We praise and take pride in this.</li> </ul>	<ul style="list-style-type: none"> <li>• Helping someone on the playground. We model it, we praise it, we take pride in it.</li> <li>• Tucking chairs in. We model it, we praise it, we take pride in it.</li> <li>• Picking up belongings in the cloakroom. We model it, we praise it, we take pride in it.</li> <li>• Wearing weather appropriate clothing. We model it, we praise it, we take pride in it. We wear sports clothes for PE lessons, we wear appropriate clothing on trips etc.</li> <li>• Stopping immediately when a whistle is blown. We make this an expectation. We praise it.</li> <li>• Playing fun, safe games. We model fun, safe games. We encourage children to play with one another. We are present at playtimes and we interact with the children.</li> </ul>
<p align="center"><b>Examples of NOT being ready</b></p>	<p align="center"><b>Examples of NOT being respectful</b></p>	<p align="center"><b>Examples of NOT being safe</b></p>
<ul style="list-style-type: none"> <li>• Not doing the work which has been set.</li> <li>• Stopping other children from working.</li> <li>• Moving around class/school in a non-respectful way.</li> <li>• Talking in assembly.</li> <li>• Throwing small objects inappropriately.</li> <li>• Having to be asked multiple times before instructions are followed.</li> </ul>	<ul style="list-style-type: none"> <li>• Being cheeky / answering back.</li> <li>• Continually talking at inappropriate times.</li> <li>• Not following instructions or requests.</li> <li>• Using inappropriate language.</li> </ul>	<ul style="list-style-type: none"> <li>• Not doing the above examples!</li> <li>• Lying.</li> <li>• Threatening to be within a metre or so of another child or adult.</li> <li>• Refusing to wash hands when asked.</li> <li>• Not using a tissue appropriately when sneezing.</li> <li>• Coughing or sneezing deliberately close to another person.</li> <li>• Playing a game which is rough e.g play fighting</li> <li>• Swinging or leaning back on chairs</li> </ul>

### Working with children: What works, what does not work

Things that matter	How we do things here	How we do not do things here!
<p><b>Talking and listening</b></p> <p>The way we ask a child to do something will influence enormously the way they respond to the instruction and the way they respond to us.</p> <p>The most influential way that we manage behaviour is through relationships and how we communicate.</p>	<ul style="list-style-type: none"> <li>• Leaving your emotions at the door wherever possible;</li> <li>• Use an impartial voice;</li> <li>• Demonstrate calmness;</li> <li>• Firmness without resorting to an angry sounding voice;</li> <li>• Clear and regular instructions e.g. First of all, then;</li> <li>• Ensuring you listen to children carefully and insist on them listening carefully to each other;</li> <li>• Wherever possible assume non-threatening posture when addressing behaviour e.g. sit at a table with a child; do not stand over them glaring with your arms folded;</li> <li>• When resolving an issue make sure children have their say but that this is done in a structured way e.g. First Peter will explain what <b>he thinks</b> happened and we will listen, and then you will get your turn to share what <b>you think</b> happened and we will listen to you;</li> <li>• Ensure that the pitch of the lesson is appropriate for the needs of the learners;</li> <li>• SEND and SEMH needs are considered in depth when planning lessons and activities;</li> <li>• TA deployment is carefully considered and it is made explicit to TAs what the objective of the lesson is and how you would like them to support the children in your class;</li> <li>• A full understanding of the barriers the child is facing, whether that be social, emotional, a family issue etc;</li> <li>• When an issue is resolved let the children know it is now dealt with and does not to be worried (talked) about anymore.</li> </ul>	<ul style="list-style-type: none"> <li>• ‘Barked’ instructions;</li> <li>• Snapping at children;</li> <li>• Complicated or confusing instructions;</li> <li>• Not listening to all sides in a calm way;</li> <li>• Engaging in unnecessary dialogue with children. Good behaviour is not up for discussion and it is important children are aware of this;</li> <li>• Unless used as positive praise for learning, gestures that are informal such as high fives, do not reinforce high behaviour expectations.</li> </ul>

<p><b>Emotions</b></p> <p>Our own feelings and emotions affect the behaviour of others, including children directly.</p> <p>Children are very sensitive and pick up any negativity towards them quickly.</p> <p>Negativity agitates, worries and makes children feel devalued</p>	<ul style="list-style-type: none"> <li>• Impartial voice;</li> <li>• Awareness of our body language and facial expressions;</li> <li>• Calmness;</li> <li>• Always aim to be positive with the children;</li> <li>• Greet children in a positive way even when there are issues to be resolved;</li> <li>• Always remembering who the child is in the situation – however frustrated you are, do not let management of behaviour become personal or an argument.</li> </ul>	<ul style="list-style-type: none"> <li>• Shouting at children when they have made poor behaviour choices. (We do not do this);</li> <li>• Raising your voice;</li> <li>• Responses to children which show frustration, agitation or impatience. (We often get the same back!) If you are feeling frustrated this will show and this often leads to negative responses from children.</li> </ul>
<p><b>Fairness</b></p> <p>Fairness matters to us all - especially children. It is a fundamental building block of social development.</p> <p>Treating all children fairly makes a difference.</p>	<p><b>Sharing the love!</b></p> <ul style="list-style-type: none"> <li>• Making the effort to let all children know when they are doing things well;</li> <li>• Establishing meaningful relationships with children we know have probably experienced a lot of unfairness in their own lives;</li> <li>• Ensure that all children are treated fairly, and no blame is apportioned, until you have had the chance to investigate and find out about a situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Jumping to conclusions. Assuming that because a child has regularly made poor behaviour choices they must be the guilty party.</li> </ul>
<p><b>Children's credibility in front of others</b></p> <p>Who a conversation takes place in front of will make a difference to the effect it has on the child.</p>	<ul style="list-style-type: none"> <li>• It is fine to give behaviour reminders to children in front of their peers. However, when possible and if needed, talk to children in more depth about behaviour away from others. This removes an audience and gives the children opportunity to get themselves out of what might be an embarrassing situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Talking to children in front of their peers and others. This gives an audience to play up to and may lead to worse behaviour as children think they will lose face.</li> </ul>
<p><b>Being pro-active</b></p> <p>Pre-empting behaviours before they happen helps.</p> <p><b>First attention to best conduct</b></p> <p>Give your attention to the behaviours you want.</p>	<ul style="list-style-type: none"> <li>• Use the recognition board consistently;</li> <li>• Positive praise/reinforcement identifying when children doing the right thing e.g. 'Well done for using the bridge safely' 'Thank you for walking so quietly into school'</li> <li>• Achieve the right balance for positive and negative comments. A ratio of 5 comments which praise to 1 comment which identifies a poor behaviour is a good golden rule!</li> </ul>	<ul style="list-style-type: none"> <li>• Use the recognition board consistently;</li> <li>• Positive praise/reinforcement identifying when children doing the right thing. E.g. 'Well done for using the bridge safely' 'Thank you for walking so quietly into school';</li> <li>• Achieve the right balance for positive and negative comments. A ratio of 5 comments which praise to 1 comment which identifies a poor behaviour is a good golden rule!</li> </ul>



**Believe to achieve!**

**Think before you act**

UPPER SITE	LOWER SITE
<p style="text-align: center;">Whistle blown, stand still, listen</p> <p><b>Playground</b></p> <ul style="list-style-type: none"> <li>• At all times children should be safe and supervised and seen</li> <li>• Teachers to be out on playground before school as rota states</li> <li>• Staff to be out by 10.45 or 12 (TA to cover so Teachers can go to loo/get a drink or vice versa)</li> <li>• 1 adult on MUGA, 1/2 on playground</li> <li>• Children should not be hanging around the office and should be asked to go outside</li> <li>• US Playground – not behind the oil tank</li> <li>• Quiet area is for quiet!!</li> <li>• Water fountain should be used rather than coming in for a drink.</li> <li>• First aid bag taken out + bands</li> <li>• Ice packs to be taken outside in cool bag – returned to office in between break times</li> <li>• Accident notes need to be filled in</li> <li>• Friendship issues/injuries need to be dealt with outside if occurred over break times</li> <li>• CPOMs when playtime/lunchtime over – you may need to ask for a short amount of time to do this</li> <li>• Only use of equipment already outside</li> <li>• Shed/equipment monitors are the only children allowed in the shed</li> <li>• Library helpers outside at lunchtime</li> </ul> <p><b>Field</b></p> <ul style="list-style-type: none"> <li>• Play inside track and on decking area behind it (no jumping or standing on seats)</li> <li>• No climbing or swinging on trees</li> </ul> <p><b>Toilets</b></p> <ul style="list-style-type: none"> <li>• Toilets – band from an adult if outside</li> <li>• Treat the toilet areas with respect</li> <li>• Whistle at 12.50 to remind children to go to the toilet, tidy up and use inhalers – MDSAs to have sight of toilets</li> </ul> <p><b>Lining up outside/inside</b></p> <ul style="list-style-type: none"> <li>• Expectations of lining up in the morning/after play</li> <li>• SLT (if they are on site) or teacher to greet morning/break/end of lunch</li> <li>• Lining up quietly and all facing the front</li> <li>• Teachers to collect from playground end of play</li> </ul> <p><b>Collective Worship</b></p> <ul style="list-style-type: none"> <li>• All Teachers in to ensure Collective Worship rules are adhered to as decided by Worship Council</li> </ul> <p><b>Lunch</b></p> <ul style="list-style-type: none"> <li>• MDSAs can decide if it's a picnic lunch outside – they need to be supervised eating on slope and must be sat down</li> </ul>	<p style="text-align: center;">Whistle blown, stand still, listen</p> <p><b>Playground</b></p> <ul style="list-style-type: none"> <li>• At all times children should be safe and supervised and seen</li> <li>• Teachers to be out on playground before school as rota states</li> <li>• Staff to be out by 10.30 or 12 (TA to cover so Teachers can go to loo/get a drink or vice versa)</li> <li>• All adults on playground</li> <li>• Children should not be hanging around the office and should be asked to go outside</li> <li>• No digging in Reflection area</li> <li>• First aid bag taken out + bands</li> <li>• Ice packs to be taken outside in cool bag – returned to office in between break times</li> <li>• Accident notes need to be filled in.</li> <li>• Friendship issues/injuries need to be dealt with outside if occurred over break times</li> <li>• CPOMs when playtime/lunchtime over – you may need to ask for a short amount of time to do this</li> <li>• Only use equipment which is already outside</li> <li>• School councillors to be shed/equipment monitors</li> <li>• Class sun cream and hats box to go outside at the start of play/lunch</li> <li>• Any child finishing lunch can be covered by lunch staff as long as there are less than 5 children</li> </ul> <p><b>Field</b></p> <ul style="list-style-type: none"> <li>• Check gate at side shut as soon as children go on the field</li> <li>• No climbing or swinging on trees</li> <li>• Not allowed behind shed and playing by electric wires</li> <li>• No playing on the ramp</li> <li>• Digging only under the trees on the left of the field</li> </ul> <p><b>Toilets</b></p> <ul style="list-style-type: none"> <li>• Toilets – band from an adult if outside</li> <li>• Treat the toilet areas with respect</li> <li>• Whistle at 12.50 to remind children to go to the toilet and tidy up</li> </ul> <p><b>Lining up outside/inside</b></p> <ul style="list-style-type: none"> <li>• Expectations of lining up in the morning/after play</li> <li>• SLT (if they are on site) or teacher to greet morning/break/end of lunch</li> <li>• Lining up quietly and all facing the front</li> <li>• Teachers to collect from playground end of play</li> </ul> <p><b>Collective Worship</b></p> <ul style="list-style-type: none"> <li>• All Teachers in to ensure Collective Worship rules are adhered to</li> </ul> <p><b>Lunch</b></p> <ul style="list-style-type: none"> <li>• MDSAs can decide if it's a picnic lunch outside – they need to be supervised and must be sat down</li> </ul>

# **Anti-bullying policy**

## **Bullying**

Definition – bullying is a repeated willful, conscious desire to hurt or frighten someone else, either physically or mentally. There is a difference in the behaviours that anyone can exhibit:

Rudeness: unintentional, hurtful and one-off behaviours;

Meanness: intentional, hurtful and one-off behaviours;

Bullying: intentional, hurtful and happens more than once, even when you ask them to stop or show signs that you are upset.

## **Policy statement**

The school policy is that staff will take every incident seriously, deal with every incident according to the agreed guidelines, keep careful records and share information.

All members of the SLT have a role in monitoring any bullying/racial incidents/homophobic incidents. We use CPOMS to record and monitor incidents such as these. The SENCo and other members of the Senior Leadership will monitor CPOMS to identify any patterns of behaviour and/or themes in behaviour. The Head Teacher and Deputy Head Teacher will monitor consistency of the behaviour approach by staff and will follow up individual cases as required.

Any incidents of online bullying reported to staff are recorded on CPOMS and actioned accordingly.

## **The nature of bullying**

Bullying is considered to be:

Deliberately hurtful (including aggression);

Repeated often;

Often difficult for individuals who are being bullied to defend themselves against.

Bullying can take many forms:

Physical – hitting, kicking, taking belongings;

Verbal – name calling, insulting, making offensive remarks;

Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours;

Cyberbullying – text messages, email, using social networking sites, sexting.

## **People may bully others because of varying perceived differences**

Sexism, racism, religion or belief, academic ability, gender, identity, homophobia, biphobia, transphobia, disability, perceived characteristics (e.g. hair colour or weight) or because of an associate (family member or friend).

## **Our approach to bullying**

We believe that if children are encouraged to be good citizens in an environment where they feel stimulated and excited by their learning, it will minimise the occurrence of bullying. We feel it is important to create an atmosphere where our children know that they will be listened to and where their worries are taken seriously and responded to with sensitivity. Our school rules are such that, if they are followed by all children, the instances of bullying should be negligible; however, we remain vigilant as we recognise that we do not live in a perfect world, and children can sometimes make poor behaviour choices which we need to challenge.

Bullying is always unacceptable and always serious. We are committed to creating a safe environment where children can learn and play, and can talk about their worries, confident that an adult will listen and will offer help.

Through a variety of planned activities across the curriculum, such as circle time, role-play, class performances, sharing assemblies, our children develop self-confidence and learn strategies to speak up for themselves and express their own thoughts and opinions.

Encouraging children to take responsibility by becoming a member of the school and eco council, a member of worship council, or play equipment leader promotes children's self-confidence. In having this approach, we believe this helps to reduce a climate of secrecy where children feel too scared to speak up and tell of any bullying experiences.

For children who prefer to make their concerns known discretely, we have 'worry boxes' in each classroom. These are checked by a member of staff on a regular basis.

Our PSHE (Personal, Social and Health Education) curriculum ensures that each year group addresses issues related to behaviour and bullying. This may take the form of an explicit approach or it may be implicit, in terms of looking at friendships and valuing each other, appreciating differences and developing self-confidence. In addition to this, bullying in its many forms and behaviour issues are the focus of regular circle time discussions. We also have times throughout the year when we focus more on bullying or respect for others, for example during anti-bullying week and black history month. Our core Christian values (friendship, trust, respect, courage, perseverance and thankfulness) and our behaviour rules as shown above support our commitment for allowing the pupils of Brinkworth Earl Danby's School to take responsibility for their actions, and to consider how their actions make others feel both positive and negative).

We have two aims when reacting to bullying:

1 – to make the child who has been bullied feel safe;

2 – to encourage better behaviour from the children who have: displayed bullying behaviours, been colluders or bystanders.

In order to achieve this, we use a range of strategies appropriate to the nature, severity and history of the bullying.

If the bullying is a recently established behaviour by an individual or group that involves regular name-calling, intimidation or social exclusion (but not gross physical violence), a problem-solving approach is adopted. The underlying intention is to change the dynamics of the situation, to raise the awareness of the participants about bullying, and to support the peer group in taking responsibility for bullying.

If the bullying involves an individual or group, who has been involved in bullying on a previous occasion and the school has previously implemented the above problem-solving approach, then the following procedure will be followed:

1. A member of the SLT is informed;
2. The pupil who has been bullied is interviewed and their comments recorded;
3. The pupil or pupils who have displayed bullying behaviours is/are interviewed and comments recorded;
4. The parents of the individual who has shown bullying behaviour are contacted and invited to a meeting; a meeting between the Headteacher, pupil and parents is held; the incidents and the sanctions are detailed;
5. Individual Behaviour Plans to set targets to improve and monitor behaviour are set up which may involve calling upon the expertise of outside agencies;
6. In persistent circumstances, sanctions may include: permanent exclusion, temporary exclusion, exclusion from the premises at lunchtime, exclusion from the playground at lunchtime;
7. The parents of the pupil who has been bullied are kept informed throughout the whole process.

### **Incidents**

Involving others:

a. The SLT should be informed in all cases of bullying;

b. Colleagues should be informed if the incident arose out of a situation where everyone should be vigilant e.g. unsupervised toilets or at playtime;

c. Parents should be informed;

d. In dealing with parents, it is important that they are reassured that the incident is being dealt with promptly, firmly and fairly.

#### Final Steps:

- a. The incident should not live on through reminders from staff but circumstances should be noted for future reference;
- b. Staff should think ahead to prevent a recurrence of the incident, if a trigger factor is identified;
- c. Careful notes of what has happened, including times and dates, what has been said and what action has been taken and agreed should be taken;
- d. Records should be kept on CPOMS;
- e. When meeting parents, staff should not be alone so have a witness present; parents too should be allowed to have a witness accompanying them if they or he/she so wishes. It is advisable to devise and share a constructive plan of action with parents.

#### Reminders

1. Do not be over-protective; allow the victim to help him/herself.
2. Try to look objectively at the behaviour, with the bully.
3. Do not keep the incident a secret because you have dealt with it.
4. Do not try to hide the incident from the parents of the victim or the bully.

When meeting parents, be aware that they may pose a threat to you if they are emotionally involved with their child's behaviour. All meetings should be held at a planned time in suitable conditions. No member of staff should conduct a meeting of this sort on their own.

As well as the above, the DSL and DDSL monitor behaviour incidents on our system, and look for patterns. If it emerges that there are patterns, we will act accordingly.

## **Suspensions and permanent exclusions policy**

1. Only the headteacher (or the acting headteacher) has the power to suspend or exclude a pupil from school. The headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this following an investigation.
2. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child, but this decision should only be taken as a last resort. A serious act of anti-social behaviour may result in the stepped sanctions not being followed and the child suspended or excluded. This decision is made rationally and will be lawful, reasonable, fair and proportionate.
3. If the headteacher suspends or excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
4. The headteacher informs the Local Authority and the governing body about any permanent exclusion, and about any suspensions beyond five days in any one term.
5. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
6. The governing body calls a discipline panel which is made up of between three and five members, if any parental appeals are made.
7. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
8. If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling. The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
9. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.