



BEHAVIOUR PROCEDURE

Review Frequency	Annual	Review date	December 2024	Next Review Date	December 2025
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Introduction

At Martins Wood Primary School we aim to provide a stimulating, structured and welcoming atmosphere in which all individuals are respected and valued.

Our Aims

Our aims are:

Be safe, be kind and keep trying.

Learning Behaviours

We believe that all children should show PRIDE in their learning behaviours and look towards achieving the following learning behaviours:

Perseverance
Resilience
Independence
Determined
Energised

Steps

We use the Hertfordshire Steps agreed approach with all staff trained regularly by accredited facilitators. We use de-escalation, positive language and behaviour strategies.

Consistency

Children will be treated fairly and consistently by staff who share common high expectations of behaviour. In return all staff will expect to be treated respectfully by children. Staff are expected to model good relationships between themselves and with children, and to actively cultivate good relationships between children. School council is also invited to contribute to initiatives to further improve behaviour.

Expectations

It is very important to be clear about expectations and to expect good behaviour at all times. Routines both inside and outside classrooms are clear. Children are

regularly praised: staff constantly recognise achievement and good behaviour in class and around the school. More formal opportunities to celebrate good behaviour and manners also exist, most notably during school assemblies.

Role of Teachers and Support Staff

Teachers plan and deliver effective, interactive and interesting lessons in which children are challenged and supported to achieve. We believe that children who are achieving well will feel much better about themselves, and consequently are much more likely to make appropriate behaviour choices.

Role of Pupils

We expect children to take responsibility for their behaviour in line with our school values. A constant theme in the life of the school is the expectation that children develop highly positive attitudes and commitment to their education. Throughout the school day and within the wider community, children are expected to participate with an energised attitude and to behave in a way that enables other children to take an equal part.

Role of the Parent/Carer

We highly value the role that parents play in supporting their children's learning and development. We recognise that positive two-way communication can enhance a child's outcomes across all areas of school life.

Rewarding Good Behaviour

Praise will be the most consistent positive reinforcement strategy used in school, and we focus on all the opportunities we have to praise children's successes in their learning, attitudes, manners and behaviour.

Exceptional behaviour and achievement will be constantly reinforced. Below is a list of the type of rewards that may be given as appropriate.

1. Instant personalised and specific praise to individual children from all staff members.
2. Recognition on the school reward system – All staff members use House Points to reward good behaviour linked to learning, our school aims and school learning behaviours. Coloured counters are given to the child and they are responsible for placing in the House box.
3. Good learning shown to Head of School, or senior staff, and others as appropriate.

4. Public displays of exemplary learning and behaviour.

Sanctions for Inappropriate Behaviour

Sanctions may be applied when behaviour is not in-line with our school expectations. In general terms the following consequences are worked through (parents will be informed at stage 4 onwards.)

If behaviour dictates, one or more of these levels may be skipped and any consequence can apply straight away.

1. A verbal warning will be given and reminded of appropriate behaviour (except in exceptional circumstances).
2. Time out in another classroom (this is logged internally but parents will not be informed).
3. Loss of part/all of breaktime/lunchtime.
4. Time spent reflecting with senior member of staff on lunchtime duty (after two time-outs in one session)
5. Immediate referral to senior staff
6. Internal suspension for a given period.
7. Fixed term suspension for a given period.
8. Permanent exclusion.

Children in some circumstances could lose the privilege of representing the school in a variety of ways due to not meeting school behaviour expectations. This will need to be discussed with the Behaviour Lead before discussing with the child and parents.

A member of staff will inform parents of any behaviour that has led to a child receiving sanctions (from stage 4 and above). In cases of extreme behaviour, for example racism or fighting, a senior member of staff will contact parents.

The computer system is used to log behaviour in the classroom, lunchtime behaviour and lunchtime exclusions.

Behaviour incidents are logged electronically. This enables us to build a clear picture of re-occurring behaviour issues and address them.

Children Who Continue To Display Inappropriate Behaviour

On occasions where a child's behaviour requires intervention within a lesson, in most circumstances, we aim for the child with the challenging behaviour to be removed, using Hertfordshire STEPS approved guiding, rather than the rest of the class.

Some children need additional support to address their emotional and behavioural needs. These pupils may be on our Inclusion Register and may have a PSP or a Risk Reduction Plan, identifying personal targets for improving his/her behaviour and appropriate behaviour recovery programmes. Sometimes a child may need further support from an outside agency such as the Education Support Centre or Educational Psychologist. Staff will discuss with parents and the pupil themselves, the behavioural expectations and how these can be met. These targets are reviewed each term.

Bullying

All schools are required by law to have a Behaviour Policy and measures in place to prevent all forms of bullying (including cyberbullying, prejudice based and discriminatory bullying).

The school has adopted the following collaborative definition of bullying which is our shared understanding of what bullying is:

Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is repeated over a period of time and it is very difficult for the victims to defend themselves (remember STOP – it happens Several Times On Purpose).

Peer on Peer Abuse

Peer on peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. 'Peer-on peer' abuse can relate to various forms of abuse (not just sexual abuse and exploitation).

- Cyberbullying: involves sending inappropriate or hurtful text messages, emails or instant messages, posting malicious material online (e.g. on social networking websites) or sending or posting offensive or degrading images and videos;
- Racist and Religious Bullying: A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status;
- Sexual, Sexist and Transphobic Bullying: includes any behaviour, whether physical or non-physical, where sexuality is used as a weapon by boys or girls;

- Homophobic Bullying: targets someone because of their sexual orientation (or perceived sexual orientation);
- Disablist Bullying: targets a young person solely based on their disability, this can include manipulative bullying where a perpetrator forces the victim to act in a certain way, or exploiting a certain aspect of the victims disability

It is important to remember that bullying can also be a combination of the above. Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation.
- Verbal: name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone.
- Physical: pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things.
- Racist: racial taunts, graffiti, gestures, making fun of culture and religion.
- Sexual: unwanted physical contact or sexually abusive or sexist comments.
- Homophobic: because of/or focussing on the issue of sexuality.
- Online/cyber: setting up 'hate websites', sending offensive text messages, emails and abusing the victims via their mobile phones.
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when a trick or joke is played on someone. It is bullying if it is done several times on purpose (STOP).

Children sometimes fall out or say things because they are upset. When one-off problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, name calling or pranks. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Procedures for Reporting and Responding to Bullying Incidents

All staff will respond calmly and consistently to all allegations and incidents of bullying. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved.

The following procedure will be used for reporting and responding to bullying allegations or incidents:

1. Report all bullying allegations and incidents to staff.
2. Any perceived bullying will be recorded and investigated and recorded on CPOMs.

3. Staff will make sure the victim(s) is and feels safe (added to bullying incident recording).
4. Appropriate advice will be given to help the victim(s).
5. Staff will listen and speak to all children involved about the incident separately.
6. The problem will be identified and possible solutions suggested.
7. The bully (bullies) may be asked to reflect on their behaviour. Other consequences may take place and appropriate sanctions applied (see sanctions).
8. Parents will be informed and will be invited to come into school for a meeting to discuss the problem.
9. After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. It will also be recorded and monitored.
10. The Executive Headteacher will report the number of bullying incidents termly to the Governing Body and the Local Authority.
11. The Safeguarding Governor (currently IEB member) will present reports on serious bullying incidents.
12. If necessary and appropriate, the Designated Safeguarding Lead in school, Social Services or police will be consulted.

Children know through the school values and expectations that harassment (including protected characteristics) and name calling will not be tolerated. All children know that they should tell a member of staff if they are victims of, or if they witness harassment linked to any of the protected characteristics.

All incidents of racial or sexual harassment are taken seriously and dealt with immediately. Our approach will follow the approach to incidents of bullying (see above). Incidents of racial prejudice based incidents harassment are reported to the Local Authority annually for monitoring purposes.

Strategies for the Prevention and Reduction of Bullying

Whole school initiatives and pro-active teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying or peer-on-peer abuse to occur. These can include:

- Relationship, Health & Social/Sex Education (RHSE) scheme of work from Nursery to Year 6 used to support this policy.

- Class Assemblies on bullying issues.
- Training Y5 and Y6 pupils to be Peer Mentors.
- Encouraging the whole school community to model appropriate behaviour towards one another.

Exclusions

The decision to suspend or exclude can only be taken by the Executive Headteacher or Head of School. A letter is sent to the parents detailing reasons for the suspension/exclusion and the period of the suspension/exclusion. Parents can make representations to the Governing Body and in some circumstances appeal against the Headteacher's decision. Full details can be found in the DfE's guidance on exclusion- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf. The Local Authority is also notified of any suspension/exclusion.

Moved Physical Restraint/Safe Holding

All teaching and non-teaching staff are authorised to use reasonable force to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property or engaging in any behaviour prejudicial to maintaining good order and discipline at the school. However, physical contact will only be used as the very last resort, with de-escalation strategies to be used in the first instance. Parents will always be informed of these incidents and given the opportunity to discuss it.

Staff should follow their STEPS training Guidance in the appropriate types of safe pro-social touch. If a child leaves the school premises and absconds, police must be called, a member of staff will not follow the child.

For further information please refer to our Reducing the Need for Restrictive Interventions in School Policy.

Searching, Screening and Confiscation

Martins Wood Primary School is committed to Safeguarding. In the rare instance where a search may need to be carried out, staff are aware of their legal duties in line with the DfE guidance below:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Remote Learning

On occasion it is necessary for children to learn off-site through online learning. The expectations for children's behaviour are the same as in school. For further information refer to 'Guidance for Remote Learning'.

Behaviour Outside Of School

In exceptional circumstances the school may become involved in incidents that take place outside of school in order to support families. This is coordinated by the School Family Worker and may involve other agencies such as the police. This would most likely take place at the request of parents to support exceptional incidents of behaviour outside of school.

Questions

If parents have a question relating to school behaviour they are encouraged to contact their child's class teacher through making an appointment with the office. Parents and the class teacher may then wish to consult the appropriate member of the Senior Leadership Team. If parents do not feel an incident has been resolved, they may wish to refer to our Complaints Policy.