

BEHAVIOUR POLICY



MANLEY PARK
PRIMARY SCHOOL
G R O W I N G T O G E T H E R

| | |
|-----------------------------------|-------------------------|
| Document Control | |
| Title | Behaviour Policy |
| Date | November 2021 |
| Supersedes | November 2019 |
| Author | Robert Jones |
| Approved by Governing Body | |
| Date adopted by school | |
| Review date | November 2023 |

MANLEY PARK BEHAVIOUR AGREEMENT

Staff recognise that children's poor behaviour may indicate underlying safeguarding concerns. Poor behaviour may be a sign that children are suffering harm or that they have been traumatised by abuse. Our staff will work together to support all children to ensure that any underlying concerns are addressed and interventions will be put in place to prevent exclusion. Please also refer to our safeguarding, SEND and e-safety policies for further information.

FORMAT

01 OVERVIEW

02 OUR RULES

03 OUR BEHAVIOUR (ADULTS)

04 RESPONDING TO BEHAVIOUR

- verbal feedback
 - recognition and rewards
 - responding to children's behaviour that is not showing the expected standard
 - action consequence
 - partnership stage
 - restorative conference
 - support plans
 - serious disregard for school values
 - use of reasonable force
 - exclusion
-

01 OVERVIEW

STATEMENT

Manley Park is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

AIMS OF THE POLICY

- To create a culture of **exceptionally good behaviour**: for learning and for community for life.
- To ensure that all learners are **treated fairly, shown respect** and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help **learners take control** over their behaviour and be responsible for the consequences of it.
- To **build a community** which values care, humour, respect and empathy for others.
- To promote **community cohesion** through improved relationships.
- To ensure that **excellent behaviour is a minimum** expectation for all.

CONSISTENCY IN PRACTICE

- **Consistent language; consistent response**: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
 - **Consistent follow up**: Ensuring 'certainty' at the classroom, phase and senior leadership level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
 - **Consistent positive reinforcement**: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
 - **Consistent consequences**: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
 - **Consistent, simple rules/agreements/expectations**: promoting appropriate behaviour
 - **Consistent respect from the adults**: Even in the face of disrespectful behaviours - we remain unshockable.
 - **Consistent models of emotional control**: Emotional restraint that is modelled and not just taught, teachers as role models for learning
 - **Consistently reinforced rituals and routines for behaviour**: In classrooms, around the site, at reception.
 - **Consistent environment**: Display the quality of a good primary school, consistent visual messages that echoes our core values
-

02 OUR RULES

WE ARE RESPECTFUL

- INFANTS - we care about ourselves and others.
- JUNIORS- we try our best in all that we do and assist others to do the same.

WE ARE RESPONSIBLE

- INFANTS - we look after our school and take pride in our work.
- JUNIORS- we are where we should be and contributing effectively.

WE ARE POSITIVE

- INFANTS- we try our best in all that we do.
 - JUNIORS - we have a can-do attitude and remain solution focused.
-

03 OUR BEHAVIOUR (ADULTS)

ALL STAFF BEHAVIOUR WILL

- Be positive role models (encompassing the school's values) - verbal and non verbal.
- Be unshockable.
- Follow the school processes and talk prompts when teaching behaviour.

ALL STAFF WILL

- Meet and greet children.
- Refer to Respectful, Responsible and Positive - using WEEKS.
- Follow process and scripts as explained in this policy.
- Model positive behaviours and build relationships.
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Will always deal with all learners who are behaving badly.
- Notice and celebrate children that go 'Above and Beyond'.

MIDDLE LEADERS - are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model

and show a unified consistency to the learners.

MIDDLE LEADERS WILL

- Be a visible presence in their phase to encourage appropriate conduct.
- Regularly celebrate staff and learners whose efforts go above and beyond the expectations.
- Encourage use of Positive Notes and Positive Phone Calls.
- Make sure that accountability remains

SENIOR LEADERS - are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

SENIOR LEADERS WILL

- Be a visible presence around the school and especially at changeover time.
 - Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
 - Support middle leaders in managing learners with more complex or entrenched negative behaviours.
 - Regularly share good practice.
 - Support middle leaders in managing learners with more complex or entrenched negative behaviours.
 - Use behaviour data to target and assess school wide behaviour policy and practice.
 - Take time to say goodbye to children at the end of the day.
-

04 RESPONDING TO BEHAVIOUR

- We will all recognise, teach and celebrate children that are going above and beyond the expected behaviour standards.
- We will all recognise and teach children that are not following the expected behaviour standards.
- We will always label the behaviour, not the child.

VERBAL FEEDBACK

When we notice children going above and beyond or not following the expected standard, we will all use the acronym WEEKS as a framework to support our teaching of behaviour.

- WHO - name the child or group
- EXAMPLE - what is the positive behaviour choice that is being recognised
- EI VALUE/RULE - what rule are they following/not following
- KONSEQUENCE - what their action leads to
- STOP POINT - thank you/above and beyond/caution

RECOGNITION AND REWARDS

We recognise and reward learners who go 'above and beyond' our expected standards. Although there are tiered rewards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners that are hardest to reach.

REWARDS to support positive behaviour:

- thank you in person, explaining their positive behaviour and its consequences.
- taken to a middle/senior leader in the school to share their positive action/consequences
- postcard to be sent home, explaining their positive behaviour and its consequences.
- telephone call home, explaining their positive behaviour and its consequences.
- name placed on the above and beyond display in the classroom.
- certificate awarded during the whole school assembly.

RESPONDING TO CHILDREN'S BEHAVIOUR THAT IS NOT FOLLOWING THE EXPECTED STANDARD

- When possible, any responses will be done privately.
- We always label the behaviour, not the child.
- Be unshockable - if required use the phrase...I am going to take some time to consider what I will do next.

RESPONSES

REMINDER

A reminder of the expectations for all learners, Respectful, Responsible and Positive, delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

Bringing back on track.

CAUTION

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing.

Making the child responsible.

LAST CHANCE

Scripted approach at this stage. Learners will be reminded of their previous good conduct to prove that they can make good choices.

- I have noticed that you are...
- The rule that behaviour is not following is...
- Do you remember yesterday/last week when...
- That is the behaviour I need to see today. Make a positive choice.
- Thank you for listening.

Proving that they can do it and it is therefore a choice.

THE TIME IN

The learner is asked to speak to the teacher away from others.

Boundaries are reset Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning. Learner is given a final opportunity to re engage with the learning / follow instructions

Reflection and opportunity to calm/alter behaviour in class

Omission of recording expectation

If the step above is unsuccessful, or if a learner refuses to take a time in, then the learner will be asked to leave the room and work in the parallel year group. If appropriate, a member of staff that is available will escort the learner to the classroom.

THE REPAIR

Restorative conversation: Completed by a classroom adult as soon as possible. Completed informally when possible.

- What happened?
- What have you thought since?
- How did it make people feel?
- What should we do to put things right?
- How can we do things differently in the future?

(Developing understanding and self regulation)

Pupils reaching this stage should have their behaviour recorded on CPOMS inc actions taken. PL should be alerted for monitoring purposes. Action consequences may be included at this point.

ACTION CONSEQUENCE

The school may decide that an action consequence is required to ensure that the child learns from their behaviour choices and that the community recognise that the school acts on unwanted behaviours. A serious disregard for school values (below) will always be followed by an action consequence. Action consequences may also be included following repeated lower level disruption that have negatively impacted on the others.

Implementing action consequences or dealing with a serious disregard for school values.

The school will take account of all SEND information that they have for the individual before taking action. Consequences should not be implemented for a child that displayed behaviours directly associated with their needs. In such cases, the incident(s) will be discussed with the SENDCo, the child's family and an agreed course of action taken that will enable learning to take place for all involved (adults and children).

Action consequences can come under one or more of the following headings:

PAYBACK - this consequence will be applied when a child's choices have had a direct negative impact on others/property and it is appropriate to give directly back to the recipient/s in a short space of time. (Short term)

COMMUNITY SERVICE - this consequence will be applied when a child's actions require a more sustained period of reflection time. This can reflect the amount of time it took to resolve or if their actions were overtime/impacted on many.

RESTORATIVE WORK - this consequence will be applied when it is believed that the individual should attempt to repair any emotional damage.

EDUCATE - this consequence will be applied when it is believed that the child does not fully understand how their behaviour has affected others or how to improve their behaviour.

When an action consequence is being implemented, the lead adult will use 'TRAP' to support them in creating the best course of action:

T - Timely - a response should happen soon after the incident and the consequence applied. This ensures the child, those involved, and any witnesses see that serious breach is dealt with quickly and efficiently, reinforcing the message that these behaviours are taken seriously.

R - Related - consequences should if possible be related to the incident. Following the descriptions above.

A - Appropriate - due accommodation to the needs of the child should be taken into account. For example a child struggling with a personal situation may need to have a personalised consequence to ensure that it is meaningful to the child and provides a useful opportunity for learning.

P - Proportionate - the degree of consequence should match the degree of the breach and the age of the child (or their emotional developmental stage).

PARTNERSHIP STAGE - WHEN BEHAVIOUR IS CONSISTENTLY NOT FOLLOWING THE EXPECTED STANDARD OR REPEATED SERIOUS DISREGARD FOR SCHOOL VALUES OCCURS.

The partnership stage will be implemented where there is a cause for concern. The class teacher will make a professional decision as to when the partnership stage should be initiated. At each stage below, discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves. When action planning, parents should be involved whenever possible and should be attempting to mirror school practice where applicable. When an action plan is established, monitor and review and mentor using the action plan - all actions taken should be recorded on CPOMs. Plans established should have measurable outcomes and the plan should be reviewed termly.

If the child's behaviour is not consistently following the school values

Stage 1. Class teacher will inform the phase leader that they have behaviour concerns.

Phase leader to ensure that the child understands and all adults are adhering to the schools behaviour policy.

If the child's behaviour does not improve

Stage 2. Along with the Phase Leader(when required) - meet with parents/carers to share

concerns and explain possible future actions should improvement not be evidenced, including any action consequence..

If the child's behaviour does not improve

Stage 3. Study patterns with PL. Inform parents that improvement is not evident. With phase leader and adults involved with the child, undertake appropriate analysis, devise a

plan (collaborate with parents), implement actions including any action consequence.

At the review date if positive behavioural change is not evident

Stage 4. Seek support from the behaviour team in school (a discussion will occur at this point regarding the child's need to be registered as SEN). Develop and implement a support plan including any action consequence.

BEHAVIOUR TEAM IN SCHOOL

Behaviour Lead, SENDCO, DSGL and when appropriate the Head teacher.

At the review date if positive behavioural change is not evident

Stage 5. Contact SEND coordinator to initiate referral to educational psychologist. Devise and implement a plan from recommendations.

At the review date has positive behavioural change been evident?

Stage 6. Go to restorative conference

RESTORATIVE CONFERENCE

- A restorative conference that takes a 360 degree view of the learner will be convened. This meeting will include the Teacher, Learner, Parent/Guardian, Governor representative and a member of the Senior Leadership Team. The meeting will address the learner's progress and achievement, learning needs, attitude, behavioural routines and personal organisation.
- There may be an element of 'payback' in the action plan from this meeting. Learners may be asked to positively contribute time back to school life as part of the process of repairing the damage they have caused.
- Actions agreed at the meeting will come under the terms of the final warning. If the learner does not complete the actions then the procedure will move to the next stage.
- Every effort will be made to encourage and support a change in the learner's behaviour
- If the learner refuses to attend or engage with the Restorative Conference then the process moves to the final stage.

SUPPORT PLANS

An individual plan will reflect and respond to the individual's needs whilst providing clear boundaries and high expectations. The plan will be used by the whole school community and where appropriate be implemented at home. All adults will remain consistent in accordance with the plan. It will provide clear opportunities to celebrate success whilst ensuring consistency if expectations are not met.

An individual support plan will be implemented for varying reasons:

- A child is repeatedly displaying behaviours that are having a detrimental effect on the learning of themselves and others (stage 3 of partnership stage)
- If a child performs 3+ serious breaches within a half term.
- A repetition of serious breach behaviours over time.

- A new child joins the school with a history of individual behaviour requirements.
- There is a significant change in a child's behaviour.

Once the decision has been made to implement an IBP, the behaviour lead will collaborate with the class teacher and phase leader re next steps. The diagnostic support tools from above will be conducted and the findings will be used to support the creation of the support plan.

Parents will be informed throughout. The class teacher will implement the actions and review the process with the support of the phase leader.

All individual plans will be reviewed at the end of a term and then a decision will be made as to what is to be amended.

If progress is not visible, refer to the next step in the partnership stage..

When the support tools(below) or behaviour displayed shows evidence that children are finding it difficult to conform to expected boundaries, then the support plan may include practices for the RAISING LIONS METHODOLOGY.

This methodology uses short action consequences without judging or identifying the behaviors so children learn to internally self-prompt, self-correct and exercise better impulse control. It promotes teachers to use less talk about behaviour, subsequently resulting in improved behaviour.

SUPPORT TOOLS USED TO AID THE IMPLEMENTATION OF SUPPORT PLANS

Before discussing a plan, one must work collaboratively, through a process, aimed at understanding the behaviour. During which, we will use the tools the school has available (see below) to support this process. At this stage we must be specific and avoid generalisations. We will analyse situations (inc adults) and not blame a trait or disposition of the individual.

The school uses a wide variety of support materials to aid the implementation of support plans:

STAR analysis: help to understand the response that the actions were attempting to gain - designed for children with Autism but can be used generally.

(Will be used when repeated isolated incidents are occurring)

BOXHAL profile: resource for the assessment of children and young people's social, emotional and behavioural development in all educational settings.

(Will be used when we believe that there is an emotional underlying need that is causing the behaviour of which the school is in a position to rectify/support)

DIAGNOSTIC behaviour questionnaire: explores situations, cycles and exceptions.

(Will be used when patterns and/or need appears unclear)

SDQ: brief behavioural screening questionnaire. It exists in several versions to meet the needs of researchers, clinicians and educationalists.

(Will be used to support any of the above when required)

SERIOUS DISREGARD FOR SCHOOL VALUES

Is an incident (or repetition of lower level incidents) whereby a child has acted in a manner that puts the safety, education or welfare of themselves or others at risk.

It is not possible to provide an exhaustive list; however, it is possible to provide some examples as reference points: purposeful, physical act on another adult/child; the use of unsafe language; damaging school or another person's property; persistent disruption of the learning environment.

Any unsafe language that is heard referencing sexual orientation, race/religion, disability or any other characteristic protected under the Equality Act must be dealt with as a serious disregard for school values.

Serious disregard for school values incidents will lead to an action consequence. Depending on the severity, it could lead to a fixed term or permanent exclusion (this decision must be made by the headteacher).

Implementing action consequences or dealing with a serious disregard for school values.

The school will take account of all SEND information that they have for the individual before taking action. Consequences should not be implemented for a child that displayed behaviours directly associated with their needs. In such cases, the incident(s) will be discussed with the SENDCo, the child's family and an agreed course of action taken that will enable learning to take place for all involved (adults and children).

PROCESS - When a serious disregard for school values occurs adults must ensure that they **remain unshockable** and follow the 6 step process below.

1. **Recover** - make safe, allow time for individuals to return to a calm state
If a child already has a behaviour plan - follow the steps on the behaviour plan
2. **Reveal** - uncover what has happened, establish the truth. Ask adults and children to report what they actually heard or saw
3. **Responsible** - inform witnesses, decide future actions, inform families
4. **Restorative** - moving forward
 - A restorative conversation will be held with any children involved in the event. If the adults feel it will aid the restoration this conversation can occur with more than one child present.
 - Future actions will be shared with children directly involved.
5. **Review** - make a plan ensure child and family understand pre/post plan
6. **Repair/Reconnect** - post restorative approach
 - Invite parents to review progress and reflections
 - Time for teacher to feedback positives about the child

USE OF REASONABLE FORCE

- All members of school staff have a legal power to use reasonable force.
- Reasonable in the circumstances' means using no more force than is needed.
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- Force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- Designated staff have been Team teach trained - "Team teach techniques seek to avoid injury to the pupils, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side-effect of ensuring that the pupils remain safe."

EXCLUSION

The head teacher can exclude a pupil for a short period of time if they have seriously broken school rules and if allowing the pupil to stay in school would seriously harm their education or welfare, or the education or welfare of other pupils.

Disruptive behaviour can be an indication of unmet needs. When we have concerns about a pupil's behaviour, we will try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion, as set out in the above documentation.

A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently.

The principal legislation to which this guidance relates is:

- the Education Act 2002, as amended by the Education Act 2011;
- the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- the Education and Inspections Act 2006;
- the Education Act 1996; and
- the Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014.

The school follows the guidance set out in the DFE document 'Exclusion from maintained schools, academies and pupil referral units in England' September 2017'. Please refer to this for full details.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Below is our key information taken from the documentation.

Only the headteacher or those acting in the capacity of the headteacher will decide to exclude a pupil. In all cases, the decision to exclude will be lawful, rational, reasonable, fair, and proportionate.

Whenever the head teacher excludes a pupil they will, without delay, notify parents of the period of the exclusion and the reason(s) for it.

The headteacher will also, without delay, provide parents with the following information in writing:

- the reason(s) for the exclusion;
- the period of a fixed-period exclusion or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the exclusion to the governing board (in line with the requirements set out in paragraphs 52 to 60) and how the pupil may be involved in this;
- how any representations should be made;
- and where there is a legal requirement for the governing board to consider the exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

The head teacher must, without delay, notify the governing board and the local authority of:

- any permanent exclusion (including where a fixed-period exclusion is followed by a decision to permanently exclude the pupil);
- any exclusion which would result in the pupil being excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and
- any exclusion which would result in the pupil missing a public examination or national curriculum test.

The head teacher must also notify the local authority and governing board once per term of any other exclusions not already notified. While they are excluded the pupil is not allowed to attend the school or enter the school grounds. The head teacher may withdraw an exclusion that has not been reviewed by the governing board.

There are two different types of exclusions: fixed-term and permanent.

FIXED TERM EXCLUSION

The head teacher can exclude a pupil for a short period of time if they have seriously broken school rules and if allowing the pupil to stay in school would seriously harm their education or welfare, or the education or welfare of other pupils. After a fixed period of exclusion pupils will return to their school.

A fixed-period exclusion can and will be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. The legal requirements relating to exclusion, such as the head teacher's duty to notify parents, apply in all cases. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing board meeting is triggered.

'Informal' or 'unofficial' exclusions, such as sending a pupil home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.

We believe that all children have a right to education. We will take reasonable steps to set and mark work for pupils during the first five school days

of an exclusion; an alternative provision will be arranged from the sixth day.

The governing board's duty to arrange education from the sixth day of a fixed-period exclusion is triggered by consecutive fixed-period exclusions totalling more than five days.

For a fixed-period exclusion of more than five school days, the governing board must arrange suitable full-time education for any pupil of compulsory school age. This provision must begin no later than the sixth school day of the exclusion. Where a child receives consecutive fixed-period exclusions, these are regarded as a cumulative period of exclusion for the purposes of this duty. This means that if a child has more than five consecutive school days of exclusion, then education must be arranged for the sixth school day of exclusion, regardless of whether this is as a result of one fixed-period or more than one fixed period exclusion.

Where an excluded pupil is of compulsory school age the head teacher will notify the pupil's parents of the days on which they must ensure that the pupil is not present in a public place at any time during school hours. These days would be the first five school days of an exclusion (or until the start date of any alternative provision or the end of the exclusion where this is earlier). Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted.

The school will hold a meeting with parents to explain the strategy for reintegrating the pupil who is returning to school following a fixed-period exclusion and for managing their future behaviour.

The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

School will provide work for the first 5 school days of any exclusion. Parents and carers are responsible for ensuring that their children are supervised during school hours on these days and complete the work which has been set. This will ensure that they will have the best chance to keep up with their learning and be less at risk of becoming involved in anti-social activities. From the sixth day the school will inform the parent or carer what arrangements have been made for full time supervised education until the end of the exclusion period.

PERMANENT EXCLUSION

The Head teacher will only permanently exclude a pupil as a last resort after considering the individual circumstances with other staff and professionals as appropriate. If the pupil is a Looked After Child (LAC) or has a statement of Special Educational Needs (SEN) there will be a review of the pupil's education plan as part of this process. There may be exceptional circumstances where the head teacher may decide to permanently exclude for a serious 'one-off' offence. If a pupil has been permanently excluded they do not return to their school and will receive their education from a Manchester Pupil Referral Unit (PRU).

A decision to exclude a pupil permanently will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and

- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
-

The behaviour of a pupil outside school can be considered grounds for an exclusion.

Schools have a legal duty under the Equality Act 2010/ DDA not to discriminate against disabled pupils by excluding them from school because of behaviour which is related to their disability. Schools must make reasonable adjustments to policies and practices so that a disabled pupil can participate in education at school and are not disadvantaged because of their disability.

When establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the head teacher should accept that something happened if it is more likely that it happened than that it did not happen.

Maintained schools have the power to direct a pupil off-site for education to improve their behaviour. A pupil at any type of school can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents and the admission authority of the school. However, the threat of exclusion must never be used to influence parents to remove their child from the school.

For permanent exclusions, the local authority must arrange suitable full-time education for the pupil to begin no later than the sixth school day of the exclusion. This will be the pupil's 'home authority' in cases where the school is maintained by (or located within) a different local authority.

ANTI BULLYING POLICY

FORMAT

What is bullying

What bullying is not

Our duty and safeguarding

Our aim

Our principles

Prevention - whole school

Process for when bullying is deemed to be occurring

Appendix

What bullying is

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or

disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying can include a wide range of behaviours:

- **physically aggressive:** hitting, kicking, taking or damaging belongings
- **verbal:** name-calling, nasty teasing or spreading rumours
- **indirect:** deliberately leaving someone out or ignoring someone.

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derives from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

What bullying is not

The word bullying is now frequently used to describe any unwanted behaviours towards an individual: this is inaccurate use of the term. Whilst it is important to understand what bullying is, it is equally important to be clear on what it is not:

Not liking someone – It is very natural that people do not like everyone around them and, as unpleasant as it may be to know someone does not like you, verbal and non-verbal messages of “I don’t like you” are not acts of bullying.

Being excluded – Again, it is very natural for people to gather around a group of friends and we cannot be friends with everyone, so it is acceptable that when kids have a party or play a game at the playground, they will include their friends and exclude others.

Accidentally bumping into someone – When people bump into others, the reaction depends mostly on the bumped person’s mood. If they have had a bad day, they think it was an act of aggressive behavior, but if they are in a good mood, they smile back and attract an apology. This is also relevant for playing sports, like when kids throwing the ball at each other hit someone on the head.

Making other kids play things a certain way – Again, this is very natural behavior. Wanting things to be done our way is normal and is not an act of bullying. To make sure kids do not fall into considering it as an aggressive or “bossy” behavior, we need to teach them assertiveness.

A single act of telling a joke about someone – Making fun of other people is not fun for them, but the difference between having a sense of humor and making fun of someone is very fine. It is important to teach kids (and grownups) that things they say as jokes should also be amusing for the others.

Arguments – Arguments are just heated disagreements between two (or more) people (or groups). It is natural that people have different interests and disagree on many things.

Expression of unpleasant thoughts or feelings regarding others – Communication requires at least two players. Although it may be unpleasant to hear what someone thinks about you, it is NOT a form of bullying but a very natural thing. In every communication, there are disagreements and some form of judgment about each other’s attitude and behavior.

Isolated acts of harassment, aggressive behavior, intimidation or meanness – The definition of bullying states that there is repetition in the behavior. Bullying is a conscious, repeated, hostile, aggressive behavior of an individual or a group abusing their position with the intention to harm others or gain real or perceived power.

Our Duty and Safeguarding

We have a duty of care to protect all our pupils and provide a safe, healthy environment, and these obligations are highlighted in law and guidance detailed in this briefing.

The Department for Education (DfE) has produced guidance for all schools, including academies and free schools, which outlines its duties towards preventing and tackling bullying in schools: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

The Education Act 2002 Section 175 placed a legal duty on maintained schools and Local Authorities to safeguard and promote the welfare of children.

The Government has also issued statutory guidance under s175 called Keeping children safe in education, this applies to all schools including academies, free schools, alternative provision, maintained nursery schools and independent schools. It describes what schools and colleges should comply with.

Schools also have obligations under the statutory guidance Working Together to Safeguard Children 2015. 'Safeguarding' covers more than child protection. The guidance states that it specifically covers issues such as health and safety and bullying.

A failure to have necessary arrangements in place under section 175 may be grounds for the Secretary of State to take action against a Local Authority or Governing Body.

Some incidents of bullying may also be a child protection issue. A bullying incident should be addressed as a child protection issue under the Children Act 1989 when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. These concerns must be reported to the member of staff in school responsible for child protection and then reported to the local authority's children's social services.

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.

Our Aim

To create an ethos of good behaviour, where pupils treat one another and the school staff with respect because they know that this is the right way to behave. A culture that extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others will permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

Our Principles - At MPPS

listen - all pupils and parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.

include all - all pupils, including those with SEN/Disability, are included, valued and participate fully in all aspects of school life.

respect - all school staff are role models to others within the school in how they treat others.

challenge - all forms of discriminatory language – including disablist language – is challenged and taken seriously.

celebrates difference – difference is actively and visibly celebrated and welcome across the whole school.

understand - all school staff, pupils and parents and carers understand what bullying is and what it isn't.

believe - all pupils, including disabled children and those with SEN, and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying.

report bullying - all pupils within the school and their parents and carers understand how to report incidents of bullying.

take action - we respond quickly to all incidents of bullying. Pupils, including disabled pupils and those with SEN, participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying.

clear policy - our school's anti-bullying policy reflects these principles and is embedded within other school policies. They are widely and actively promoted to school staff, pupils and their parents and carers.

9n

Prevention - Whole School

In order to achieve our 'aim' we have created an ethos that supports harmonious relationships, based on respect and compassion:

School behaviour policy

Manley Park is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Children are aware of the expected behaviours that run throughout the school and these are applied fairly and consistently by all adults.

For more information refer to the school's behaviour agreement.

Adults as role models

It is expected that adults consistently display respectful, responsible and positive behaviours throughout the school day. Adults remain unshockable to all behaviour and any unwanted behaviours are dealt with in private - enhancing respect and an environment whereby positive behaviours are given attention.

Pupils as role models

Year 6 Prefects and play leaders play an integral role in the functioning of the school day and provide support and role modelling for younger pupils. These pupils are selected based on their daily behaviours being inline with the school's values. These children are introduced to the school community through an assembly at the start of the year and remain visible throughout due to their role and labelled uniform.

Pupil equity

The school develops a sense of belonging to the community for pupils by developing classroom roles, each year groups has termly pupil equity programmes and the school council runs throughout the academic year supporting school development.

Curriculum themes

Our curriculum is designed with three clear objectives, one of these is - To provide experiences that develop confident, reflective and aspirational global citizens.

In order to achieve these we design our curriculum around 6 key themes that we believe promote confident, reflective and aspirational global citizens. The themes are drenched in teaching respect for people and our environment, alongside celebrating the diversity of the world around us.

Diversity - develop a sense of awe at the variety of peoples and environments around the world

Values and Perceptions - question and challenge values and assumptions

Social Justice - appreciate the importance of informed choices and want to contribute to a more just world

Sustainable Development - recognise how to contribute to a better quality of life now and for future generations

Interdependence - understand how people, places and environments are all interrelated

Aspirations - have dreams and plans for the future

EI and PSHE

EI themes work in conjunction with our curriculum themes, and drive our school values. A whole school assembly is supported by differentiated year group lessons (fortnightly) to embed our core values:

Respect, Understanding, Compassion, Responsibility, Patience and Positivity

Our PSHE curriculum which is delivered for one hour each week provides teaching on around three key concepts:

Relationships, Living in the Wider World, and Health and Well-Being.

Classroom environment

All our classrooms are calm and well-ordered and have pupil voice at that core. AFL tools are implemented to ensure that pupils continually have a voice throughout teaching sequences. An ethos of peer and collaborative learning, supported by talk prompts, aids not only learning but a community spirit that is based on respect and compassion.

Adult supervision

Adult supervision is timetabled throughout the school day to ensure that children can be observed during movement and play. Due to the geography of the building and numbers of children we are aware that observation will not always be possible.

Staff briefing

Any child that is displaying behaviours that are a cause for concern are highlighted to staff on a weekly basis with clear and bespoke actions to enforce in future.

Apply disciplinary measures to show that bullying is wrong

We will apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures are applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils.

Educating pupils about their responsibility if they witness any form of bullying

The behaviour of the wider peer group can influence the level of bullying behaviour which occurs. If the remainder of the peer group ignores or colludes with the bullying, it will increase. If they challenge it and support the victimised students, it will decrease' (Sharp, 1997, p. 3).

We are fully aware that likelihood of bullying behaviour continuing to depends significantly on the reaction of the audience; therefore each term we hold a school assembly explaining to children their role in preventing bullying and what they can do if they witness it :

- showing disapproval
- supporting the victimised student
- reporting the incident to a member of staff

Process for when bullying is deemed to be occurring

Investigation and complaints process

Our Investigation process is set out below and works as part of our Anti-bullying policy. Any complaints can be made following our complaints procedure that parents have easy access to via the school website.

Our investigation process and complaints procedure will guarantee that all matters raised are dealt with professionally and in a structured manner and that this in turn will lead to events being properly investigated.

A written response is drawn up and sent to the parent explaining the school's process once a bullying incident has been reported.

Clear and understood process that takes place when any form of bullying is reported. Bullying may be reported by one of, or a combination of three people: parents/carers, the victim, observers.

Below is the general process that will take place for each of the above with individualised specifics:

- Bullying is reported

- School bullying description (what it is, what it is not) shared with the reporter. Confirm they still want to go forth and initiate the bullying investigation.
- Incident passed on to 'the investigator' (further information see 'The Investigator' section)
- Investigator informs parents and the child (victim) that the school are now investigating - commitment shared that we will report back within two working days
- Investigator with support when required (depending on interviews required and time restraints) begins the investigation
- Investigator to interview: the pupil; bystanders, who were named as being present; other staff, learning support assistants and playground supervisors, the pupil accused of bullying, other pupils who are not particular friends of either child. (investigator to ask and record responses to prescribed questions - [see appendix](#))
- Investigator to decide if this is a bullying case or not - if not refer to serious breach in school behaviour policy and report findings and next steps to parents/carers and children.
- Investigator to draw evidence together and conclusions.
- Investigator to work with a member of the SLT to develop a plan of action for both the victim and where deemed necessary the perpetrator.
- Bullying action plan ([see appendix](#)) to be completed to include disciplinary measures (that reflect the severity of the actions), any changes that are required and any restorative work.

Make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on.

- Strong relationships between staff and pupils promote confidentiality and a supportive environment.
- Designated person is identified for bullying incidents and is known to all children.
- Worries and wishes boxes are in every classroom that are checked by adults daily.
- Any form of reported bullying - formal process is started with immediate effect - child informed that process is underway

Parents are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied.

- Our anti bullying policy will be available via the school website
- There will be clear lines of communication made available for all parents (reporting in person to the school office, via email, telephone).

All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders

- Disciplinary sanctions reflect the consequences of bullying so that others see that bullying is unacceptable.
- A termly whole school assembly explains how bullying can be reported and what you could do if you see bullying occurring.

Supporting pupils that have been bullied

In all cases we have a responsibility to support children who are bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, asking the pastoral team to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).

Separate provision

Removing bullied children from school, even for a short time, disrupts their education and can make it difficult for them to reintegrate. In itself it also fails to address the causes of the problem and can send the wrong message that victims of bullying are unwelcome. School will respond sensitively where an absence arises as a result of bullying.

School will do all they can to ensure bullied children continue to attend school. In addition to the examples of support listed above, this could include using separate on-site provision that provides respite for bullied pupils, whilst maintaining their educational progression. It is important that this support goes hand-in-hand with measures to tackle the bullying so that bullied children feel safe at school, and on their way to and from school.

Supporting the perpetrator

We will carefully consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

In all cases we have a responsibility to support children who are bullied and make appropriate provision for a child's needs.

Bullying which occurs outside school premises

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

Appendix

Bullying action plan - for both victim and perpetrator

Action plans will be written, logged on CPOMS and communicated with all the parents of the children involved. We will ensure that all consequences reflect the severity of the behaviour and where appropriate implement restorative approaches.

Headings for action plan:

- Brief description of bullying events
- Actions that will now be implemented
- How long plan will be in place
- What success will look like
- Date of reflective meeting (child, parents and member of SLT)

Investigator interview questions.

The Investigator

The Diversity expert appointed should be impartial and should have the appropriate expertise required to investigate any complaint and/or deal with all enquiries / concerns raised by parents. This person does not necessarily need to be a teacher or even a member of the full-time teaching staff at the school. This dedicated person will ensure that;

- The class teacher is not distracted from his/her teaching duties and will not need to get involved in a contentious, heated, debate with a distressed parent or child

· Any teacher who may feel implicated in a case (ie within his/her own classroom) will be able to stand back from the contentious situation that, ordinarily, may have placed that teacher in a conflict of interest.

· The parent will feel they are being listened to and taken seriously

· The pupils themselves will feel safe and will both understand and appreciate that structure, openness, clarity in terms of process and a professional approach in all contentious circumstances is of paramount importance.

Our investigating officer will be one of our deputy head teachers. They will remain impartial throughout and where a deputy head teacher has a more established relationship with either the victim or the perpetrator they will hand the case over to the other deputy head.

Victim

- How long has the bullying been going on?
- What has been happening?
- Where is it happening?
- Who was involved?
- Were other pupils or adults around at the time?
- How is it affecting you?
- Have you informed your teacher or any other adult?

Other children involved in the interview process

“We have been informed that you may have witnessed bullying involving x and y. We are currently in the process of investigating so that we can support these individuals to move forward from this and focus back on their learning and our core values. I would like to ask you some questions about what you may have witnessed. Is that ok? When responding please just inform me of the things that you witnessed, avoid telling me what other people have informed you that they witnessed?”

- What has happened between x and y?
- How long has this been going on?
- Where have you witnessed it happening?
- Was anybody else involved?
- How is this affecting you?

Adults involved in the interview process

We are currently investigating a possible bullying case (name the children involved) and would appreciate hearing your insights to assist us in understanding what happened. I would like to ask you some questions, please only inform me of facts that you have witnessed.

- Have you witnessed anything happening between x and y?
- What happened?
- How long has this been going on?
- Where have you witnessed it happening?
- Was anybody else involved?

Parent / Carer Logging form - MUST BE LOGGED ON CPOMS

I have read the school documentation that states what bullying is and what bullying is not.

I _____ (name of parent/carer) have concerns that my child

_____ is / or is becoming a victim of bullying.

Due to this, I would like to formally request that the school begin an investigation so that we all have an improved understanding of the current situation and can collectively work towards a solution.

School response to parent / carer bullying log - MUST BE LOGGED ON CPOMS

We regret to hear that your child may currently be a victim of bullying. Please be assured that the school takes any form of bullying extremely seriously and we will not tolerate such behaviour.

As we are sure you can understand, it may take us a short time to investigate the situation to ensure that we have a full understanding of what has been happening for your child.

Our school's investigating officer will now be informed. They will contact you and talk to your child as soon as possible (we commit to this being within 24 hours) to gain more information. Your child will be spoken to initially, if at this point we believe that your child is in any potential physical or mental danger, we will put immediate safety precautions in place and communicate these with you.

Once your child has been spoken to by the investigating officer, and we agree that bullying has been occurring, we will begin the formal investigation. During which, predesigned questions will be asked to all those people involved and who have been witness to the events. We will report our findings to yourself in 48 hours and discuss our potential plan with you. A plan will be developed and shared with you within 72 hours. Once agreed we will implement the plan.

Our plans will be aimed at ensuring that your child feels safe during their future with us and we will continue to communicate with you throughout. Please be aware that we will also work with the perpetrator as we believe that most bullying behaviour stems from an unmet need. In all cases we have a responsibility to support children who are bullied and make appropriate provision for a child's needs.