



Behaviour including Anti-Bullying POLICY

**Tollgate Primary School
Tollgate Lane
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IP32 6DG**

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Document Change History

Version	Author	Date	Change Details
1	HB, KK, JQ	14 th September 2018	Policy has been updated so reflects the current need of the school
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1. Introduction

1.1. At Tollgate Primary school we believe that good behaviour is essential in order to create an environment where everybody can learn. We accept and recognise that children present different learning behaviours and these will need to be dealt with on an individual basis in relation to the child's personal pathway. We believe in positive rather than negative approaches to learning behaviours. We will look for natural and logical consequences. Therefore, our Policy is rooted in helping children to learn to manage their own behaviour.

1.2. This works on the understanding that all involved in the Policy (children, staff, parents and other stakeholders) all have rights and responsibilities.

2. Defining our rights and responsibilities:

Children

Rights	Responsibilities
<ul style="list-style-type: none"> To be safe at all times To be able to learn in a friendly, encouraging, secure, supportive and positive school environment To be heard and to be able to express an opinion To know what is acceptable behaviour and the consequences of unacceptable behaviour 	<ul style="list-style-type: none"> To share equipment and space To be cooperative and considerate To speak out but also listen with tolerance To act in a safe and responsible manner for themselves and others

All Staff

Rights	Responsibilities
<ul style="list-style-type: none"> To work in a safe and pleasant environment To receive support from within the education system, including colleagues in school To be involved in collaborative decision making within the school For all stakeholders to be treated with respect and courtesy To be informed of family / home circumstances which may have an effect upon a child's behaviour, ability or attitude within school To expect parents and carers to support school policies and actions towards behaviour To expect parents / carers to support the school's action to assist their child both academically and socially 	<ul style="list-style-type: none"> To try and ensure the environment is safe and that others act safely To work to create a friendly, encouraging, secure and positive environment To allocate time and resources fairly and appropriately To model behaviours, listen to and encourage children to express opinions and listen to others To communicate with parents / carers, offering courtesy and a willingness to listen; this includes reporting both positive as well as negative behaviour / incident / events, etc To neither discriminate nor accept others discriminating To play a part in the wider aspects of the school, working and consulting with colleagues To consider the needs of children when planning lessons, including those with behavioural difficulties

Parents/ Carers

Rights	Responsibilities
<ul style="list-style-type: none">• To be informed of school procedures and the curriculum• To both receive and offer, information about their child's educational, academic and behavioural development• To expect consistent approaches by all staff in respects of this policy• To expect that there will be no cultural, sexual or physical discrimination against any member of the school community• To be treated with courtesy and respect at all times	<ul style="list-style-type: none">• To inform staff of medical / other problems or concerns• To treat all members of the school community with courtesy and respect at all times• To consult with staff in order to reach agreement where specific issues need to be addressed• To be encouraging towards their child and supportive of school policies, actions and any individual programmes such as Behaviour Support Plans, or social support / interventions offered• To reinforce what is acceptable behaviour in school• To neither discriminate nor accept being discriminated against

3. Outcomes for children:

3.1. At Tollgate School we aim to:

- Encourage children towards effective communication, self-control, the ability to express their feelings in an appropriate way and develop self-awareness.
- Encourage each child to learn their own value, to respect themselves and appreciate their achievements.
- Enable children to respect others, to learn the unique value of each person in their lives and the effect we have on one another.
- Motivate and engage children with their learning to enable them to reach their potential.
- Create a learning environment which is safe, stimulating, supportive and caring.
- Promote the skills of co-operation, collaboration, making choices and taking responsibility.
- Encourage each child to respect the environment around them.

4. Principles and Practice:

4.1. We intend to achieve these outcomes by:

- Establishing clear expectations of behaviour.
- Modelling these through our interactions.
- Helping children evaluate their own behaviour and review their own choices.
- Giving the opportunity to resolve their own conflicts when they arise.
- Developing their understanding of cause and consequence of their own behaviour choices.

4.2. We advocate:

- Recognition and praise
- Support and understanding
- Action and assertion
- Consequence and reparation
- Acceptance and tolerance

4.3. At Tollgate School we have clear expectations of behaviour that we promote through how we listen, respect and respond to one another. We share these with the children by using our Golden Rules. We ask children:

- To move around school safely
- To listen carefully and speak politely
- To be kind and caring
- To look after everything around our school
- To try their best and let others work hard, too

5. Management strategies

5.1. There are number of strategies that will be used to support children's learning about behaviour. They include:

- planned ignoring
- deflection/distraction
- de-escalating
- humour
- challenges
- change of task
- talking to
- change of adult
- choices and awareness of possibilities
- listening
- firm assertive instructions
- controlled raising of voice
- warning of transition
- use of visual aids (timer, visual timetables)

5.2. Children will learn to manage their own behaviour through:

- routine and consistency
- modelling of positive behaviours by others
- having an understanding of clear boundaries
- expectations being clearly stated
- playing and working with others in planned situations that practice skills of conflict resolution
- understanding that actions have resulting consequences
- reparation
- expressing feelings and fears within a safe environment

5.3. Consequences of negative behaviour include:

- reminders of expectations
- encouragement to make the right choice
- loss of opportunity to participate in an activity for an amount of time
- loss of playtime/free choice
- time working with an adult
- reparation or opportunity/action to "mend" a situation
- working outside of the their own classroom
- follow up discussion with KS Lead or SLT

- contact with parent/carer
- invitation for parent/ carer to attend a meeting

5.4. On occasion, a physical response by an adult will be necessary as a result of a child's physically threatening or dangerous behaviour. If necessary we will move or hold a child in order to ensure safety for the individual child and others. When a child has been held, the incident will be recorded in the BehaviourSafe Restraint Book which is kept in the safeguarding office. In addition, the hold will be logged on the Pupil Incident Form (see appendix). If a child was held, the parent/carers will be informed by a member of SLT.

5.4.1. The circumstance in which a hold would be necessary may include:

- the child from injuring or endangering themselves
- the child from injuring or endangering another person

5.5. If this situation does occur, then only the minimum force required will be used in line with BehaviourSafe Training provided by Bells Croft Consultancy. Staff will apply any professional guidance or training they have received to ensure this is done as safely as possible to protect both the child in question and themselves/others. Only staff trained in the SchoolSafe techniques should be called upon to physically intervene in the first instance. All staff have the Head's authority to intervene where it is judged necessary to prevent serious or imminent injury. In these situations, support from a trained member of staff should be sought as soon as possible and they would take over as soon as they arrived. (Guidance for Use of Reasonable Force DfE July 2013 p4)

6. Procedure for pupils at risk of or leaving school site

6.1. We recognise that some children may 'run' from a difficult situation. For children who choose to leave or may be at risk of leaving the school site, there is a procedure in place.

6.2. If child is at risk of leaving the school site the following should occur:

- If a child is not re-entering the building, a member of staff will follow at a safe distance.
- Using a radio, the adult needs to alert another member of staff of their location.
- If the adult, does not have a radio, they will need to use a nearby adult or child to contact the office
- The situation will be actively monitored to assure the child's and adult's safety
- The adult will attempt to engage with the child to encourage the child to make the right choice
- If the child is in a car park or drive, the procedure 6.3 will be followed, however, police will not be called unless the child physically steps off the site of the school.

6.3 If a child leaves the school site, the following procedure will occur:

- The adult that witnesses the child leaving the site will remain in place watching for direction and movement of the child.
- A call for assistance needs to be made immediately through a radio, mobile phone or another person where the police will be notified by the office staff.
- If the police are notified, parents will be immediately called by the office staff.
- One member of staff (with a radio or mobile phone) stands on the front side of the school, outside of the main gate on the pavement with a view in both directions on Tollgate Lane.
- A second member (with a radio or mobile phone).of staff goes to the far gate (Gloucester Road) at the end of the footpath which runs along the field.
- A third member of staff (with radio or mobile phone) will be in the front car park.

- When a child is in sight of an adult, the location will be shared via radio and a request for specific help will be made in effort to ensure the safety of the child.

7. Serious behaviour that may require significant action or exclusion

7.1. If a situation arises where the school feel exclusion is the appropriate action to take the Headteacher will follow the current guidance and procedures. This will be found in the 'Exclusion from Maintained Schools and Academies and Pupil Referral Units' document published by DfE (2017).

7.2. Following a period of fixed term exclusion a member of SLT will meet with the child and their parent/ carers to discuss a positive way forward before they return to class. This will, in the most cases, be on the first day back to school.

7.3. In order to support some children an individual behaviour support plan and/or a risk assessment may be required. These will specify the behaviour and/or risks and will include the actions the school/ parent are taking to support the child in succeeding at school.

7.4. When a child demonstrates escalating behaviours that interfere with their learning the following procedures will take place:

- The class teacher is expected to implement strategies to decrease the unwanted behaviours using strategies from Section 5: Management Strategies. It is recommended that parents are notified of the concerns as part of management strategies.
- The class teacher may decide to inform their Key Stage Lead and discuss the strategies that have been tried. At this point a behaviour support plan may be implemented and monitored by the class teacher and Key Stage Lead.
- If a child's behaviour has escalated and is having a negative impact on their learning over a period of time, then SLT may decide to refer the child to IYFAP (In Year Fair Access Panel) in order to gain support from outside agencies.
- If the behaviour becomes a serious concern during any part of the school day, and all possible interventions have not helped matters to improve, the Headteacher may impose fixed term exclusion.
- Extremely serious situations may lead to involvement of the Governing Body, with permanent exclusion being the ultimate resort.
- Other outside agencies may need to be involved, at the discretion of the Headteacher, in some special circumstances.

7.5. When a child demonstrates serious behaviours that may cause harm to others or themselves, the following procedures will take place:

- The adult will assure other children in the vicinity are safe which may include vacating a classroom to another location.
- The adult witnessing the behaviour will notify SLT.
- SLT will consider internal exclusion from the classroom into a different setting or the Headteacher may decide to externally exclude.

7.6. All Behaviour Support Plans and/or Risk Assessments will be shared with all staff to assure consistency throughout the school and in all settings.

7.7. Additional risk assessments will be written for these pupils when planning trips off site and will be reviewed by trips and visit co-ordinator.

8. Searching children & confiscation of items

8.1. All staff are able to search belongings should they have reasonable grounds to do so. Such grounds might be:

- To look for something that has gone missing.
- In order to establish the presence, or not, of a dangerous object or illegal substance.
- To look for something inappropriate that has been brought onto the schools grounds.

8.2. The procedure for searching is such:

- Belonging such as bags and clothing not being worn at the time may be searched.
- Pockets on clothing that is being worn at the time shall be required to be emptied; only if felt necessary, clothing may be patted down to check that they are empty, provided a second member of staff is present.

8.3. If items are found, all staff have the right to confiscate and return to parents/carers after school.

8.4 If the item is of high value it should be taken to the office and stored in the safe. This item should be logged and signed for when returned.

Anti-Bullying Policy

1. Aim

1.1 To make the life of children at Tollgate Primary School feel happy and secure.

2. Definition:

2.1. Bullying is persistently and deliberately hurtful or threatening to another child. It does not include isolated incidents. Bullying may be seen in a variety of ways:

- physical – hitting, kicking, taking belongings.
- verbal – name-calling, insults and discriminatory remarks.
- indirect – spreading nasty stories, excluding from social group.

3. Procedures

- We actively encourage any victims or observers of bullying to inform a member of staff as soon as possible to prevent future incidences.
- Both parties' parents/carers will be informed and will be encouraged to support the school in their response.
- The child/children identified as the perpetrator will be given support to address their behaviour and their parents will be informed of the strategies used.
- A written log will be kept of the incident and the agreed next steps. This will be shared with the parents/carers of the perpetrator.
- Consequences to bullying will follow our behaviour policy and may include small group intervention.
- Staff members will record incidences of bullying within the behaviour policy.
- The child that was a victim of bullying will be supported in a safe and nurturing environment to share feelings and strategies.

4. Anti-bullying within the curriculum

- Assemblies teach and reward school values
- PSHE lessons to include anti-bullying information and conflict resolution
- Intervention to support children that have been the perpetrator and the victim of bullying

Tollgate Primary School
Pupil incident form
To be completed for all incidents and high risk behaviours.

Pupil Name:	Date Of Incident
Staff Name:	Place & Time
Witness, pupils	Witnesses, adults

Nature of incident

	Non –compliance		Bullying		
	Damage to Property		Verbal Abuse		To adult To child
	Repeated disruption		Racial Abuse		To adult To child
	Harm to peers		Harm to adults		
	Harm to self		Leaving the site		

Actions leading up to the behaviour:

De- escalation techniques employed

	Defusing		Humour		Limits
	Deflection		Ignoring		Consequence warning
	Distraction		Time Away		Change of adult
	Proximity Control		Choices		Calm talk
	Step away		Guide away		
	Others:				

Consequence:

Physical holds were used to prevent or interrupt:

Injury to staff	
Injury to another child	
Injury to themselves	

Physical Control applied:**Identify duration & hold applied.**

Cup hold	Cupped fist	Straight arm immobilisation	Seated rest position (dealing with legs)
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Details of incident:

Injury - If treatment was needed, complete a first aid incident form.	Yes/ no	Pupil	Staff	Other
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Post hold follow up/pupil discussion and outcome/consequences

Parents informed of hold	Date:	Copy of form supplied	Date:
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