



# Behaviour & Bullying Policy

Amendments made to this policy to reflect DfE policy updates:

- Behaviour in Schools (Sept '22)
- Suspension and Permanent Exclusion from maintained schools, academies and PRUs in England, including pupil movement. (Sept '24).
- Searching, screening and confiscation: Advice for schools (Sept '22).
- Keeping Children Safe In Education (Sept '24)

November 2024

## Introduction

This policy sets out the ways in which school leaders and staff create a safe, calm, orderly and positive environment and the impact that this has on the behaviour and attitudes of pupils.

At Kenley we aim:

- To provide a happy, secure, inclusive, caring environment, where all feel valued
- To celebrate all success
- To ensure that each individual realises their full potential
- To provide inclusive support systems which promote personal, social and emotional development

Our agreed aims which are crucial to the success of this policy are:

- To be consistent with how we carry out our approaches to behaviour and relationships that are mirrored throughout the school
- To treat children fairly, but not the same, considering individual needs and challenges
- To communicate well as professionals to support the children in our school
- To build strong relationships between adults and pupils, pupils and pupils, adults and adults
- To have high and attainable expectations
- To ensure our approaches to behaviour and relationships are meaningful and positive

## Our Ethos

At Kenley Primary, we work collaboratively with schools in The Collegiate Trust to deliver the shared vision of an 'exceptional education for all.'

We believe that through our school values of Ambition, Responsibility and Community, all children will develop to their full potential during their time at Kenley. We foster compassion, tolerance and mutual respect in order that our children are confident, capable and respectful members of the society that they are equipped to positively contribute to.

<b>Our Values</b>		
<b>Ambition</b>	<b>Responsibility</b>	<b>Community</b>
We are determined to demonstrate excellence in all we do. We believe in ourselves and that we are capable of great success.	We take ownership for our independent and collective decisions and choices. We understand the significance of our words and actions, and how they can have an impact.	We care about, consider and understand our own and others' needs. We welcome everyone with a shared sense of belonging, well-being and togetherness.

<b>Expectations/Behaviours: The Kenley Way</b>		
<b>Be Ready</b>	<b>Be Respectful</b>	<b>Be Safe</b>

## Rationale & Aims

For learning and teaching to take place successfully, it is essential to create circumstances where it is possible for children to learn and teachers to teach. This policy draws on current thinking and practice relating to relationships and behaviour, a key factor in enabling pupils to achieve personal growth and reach their full potential.

Positive relationships are fundamental to all pupils achieving success at our school. At Kenley Primary School, we are committed to nurturing positive relationships and behaviour.

Our policy is also rooted in the British values of mutual respect, democracy, rule of law, liberty and tolerance of those with different faiths and beliefs.

The Staff and Governors seek to create a positive, safe, learning environment in the school, which encourages and reinforces good behaviour. This relies on good communication between the children, parents and all adults within the school community. Our behaviour policy outlines the strategies which we constantly use in order to promote this positive learning environment.

The Head of School has a duty to determine measures to encourage good behaviour and respect for others. (Education and Inspectors Act 2006).

## Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

[Behaviour in schools](#)

[Suspension and Permanent Exclusion from maintained schools, academies and PRUs in England](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice.](#)

## **Roles and Responsibilities**

### **All 'adults' change to staff? will:**

- Promote our school rules of being ready, being respectful and being safe
- Model positive behaviours and build relationships
- Plan learning that engages, challenges and meet the needs of all pupils
- Ensure praise outweighs anything negative
- Be calm and give "take up time" when going through the steps
- Be proactive in their approach to prevent sanctions being required
- Follow-up every time, retain ownership and engage in reflective dialogue with pupils
- Be a visible presence around the school
- Share good practice with one another
- Never ignore or walk past pupils who are not being respectful, responsible or safe
- Use of 'positive notes' (as decided by teacher) and share successes with parents/carer – can include Class Do-jo, telephone calls and verbal acknowledgement
- Support one another in returning pupils to learning by sitting in on reparation meetings and supporting staff in conversations with pupils when asked to do so

### **Senior leaders and link governors will**

- review provision should there be pupils who fall beyond the range of written policies.

### **The Head of School is responsible for:**

- Reviewing this behaviour policy.
- Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **Staff are responsible for:**

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Keeping records of behaviour, including recording incidents on CPOMS
- Providing a challenging, interesting and relevant curriculum
- Providing and maintaining an organised, inviting and calm learning environment that encourages positive learning behaviours
- Treating all children fairly and with respect

### **Parents and carers are expected to:**

- Familiarise themselves with, and support the school in the implementation of this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Be aware and support the school rules and expectations
- Foster good relationships with the school

### **Pupil Responsibilities:**

- To work to the best of their ability and allow others to do the same

- To treat others with respect
- To take care of property and the environment around the school
- To follow instructions of school staff

### **The Local Governing Body is responsible for:**

Monitoring the effectiveness of this policy and holding the Head of School to account for its implementation.

### **Our Approach to Relationships and Behaviour**

At Kenley Primary School, we believe that the reward should be in the behaviour itself. The more we notice good behaviour, the less we need to extrinsically reward it. We value the effort pupils put into demonstrating good behaviour and developing good relationships. On occasions, we do have to deal with behaviour that does not meet our agreed expectations and we do this in two ways.

Firstly, we use a restorative approach to deal with conflict in order to find meaningful, positive solutions for all involved and to learn and endeavour to prevent further incidences. Secondly, if this approach is unsuccessful, we have agreed consequences which can be used to support the child in learning about good behaviour.

Each aspect of our behaviour/relationships approach is detailed as follows:

### **Restorative Approach Background**

A restorative approach enables the school to resolve conflicts, improve behaviour and develop well- rounded individuals.

The basic principles of the restorative approach are based on an understanding and acceptance that conflict is a part of life and that in a conflict there is underlying damage to the parties involved that needs to be addressed to resolve the issue and prevent any further incidences of the same nature. In an educational setting this basically means that instead of simply being punished as a result of 'bad behaviour' a child is asked to take responsibility for their actions, understanding what they have done wrong and accepting that their actions can be harmful to others.

This approach seeks to address the flaws of the traditional punitive approach; namely that the 'offender' has the responsibility for their actions taken away from them and once punished they have no need to address the underlying harm used. This is like applying a sticking plaster to the problem. When third parties i.e. teachers deal with conflict the outcomes are superficial punishments whilst underlying issues remain unaddressed. Like a plaster on a dirty wound, seals the infection, punitive approaches to conflict seal in the harm within the relationship which will reoccur in subsequent behaviour.

### **Aligning responsibility with the pupil**

In line with our school values above, we believe that by placing the responsibility for conflict resolution back onto the child they are in a much better position to learn about appropriate behaviour and dealing with social relationships rather than always relying on a third party to monitor their actions, dealing with them as necessary. Bringing a holistic restorative approach into schools cannot only resolve specific incidences of behaviour but can also create a much more pleasant learning environment, getting to the heart of issues before they flare up into incidents. Restorative approaches are fundamentally grounded

in 'relationships' and in repairing, restoring and consolidating relationships when they have been harmed.

A restorative approach is very different to the traditional way that schools have dealt with wrong-doing. First of all, students must tell the truth and own up to what they have done. Then the approach differs in the following respects:

A restorative meeting following an incident brings together the harmed and the wrong doer. All sides are able to talk about the incident and together they negotiate what needs to happen to repair the harm and agree how we can ensure that it does not happen again. Solutions may also result in a consequence.

Traditional		Restorative
<b>What's happened?</b>		What's happened?
<b>Who's to blame?</b>	>> becomes >>	Who has been harmed and in what way?
<b>How should we punish them?</b>	>> becomes >>	What needs to happen in order to put things right and ensure that this never happens again?

Restorative approaches range from: a quick 'restorative chat' in a corridor right up to a full classroom conference in which there may be as many as thirty people involved.

**A restorative approach is highly effective because it:**

- Transforms wrong-doing into a learning opportunity
- Supports the needs of the 'harmed'
- Creates obligations and support for 'wrong doers'
- Encourages a school-wide culture of mutual respect and care
- Allow children to do the thinking
- Provides learning experiences linked to school values

**For restorative work, the following Gateway Questions will be used:**

- What happened?
- What were you thinking? And now?
- How did you feel? How do you feel now?
- Who else has been affected?
- What do you need /need to do to fix this / move on?

**Additionally, where any mediation is to take place adults should ensure the following structure:**

- Ask all parties if they wish to participate
- Thank all parties for participating

**Explain expectations / format**

- Only one person talks at a time
- No interrupting
- Be respectful to each other
- Listen carefully to each other
- Confidentiality - explain that this is between the people involved (plus parents if required)
- Be aware of any matters re Child Protection
- If young people do not follow rules or are still becoming angry, stop mediation!

### **Unconditional Positive Regard**

Every interaction with every member of the Kenley community comes from a place of warmth, respect and kindness, regardless of anything that has happened before or how many times we've had to have the same conversation

### **Positively framed language**

1. **Language of needs** – we focus on what we need to happen, not on highlighting incorrect behaviours
2. **Language of choice** – we offer clarity on what's expected and the consequences if expectations aren't met
3. **Language of because** – we explain why we have those expectations to promote correction over simplistic compliance

### **Managing Behaviour in Classrooms/Learning Spaces & Playgrounds**

Engagement with learning is always the primary aim. For most pupils, a gentle reminder to stay on target with their learning is all that is needed. Although there are occasions when it is necessary, every minute a pupil is out of a lesson is one where they are not learning. Steps should always be worked through with care and consideration, taking individual needs into account where necessary.

Praise the behaviour you want to see. All pupils must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption. Take-Up time is the minute or so immediately following an adult speaking with or issuing an instruction to a child. Children should be given this time as an opportunity to consider their next actions and to make positive choices.

Similarly, when playground behaviour is not in line with our school expectations, a gentle reminder is often enough for children to make sensible and positive choices to 'turn around' their behaviour

### **Behaviour and Actions Chart**

To ensure consistency across the school for all stakeholders, we use a Behaviour and Actions Chart which details a clear and graduated approach to ensuring that any sanctions are appropriate and fair, based on the level of negative behaviour displayed. This guidance is always used with discretion and can be adapted by the Head of School and Leadership Team, if deemed appropriate.

These are displayed in all classrooms and all staff and children are aware of the approach.

Levels of actions, dependent on behaviours (see Appendix A for details)

Classroom	Playground
<b>Reminder/Warning</b>	<b>Reminder/Warning</b>
<b>Level 1</b> Time out at reflection table in classroom	<b>Level 1</b> Restorative conversation
<b>Level 2</b> Time spent at reflection table in phase class	<b>Level 2</b> 10-minute spent on reflection (area to be decided by adult)
<b>Level 3</b> Head of School decision on action Lunchtime Reflection Parent/carer informed	<b>Level 3</b> Head of School decision on action Lunchtime Reflection Parent/carer informed
<b>Level 4</b> Executive Principal/Head of School decision	<b>Level 4</b> Executive Principal/Head of School decision

Any behaviours from Level 1 upwards require a restorative conversation and must be recorded on CPOMs.

## **Recognition of Positive Behaviour**

It is important that children learn that choosing to behave in a safe and respectful way is a life skill that will not always be outwardly rewarded.

Staff will however, always seek to recognise good behaviour within a classroom before drawing attention to negative behaviour. In addition, positive behaviour may also be recognised and celebrated in the following ways:

- As part of our weekly celebration assembly (Achievement Certificate)
- Through a message home to parents/telephone call
- Individual rewards ie Class Do-Jo; praise pads; stickers
- Bronze, Silver, Gold awards (linked to Class DoJo points)
- House points (referred to in Celebration Assembly)
- Individual reward systems
- Whole class reward system (ie marbles in a jar)
- Stickers - awarded for good behaviour or good work.

## **Communication with Parents and Other Agencies**

A positive partnership with parents is crucial to supporting children to learn to manage their behaviour positively. Positive behaviour will be recognised and celebrated as everyday classroom practice. Parents and carers will always be informed at an early stage if there are any concerns around a child's behaviour.

We recognise that there are many reasons underlying a child's behaviour, such as relationship difficulties within the family unit, hunger, feeling unwell, bereavement, abuse, friendship problems, SEN, medical conditions etc. Such issues are best investigated with parental support so that the school can choose the best approach to take. We always try to work with parent support. Parents are expected to attend a reintegration meeting following any fixed period suspension.

## **SEND/Vulnerable Pupils**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. We may provide a more individual approach to meet the needs of some pupils who fall within this category and as part of meeting our duties will, as far as possible, look to anticipate likely triggers of misbehaviour and put in place support to prevent these.

It is important that we understand the meaning behind some pupils' behaviour in order to support their difficulties. Some of our pupils come with a range of communication and social interaction challenges. Some may have attachment difficulties and may have heightened anxiety when presented with certain situations.

Typical behaviours may include:

- Dysregulation which may include shouting, screaming, hurting themselves, lashing out physically
- Perceived 'rudeness' or ignoring of others
- A need to control situations
- Inability to manage emotions

- Language processing difficulties
- Lack of empathy

These behaviours can be frustrating and distressing but it is important that we see them in the context of our pupils' special educational needs. The school's Special Educational Needs and Disability Coordinator (SENDCo) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an Educational Psychologist, Medical Practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. Parents will always be consulted, advised of this involvement and outcomes will be shared.

### **Managing Serious Behaviour**

Where a pupil's behaviour becomes more serious (e.g. aggressive towards other pupils or staff, swearing, fighting etc) or is an on-going concern, the class teacher will refer to the Senior Leadership Team and/or SENDCo

Actions may include:

- Meeting with parents/carers to discuss support and strategies
- Pupil being placed on a Pastoral Support Plan.
- SENDCo involvement, which may lead to further referrals to outside agencies as required
- Internal suspension, fixed-term suspension or permanent exclusion, in the most serious cases

### **Pastoral Support Plan (PSP)**

**Purpose:** In order to engage parents and pupils in taking responsibility for pupil behaviour and finding ways together, to ensure a positive outcome.

**Who:** pupils who display an emerging pattern of regular and unacceptable behaviour.

**What:** A maximum of three targets are agreed between the teacher and the pupil.

**Process:** Rewards, sanctions and an agreed length of monitoring time are set by the teacher and pupil. Teacher and parents monitor weekly for agreed time, 3 – 6 weeks.

### **Suspensions & Exclusions**

There are internal suspensions, fixed term suspensions and permanent exclusions. The Head of School will follow the procedure set out in the [statutory guidance](#), which is designed to ensure fairness and consistency.

When a pupil is suspended or permanently excluded, the parent or carer will be notified as soon as possible and this will be followed up with official paperwork. This will state the dates of the suspension/exclusion; the reason for the suspension/exclusion; the parents' right to make representations about the suspension/exclusion; the person whom the parent should contact if they want to make such representations; the school days the parent is required to make sure the child is not in school; the arrangement for the pupil to continue his/her education (including the setting of work); the parent's responsibility for ensuring the work is

completed and returned to school and the arrangements to meet the parents and pupil for a reintegration meeting to school (if applicable).

All permanent exclusion cases will be treated in confidence. The Head of School must report all permanent exclusions to the Governing Body detailing gender, ethnicity and the reason for the exclusion but will not divulge names.

### **Behaviour outside of School Premises**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school. We expect pupils to act as positive ambassadors for our school and to be considerate members of the local community. Non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, will be investigated by a member of the Leadership Team and sanctions issued following investigation, including suspension and permanent exclusion.

### **Reasonable Adjustment**

Kenley Primary is an inclusive school and prioritises the need for an equitable education.

We acknowledge reasonable adjustments may be required when applying our behaviour policy, in order to support individual needs of some children. Examples of such children might include:

- a. Students with SEND
- b. Children who are Looked After
- c. Students with English as an additional language
- d. Students who act as young carers
- e. Minority ethnic and faith groups, travellers, asylum seekers and refugees
- f. Any student experiencing adverse circumstance outside of school

Whilst it is important to acknowledge the need to personalise support, we do not accept these reasons as excuses for behaviour that falls outside of our school values and expected behaviours. All students are expected to adhere to these at all times and will be supported to do so by all adults within the school.

## **Bullying and Anti Bullying**

Kenley Primary School will NOT tolerate bullying and advocates a proactive, preventative approach through fostering positive friendships – kindness and respect. The Department for Education defines bullying as a ‘behaviour by an individual or group, that can be a single incident or repeated over time that intentionally hurts another individual or groups either physically or emotionally’. At Kenley Primary School we use a variety of methods to support children in preventing and understanding the consequences of bullying through class assemblies, PSHE lessons and the school assembly themes. We hold an annual Anti-bullying week in order to raise awareness and to make the children aware that it is a continual focus. We teach on-line safety in every class during the first week of every term and remind them of its importance on a regular basis throughout each term. Children are also consulted through in-school pupil questionnaires and are also able to voice their concerns via the Pupil Parliament.

Children are involved in the prevention of bullying as and when appropriate, this may include:

- Writing a set of school or class rules
- Discussing prevention at a Pupil Parliament meeting
- Writing a personal pledge or promise against bullying
- Writing stories or poems or drawing pictures about bullying
- Reading stories about bullying or having them read to a class or assembly
- Making up role-plays about what to do through scenarios of bullying
- Having discussions about bullying during ‘circle time’ and why it matters that children who use unacceptable behaviour towards others are dealt with quickly

Through the curriculum, pastoral support and upholding our School Values, Kenley Primary School teaches the children about friendship, citizenship and anti-bullying. We acknowledge the requirement of children to understand the importance of both physical and digital citizenship and recognise anti-social behaviour/bullying can occur in both.

Children are actively encouraged and taught to verbalise when they find behaviours inappropriate and should:

1. Say ‘Stop – I don’t like that/That is unkind to me’ or ‘When you do/did x, it made/makes me feel y.’
2. Put up their hand to gesture a stopping sign and move away from the situation (Blocking in the digital world)
3. Find an adult to tell/discuss what has happened.

When bullying is identified, this is immediately elevated to a member of the Leadership Team. The child/group/person who has suffered the negative effects of this behaviour is supported.

Management of bullying aligns to Level 4 in the Behaviour and Actions Chart. Children and families should be aware that, depending on the severity of harm caused/incident, it may be appropriate for the Head of School to consult with the Child Protection Team and/or the Police.

Pastoral support is also offered to the ‘bully’ to establish reasons for the anti-social behaviours exhibited. Kenley Primary will endeavour to support and reeducate the

child/children concerned in order to reduce the risk of this behaviour becoming an accepted social behaviour by the 'bully'. Each incident of reported bullying is individually evaluated and will be action-planned accordingly with the involvement of the Head of School and Chair of Governors (CoG) as appropriate.

### Types of Bullying

Bullying can include:

Emotional	Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), spreading rumours, photographing without permission
Physical	Pushing, kicking, biting, hitting, punching or any use of violence
Racial	Motivated by race, religion or culture, racial taunts, graffiti, gestures
Sexual	Unwanted physical contact or sexually abusive comments
Homophobic/sexual orientation	Because of, or focusing on the issue of sexuality
Verbal	Name-calling, sarcasm, spreading rumours, teasing, writing unkind notes, sending abusive messages via text, email or social network
Cyber/on-line bullying	This is a method of bullying rather than a type. It includes bullying via text message, instant-messenger services and social network sites, email and images or videos posted on the Internet or spread via mobile phones. Technology can be used to bully for any reasons including race, religion, sexuality and disability.
SEND	Related to special educational needs & disabilities
Gender/Gender identity	Related to gender and gender identity. This often takes the form of harassment of a sexual nature.
Home circumstances	Because a child is fostered, adopted or a carer

### Cyberbullying and the law

The Education and Inspections Act 2006 gives the head teacher the power, 'to such an extent that is reasonable', to regulate the conduct of pupils when they are offsite. This power is very relevant to cyberbullying because much cyberbullying does take place out of school, partly because the technology used in cyberbullying, such as social networking services and smartphones, may be restricted in schools.

However, the impact of cyberbullying can affect the lives and school lives of young people, so what takes place offsite has a direct impact onsite.

The Education Act 2011 gives additional powers to schools – screening, searching and confiscation, including of electronic devices. This even includes the power to delete certain

content. There are conditions to the use of all of these powers, so the DfE Guidance should be referred to: Searching, screening and confiscation, September 2022.

## **Perpetrators and Victims**

Bullying takes place where there is an imbalance of power of one person or persons over another. This can be achieved by:

- The size of the individual,
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts, etc.

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Safeguarding; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others. As a school we offer support to these children in line with this policy and any additional needs are supported by our SENDCO. All children are encouraged to report any incidents of unkindness that they are aware of both those directed towards themselves or other children.

Bystanders who do nothing to help a person being bullied are bullies themselves

## **Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Don't suffer in silence! Children should be encouraged to:

- Talk to someone they trust, either a grown up in school, their parents or a school friend.
- Walk away from bullies.
- Tell your School Council representative.
- Believe in themselves. Don't believe what a bully says of them.
- Know they can ask for help. Remember they belong to a school that cares about them and wants to help.
- Tell the bully what they do not like about their behaviour.
- Not use violence, e.g. hitting back.
- If they know someone who is being bullied, report it.

## **Signs and Symptoms For Parents and Staff**

Children who are being bullied will not always be able to tell those in authority. Therefore it is important that parents and other pupils are prepared to let the school know of problems. A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school.
- begs to be driven to school.
- changes their usual routine.
- is unwilling to go to school (school phobic).
- begins to truant.
- becomes withdrawn anxious, or lacking in confidence.
- starts stammering.
- attempts or threatens suicide or runs away.
- cries themselves to sleep at night or has nightmares.
- feels ill in the morning.
- begins to make less effort with school work than previously.
- comes home with clothes torn or books damaged.
- has possessions which are damaged or "go missing".
- asks for money or starts stealing money.
- has unexplained cuts or bruises.
- comes home hungry (lunch has been stolen).
- becomes aggressive, disruptive or unreasonable.
- is bullying other children or siblings.
- stops eating.
- is frightened to say what's wrong.
- gives improbable excuses for any of the above.
- is afraid to use the internet or mobile phone.
- is nervous and jumpy when a cyber message is received.
- lack of eye contact.
- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

## **Outcomes**

All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff.

Parents of the perpetrator may also be questioned about the incident or about any concerns that they may be having.

The child displaying unacceptable behaviour, may be asked to genuinely apologise (as appropriate to the child's age and level of understanding).

Other consequences may take place. E.g. a parent being informed about their child's behaviour and a request that the parents support the school with any sanctions that it takes as outlined above.

Wherever possible, the pupils will be reconciled through a restorative conversation. In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others. E.g Educational Psychologist or Local Police liaison officer.

In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from counselling, reduced timetables, or even suspension or exclusion will be considered.

During and after the incident(s) has been investigated and dealt with, each case will be recorded on CPOMS and monitored to ensure repeated bullying does not take place.

### **Recording of Bullying Incidents**

When an allegation of bullying has taken place, staff must record each incident on CPOMS. These must be investigated by a member of teaching staff or Leadership Team. The outcome of the investigation and action must also subsequently be recorded.

In the case of racist, homophobic or disablist bullying, this must be reported to a member of the Leadership Team for further investigation. These incidents, actions and outcomes are also recorded on CPOMS. All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that further incidents by the same child(ren) may be prevented from happening in the future.

### **Role of the Parents**

Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher or a member of the Leadership Team immediately.

Parents have the responsibility to support the schools behaviour and anti-bullying policy and actively encourage their child to be a positive member of the school.

The parents of bullies and their victims will be informed of any incident, the action that has taken place and asked to support strategies proposed to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeating incidences.

Parents should:

- Listen carefully to their child and try and get the relevant facts without interrogation
- Ask their child how they felt about the incident
- Talk to their child about how to deal with the situation, including acting more assertive, making friends with another child who may help, encouraging them to confide in an adult at school
- Make the school aware of the problem

Whilst there is little history of bullying at Kenley School, we believe that one case is one case too many and we believe it is essential that we work closely with parents on this issue.

## **Please Do Not:**

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
2. Encourage your child to be 'a bully' back.
3. Contact parents directly.

These are likely to exacerbate the situation.

## **Role of the Governors**

The Governing body supports the Head of School in all attempts to eliminate bullying from Kenley Primary.

Any incidences of bullying that do occur, are taken very seriously and dealt with appropriately. The Governing Body monitors the incidents of bullying that occur via the Head of School's report to the Local Governing Body. (LGB). The LGB will review this policy annually.

The Governors require the Head of School to keep accurate records of all incidents of bullying and report to the Governors on request about the effectiveness of school anti-bullying strategies.

## **Positive Handling and Physical Intervention**

We follow agreed procedures at Kenley Primary School – see our Positive Handling Policy, which incorporates the guidance from DfE advice template ([publishing.service.gov.uk](http://publishing.service.gov.uk))

Positive handling is limited to unforeseen and emergency situations and used only as a last resort. Positive handling is considered to be a positive application of force with the intention of protecting the pupil from harming themselves or others or seriously damaging property.

Positive handling should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as a punishment. Trained staff, authorised by the Executive Principal/Head of School, can use such force as is reasonable in the circumstances to prevent a pupil from:

- Committing an offence.
- Causing personal injury to, or damage to the property of any person (including the pupil themselves).
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether during a teaching session or otherwise.

Parents/carers must be informed of any incidents requiring physical intervention. Any restraint must be recorded on CPOMS and reviewed by the Executive Principal/Head of School who will instigate further action if required.

Incidents of physical intervention must:

- Always be used as a last resort,

- Be applied using the minimum amount of force and for the minimum amount of time possible, using recommended holds and referring to our Safe Touch Policy,
- Be used in a way that maintains the safety and dignity of all concerned,
- Never be used as a form of punishment,
- Be reported to parents and recorded on CPOMs.

### **Searching, Screening and Confiscation**

Searching and screening pupils is conducted in line with the Searching, Screening and Confiscation ([publishing.service.gov.uk](https://publishing.service.gov.uk)) School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully.

### **Training**

Our staff are provided with training on managing behaviour and anti-bullying as part of their induction process, including being asked to read this Policy.

Behaviour management will also form part of Continuing Professional Development.

Staff are given opportunities to discuss effective practice and raise any issues or concerns they have about behaviour of a pupil in school.

Identified staff are fully trained in Positive Handling techniques and this is renewed where necessary.

Staff are supported by the school SLT and SENDCo, to manage more serious and persistent pupil behaviour.

### **Links with other policies**

As part of taking a whole-school approach to behaviour and safeguarding, it will be important that the respective policies complement one another.

This policy is linked to the following policies:

Child Protection policy

Safeguarding Policy including child-on-child abuse

Positive Handling Policy

Keeping Children Safe in Education 2024 ([publishing.service.gov.uk](https://publishing.service.gov.uk))

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### **Monitoring & Impact**

The Head of School will monitor the effectiveness of this policy. They will report to the Governing Body on the effectiveness of the policy and, if necessary, make recommendations for further improvements. The Governing Body has a legal responsibility to bring the contents of the behaviour policy to the attention of parents at least once a year.

At Kenley Primary School, we do this by publishing the policy on our website and through newsletters or email.

Records of sanctions are recorded on CPOMs. A log of discussions with parents are kept by the Head of School. The Head of School keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

## **Suspensions and Exclusions**

Please refer to The Collegiate Trust's Suspensions/Exclusions Policy:

<https://tct-academies.org/wp-content/uploads/2024/06/TCT-Suspension-Exclusion-Policy>

# Behaviour and Actions - Classroom

## Reference Guide (Appendix A)



### Ambition – Responsibility – Community

All adults model use of a shared language around School Values and The Kenley Way to reinforce positive playground behaviour

### Be Ready – Be Respectful – Be Safe

Warning/Reminder of expectations linked to School Values and Behaviours		Supportive dialogue for expected behaviour reminder
<ul style="list-style-type: none"> <li>Out of seat</li> <li>Calling out</li> <li>First interruption to teacher during whole class learning</li> <li>Inappropriate giggling/laughing</li> <li>First disruption of other pupils learning</li> <li>Inappropriate language (not aimed at others)</li> </ul>	<p>Low key response</p> <p><b>Reminder</b> of expected behaviours</p> <p>Positive reinforcement and framing of expectation</p>	<ul style="list-style-type: none"> <li>I noticed you chose to . . .</li> <li>This is a reminder that we need to...</li> <li>At Kenley, we agree to... (describe the positive behaviour choice)</li> <li>Do you remember when you... (give an example of previous positive behaviour). That's the behaviour I expect from you.</li> <li>I know that you can make the right choice – thank you.</li> </ul>
Level 1	Reflection table in classroom	Restorative script prompts
<ul style="list-style-type: none"> <li><b>Continuation of negative behaviour after warning/reminder</b></li> <li>Distracting another pupils' learning</li> <li>Not focusing on learning</li> <li>Inappropriate language (not discriminatory) aimed at others</li> <li>Inappropriate challenge</li> <li>Treating environment without respect</li> <li>Late/delay coming back to class</li> </ul>	<p>5 minutes seated at classroom reflection table</p> <p>Teacher/lead adult to welcome back to learning when child is re-engaged with learning and is making positive choices</p>	<ul style="list-style-type: none"> <li>As above</li> </ul> <p><b>If behaviour has continued:</b></p> <ul style="list-style-type: none"> <li>I noticed you . . . You now need to go to the reflection table. We can then speak in 5 minutes. Thank you</li> </ul>
Adult records directly onto on CPOMS		
Level 2	Phase class reflection	Restorative script prompts
<ul style="list-style-type: none"> <li>Continuation of negative behaviour after warning/ reminder</li> <li>Unkind comments aimed at others (not discriminatory)</li> <li>Throwing objects (not with malicious intent)</li> </ul>	<p>Sent to phase class for 15 mins (with Blue card) – accompanied by TA, or another pupil</p> <p>Work to be taken so learning time not lost. (or RfP book if work hasn't been started)</p> <p>Class teacher/lead adult to recall a child after allocated time</p>	<ul style="list-style-type: none"> <li>You have chosen not to follow our expectations/ values..(describe).</li> <li>At Kenley, we... (describe positive behaviour) As a consequence, you will need to now learn away from our classroom and we can speak when you come back.</li> <li>What happened? What were you feeling/thinking at the time?</li> <li>How do you feel now? How did this make other people feel? Who has been affected and how? What should we do to put things right?</li> <li>If this happened again, how could you do things differently?</li> </ul>
Adult records directly onto on CPOMS – parent informed by teacher		

- 3x yellow/blue cards within school week (Mon – Fri), teacher to arrange meeting with parent/carer to discuss concerns and planned strategies to support, as appropriate, and arrange to follow-up with parent/carer
- If concerns continue, involve Phase Leader to arrange joint parent/carer meeting along with Teacher
- Behaviour Support Plan to be written by class teacher following 2<sup>nd</sup> meeting
- If no decrease in Yellow/Blue cards following initial meeting, Teacher and Deputy Principal or SENDCo to meet with parents to discuss continued concerns/strategies and next steps.

**Record all communications and meetings - with agreed actions - on CPOMs**

<b>Level 3</b>	Lunchtime Reflection* with a member of the leadership team
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- Rudeness to an adult
- Highly disruptive behaviour
- Continued refusal to complete set tasks
- Offensive / inappropriate language
- Intentionally breaking / destroying class equipment or property

\* If Level 3 behaviour occurs during morning, Lunchtime Reflection to take place on same day. If this behaviour occurs in the afternoon, the Lunchtime Reflection will take place the next day.

**CPOMs entry responsibility of person carrying out Lunchtime Reflection**

**Teacher informs parent**

<b>Level 4</b> (Senior Leader informed)	Head of School decision
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**These are behaviours which impinge on a child or adult's right to feel safe.**

**The 5 Non-Negotiables**

1. Persistent disruptive behaviour
2. Inappropriate and/or discriminatory language, including racial or homophobic language
3. Deliberately hurting others
4. Putting self or others in danger
5. Self-exiting classroom/learning space

**Senior leader ensures parent notified and CPOMs entry actioned**

All Level 1 – 4 incidents to be logged on CPOMs. Level 3 & Level 4 incidents will require Blue/Yellow card slip to be completed (Appendix C), providing details of behaviour for person overseeing Lunchtime Reflection

Reports will be run weekly which will provide behaviour records/tracking to inform the behaviour/pastoral support work and children enabling positive action and pre-emptive solutions.

**This is a guide only. Adults are trusted to make informed, considered decisions based on context.**

# Behaviour and Actions - Playground Reference Guide (Appendix B)



## Ambition – Responsibility – Community

All adults model use of a shared language around School Values and The Kenley Way to reinforce positive playground behaviour

### Be Ready – Be Respectful – Be Safe

Warning/Reminder of expectations linked to School Values and Behaviours		Supportive dialogue for expected behaviour reminder
<ul style="list-style-type: none"> <li>Inappropriate/unkind language aimed at others (but not discriminatory)</li> <li>Treating playground environment/equipment without respect</li> <li>Bickering and squabbling</li> </ul>	Low key response <b>Rule reminder</b> / quiet reminder of the school values. Reminder that the behaviour is unacceptable	<ul style="list-style-type: none"> <li>I noticed you chose to . . .</li> <li>This is a reminder that we need to ... (refer to value).</li> <li>At Kenley, we ... (describe the positive behaviour choice).</li> <li>Do you remember when you (give an example of previous positive behaviour). That's the behaviour I expect from you.</li> <li>I know that you can make the right choice – thank you.</li> </ul>
Level 1	Restorative Conversation	Restorative script prompts
<ul style="list-style-type: none"> <li><b>Continuation of negative behaviour after warning/reminder</b></li> <li>Beginning to challenge authority</li> </ul>	Lunchtime Leaders use lanyards to hold a restorative conversation with child(ren).	<ul style="list-style-type: none"> <li>What happened?</li> <li>What were you feeling/thinking at the time?</li> <li>How do you feel now?</li> <li>How did this make other people feel?</li> <li>Who has been affected and how?</li> <li>What should we do to put things right?</li> <li>If this happened again, how could you do things differently?</li> </ul>
<b>Adult records directly onto on CPOMS</b>		
Level 2	10-Minute Time Out in Playground	Restorative script prompts
<ul style="list-style-type: none"> <li><b>Continuation of Level 1 behaviours</b></li> <li>Disrespectful behaviour towards an adult</li> <li>Ignoring</li> </ul>	MMS use lanyards to hold a restorative conversation with child(ren).	<ul style="list-style-type: none"> <li>As above</li> </ul>
<b>Adult records directly onto on CPOMS – teacher informed Parent informed by teacher</b>		
<ul style="list-style-type: none"> <li>3x yellow/blue cards within school week (Mon – Fri), teacher to arrange meeting with parent/carer to discuss concerns and planned strategies to support, as appropriate, and arrange to follow-up with parent/carer</li> <li>If concerns continue, involve Phase Leader to arrange joint parent/carer meeting along with Teacher</li> <li>Behaviour Support Plan to be written by class teacher following 2<sup>nd</sup> meeting</li> <li>If no decrease in Yellow/Blue cards following initial meeting, Teacher and Deputy Principal or SENDCo to meet with parents to discuss continued concerns/strategies and next steps.</li> </ul>		

**Record all communications and meetings - with agreed actions - on CPOMs**

Level 3	Lunchtime Reflection*
<ul style="list-style-type: none"> <li>● <b>Continuation of Level 2 behaviour after 10-minute Time Out</b></li> <li>● Persistent refusal to follow adult instruction</li> <li>● Offensive/abusive language (not discriminatory)</li> <li>● Causing intentional damage to equipment/environment</li> <li>● Refusal to engage in a restorative conversation</li> <li>● Deliberately excluding another child</li> <li>● Play-fighting</li> </ul>	<ul style="list-style-type: none"> <li>● Record on CPOMs</li> <li>● Immediately removed from the playground if dysregulated</li> </ul> <p>* if Level 3 behaviour occurs during Morning Break, Lunchtime Reflection to take place on <u>same day</u>. If this behaviour occurs at Lunchtime, the Lunchtime Reflection will take place the <u>next day</u>.</p>
<b>CPOMs entry responsibility of person carrying out Lunchtime Reflection Teacher informs parent</b>	
Level 4 (SLT informed)	Executive Principal/Head of School decision
<p><b>These are behaviours which impinge on a child or adult's right to feel safe.</b> <u>The 5 Non-Negotiables</u></p> <ol style="list-style-type: none"> <li>1) Persistent disruptive behaviour</li> <li>2) Inappropriate and/or discriminatory language, including racial or homophobic language</li> <li>3) Deliberately hurting others</li> <li>4) Putting self or others in danger</li> <li>5) Self-exiting classroom/learning space</li> </ol>	<ul style="list-style-type: none"> <li>● Immediately removed from the playground if dysregulated.</li> <li>● Off the playground the following day. The child would remain inside at playtimes with a member of school staff, allocated by SLT.</li> <li>● HoS may use discretion to adjust the period of time that a child is off the playground, depending on the severity and persistence of behaviour.</li> <li>● Perpetrator and victim offered support.</li> <li>● Recorded on CPOMs</li> <li>● Letter to parents/carers</li> <li>● HoS to make a decision on internal suspension and notify/meet with parents (SLT to notify HoS). Executive Principal may authorise fixed-term suspension.</li> </ul>
<b>Senior leader ensures parent notified and CPOMs entry actioned</b>	

All Level 1 – 4 incidents to be logged on CPOMs. Level 3 & Level 4 incidents will require Blue/Yellow card slip to be completed, providing details of behaviours for person overseeing Lunchtime Reflection

Reports will be run weekly which will provide behaviour records/tracking to inform the behaviour/pastoral support work and children enabling positive action and pre-emptive solutions.

**This is a guide only. Adults are trusted to make informed, considered decisions based on context.**

## Blue Card

Day & Date: \_\_\_\_\_ Child's Class \_\_\_\_\_

Child's Name \_\_\_\_\_

Teacher Name \_\_\_\_\_

Level 3

Details

Level 4

Further Action \_\_\_\_\_

Date: \_\_\_\_\_ CPOMs

## Yellow card

Day & Date: \_\_\_\_\_ Child's Class \_\_\_\_\_

Child's Name \_\_\_\_\_

Teacher Name \_\_\_\_\_

Level 3

Details

Level 4

Further Action \_\_\_\_\_

Date: \_\_\_\_\_ CPOMs

## Blue Card

Day & Date: \_\_\_\_\_ Child's Class \_\_\_\_\_

Child's Name \_\_\_\_\_

Teacher Name \_\_\_\_\_

Level 3

Details

Level 4

Further Action \_\_\_\_\_

Date: \_\_\_\_\_ CPOMs

## Yellow card

Day & Date: \_\_\_\_\_ Child's Class \_\_\_\_\_

Child's Name \_\_\_\_\_

Teacher Name \_\_\_\_\_

Level 3

Details

Level 4

Further Action \_\_\_\_\_

Date: \_\_\_\_\_ CPOMs

