



Behaviour Policy including Anti-Bullying and Reasonable Force

**Tollgate Primary School
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Document Change History

Version	Author	Date	Change Details
1	K.Korth	September 2019	Complete review of policy
2	K.Korth	January 2021	Updated to include banned objects from home
3	H.Brookman	September 2021	Links To RRC, Added Recognition of Good Behaviour, Peer on peer abuse, reporting procedures, support plans, parental concerns (antibullying policy)

Behaviour Policy Principles

Tollgate Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive and engaged learning. Everyone is expected to maintain the high standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to three basic rules of behaviour:

- **Be Ready** (UNICEF Rights Respecting Article 28)
 - Ready to learn, ready to listen, ready to try hard
- **Be Respectful** (UNICEF Rights Respecting Article 12)
 - Respectful to adults, children and property
- **Be Safe** (UNICEF Rights Respecting Article 24)
 - Walk around the building, use equipment as directed, give each other sufficient space

At Tollgate Primary we aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents reported or witnessed
- Ensure all adults use consistent language to promote positive behaviour
- Use restorative approaches when possible

Purpose of the behaviour policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'poor choices'
- Encourage children to recognise alternative choices and ones that follow the three behavioural rules
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention
- Recognise individual behavioural norms and respond appropriately

Staff will:

- Take time to **welcome children** at the start of the day
- Know their classes well and **develop positive relationships** with all children
- **Identify any problems or concerns** expressed by a child and discuss or refer as necessary
- Set **high expectations** of behaviour in and out of class
- Work to **remain calm** in most situations
- Use **agreed techniques** to assure all children are ready, respectful and safe
- Use **reminders and consequences** as needed to assure children are ready, respectful and safe

The Headteacher and The Senior Leadership Team will:

- Be a **visible presence** around the school
- **Regularly celebrate children** whose efforts go above and beyond expectations
- **Encourage use of positive praise**, phone calls/texts/notes home and certificates/stickers
- Ensure **staff training** needs are identified and met
- Use **behaviour records** to target and assess interventions
- **Support teachers** in managing children with more complex or challenging behaviours

Members of staff who manage behaviour will:

- **Meet with children** who have complex needs daily to address any additional needs quickly
- Relentlessly work to **build mutual respect** with all children, especially those that have more complex needs
- **Remain calm** and use techniques when distracting or managing difficult behaviour
- Use only interventions and behaviour management techniques that are approved by **Behaviour Safe training**

- Demonstrate **unconditional care and compassion**

Children want teachers to:

- Give them a **‘fresh start’** every lesson; show forgiveness
- Remember they made a **‘poor choice’** and they are not a **‘bad child’**
- Help them learn and feel **confident**
- Show **fairness** and **consistency**
- Have a **sense of humour**

Behaviour for Learning

We recognise that clear structure of predictable outcomes has the best impact on behaviour. Our principles set out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book **‘When the adults change, everything changes’** along with Smart Classroom Management by Michael Linsin. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

“When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or ‘behaviour systems’ that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.”

Paul Dix, Pivotal Education

According to **Smart Classroom Management** there are 6 key actions that teachers can do to set high expectations:

1. **Make a connection** – building rapport with every child
2. Set a **tone of excellence** – set high expectations
3. Have some **fun** – classroom environments are fun, show some humour
4. Make a promise – **protect their learning environment**
5. Fulfill your promise – be **consistent** in assuring pupils have a good learning environment
6. Dive head-long into **academics** – learning is the key aspect of every class

The school has 3 simple rules **‘Be Ready, Be Respectful and Be Safe’** which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Rules	Visible Consistencies
1. Be Ready 2. Be Respectful 3. Be Safe	1. Daily meet and greet 2. Persistently catching children doing the right thing 3. Picking up on children who are failing to meet expectations 4. Accompanying children to the playground at the end of every day 5. Praising in public, Reprimand in private

Expectations of behaviour will be practised particularly at the beginning of the year to set clear expectations. These may include but are not limited to:

- Entering the classroom
- Walking the corridors

- Lining up outside
- Listening to instructions
- Using equipment in and out of the classroom

Teaching staff need to decide on their routines and teach these explicitly. By doing this, teachers will not overload the children's working memory allowing them to concentrate on learning.

Recognition of good behaviour

Staff have high expectations of *all* pupils and share these expectations clearly. Children will be recognised and praised for their good behaviour through a variety of strategies:

- **Verbal praise** e.g. 'Well done for showing me you are ready by sitting crossed legged and looking at me.' 'You are walking safely through school. Thank you'
- **Use of rewards** e.g. stickers, superhero cape
- **Informing parents** through a note in the communication book, conversation at the end of the day, phonecall home
- **Recognition from other staff** e.g. sharing achievements with a member of SLT
- **Recognition for going above and beyond** – nominations for Hot Chocolate Friday are for children who have gone beyond expectation when showing the rules, or our school values (motivation, resilience, respect, happiness, kindness and independence)

Sanctions:

Sanctions *should*

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Adult Strategies to Develop Excellent Behaviour

IDENTIFY the behaviour we expect

Explicitly **TEACH** behaviour

MODEL the behaviour we expect

PRACTISE behaviour

NOTICE excellent behaviour

CREATE conditions for excellent behaviour

Language around Behaviour

At Tollgate Primary School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/group.

BEHAVIOUR PATHWAY

Reminder

Warning

Time away

Follow up with a conversation

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message Reminders and reprimands should be done privately and directly to the child	
1. REMINDER	<p>I noticed you chose to (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening</p> <p>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you.'</p>
2. WARNING	<p>I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. We will speak after this lesson</p> <p>If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc) (learner's name), Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation</p> <p>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you.'</p>
3. TIME AWAY	<p>I noticed you chose to (noticed behaviour) You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc) Playground: You need to(Stand by other staff member/ me / Sit on the bench/ stand by the wall etc) I will speak to you in a few minutes</p> <p>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you.'</p> <p>*DO NOT describe child's behaviour to other adult in front of the child*</p>
4. REFLECTION repair & restore	<p>The child will have time to reflect upon their behaviour using the Reflection sheet (KS1 or 2) The child(ren) will have an opportunity to share their side of a story if this is needed before reflection</p>
*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.	

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up /Reparative Conversation then the school will use the graduated interventions to assure a child is at their best for learning:

- Sent to SLT
- Parents phoned or discussion at the end of the day
- Internal seclusion
- External exclusion

Banned objects from home

Objects (e.g., toys, trading cards, electronic devices) from home are banned from being brought in as they often become a distraction and the school cannot assure the safety of the items. We appreciate some children may need to bring a transitional object into school to help with the settling. In addition, some children may have a use of a fidget object if it is deemed necessary by parent and classroom teacher. These objects will be approved on an individual basis with classroom teachers. On occasion, children may be allowed to bring an item from home for sharing; this must be arranged with the classroom teacher to allow safe storage of the item.

Electronic devices (anything with mobile data/cellular function (e.g., tablet, mobile phone, watch with cellular function) may not be brought into school. Any devices found will be stored in the school office and will need

collecting by an adult at the end of the day. Parents will be informed of the action and asked to collect the device.

Objects that can be used as a weapon may never be brought into school. These items may include but not be limited to: knives, throwing stars, air guns, lighters.

Peer on Peer Abuse

All staff are made aware through our PSHE curriculum that children can abuse other children, this can happen both inside and outside of school, as well as online, and that no reports being made does not mean that peer on peer abuse is taking place.

We work with all staff so they are able to recognise the indicators and signs of peer on peer abuse and know how to identify and respond to it. We ensure that all staff are knowledgeable about the different forms of peer on peer abuse, which includes (but may not be limited to):

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and / or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and / or encourages physical abuse)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nudes and semi-nude images and / or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- initiation / hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

We will challenge inappropriate behaviours between peers by not downplaying or dismissing behaviour that is actually abusive in nature by saying things like "it's just banter", "just having a laugh", "part of growing up" or "boys will be boys". We have a 'zero tolerance' approach to managing peer on peer abuse in any form. The statutory guidance can be found in Part 5 of Keeping Children Safe in Education 2021 regarding response to all reports and concerns of child on child sexual violence and sexual harassment.

Any reported incidents or suspected incidents must be recorded on CPOMS.

Reporting Behaviour

Incidents of behaviours will be logged on CPOMS under 'Behaviour Related Log'. Behaviours which need recording include, but are not limited to:

- Verbal abuse to peer/adult
- Physical harm to peer/adult
- Persistent non-compliance e.g. not following instructions, refusal to engage with an adult
- Damage to property

Staff will log the antecedent, the time of day the incident took place, the type of behaviour and the consequence for the behaviour. Staff will alert Mrs Michelle Bailey, Behaviour Support Worker to the incident. Incidents will be monitored to identify individuals who are struggling to meet expectations, but also patterns across the school.

If a child's behaviour becomes a concern, then a support plan will be written by the Behaviour Support Worker and class teacher. This will set a target for the child and set out the actions to be taken to support the child to be successful. It may also include a clear consequence. This support plan should be shared with all staff to ensure a consistent response.

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skillful staff to build relationships with each individual child.

These children will have bespoke risk assessment and behaviour support plan.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as last resort and by trained staff only and preferably with a member of SLT.

Trained staff are: H Brookman, K Korth, M Bailey, J Ticehurst, H Smith, M Wappett, J Jeans-Jacques, J Quittenton, M Rooke, D Smith, E Oxbrow, T Henry, L Piggott, K Winn

The school will record all serious behaviour incidents and any restraints in the Behaviour Safe Record Log.

Exclusions will occur following extreme incidents at the discretion of the Headteacher. A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour and the child being at home will have a positive impact on future behaviour
- To give the school time to create a plan which will improve support for the child

If these conditions are not met, other options may include a day seclusion with a member of the SLT, behaviour support worker or designated classroom.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Support for individual children

We understand that behaviour is a form of communication. Some children need additional support in order to meet the school's expectations. This support will be through well planned and targeted intervention. This could be individual or in small groups. Staff will choose the best programme of support e.g. Feelings Group, Boxall, Emotional Literacy Support (ELSA). A clear target will be set and strategies taught to help the child reach this target. Parents will be informed of any support put in place.

Tier 1 support is for children who have frequent, but low-level incidences. A support plan will be written with a specific target and the support we will put in place for the child in order to achieve the target. This plan will last 6 weeks.

Tier 2 support is for children showing more extreme behaviours. A more detailed support plan and risk assessment will be completed using resources from Bellscroft.

Physical Attacks on Adults

At Tollgate Primary School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our *Physical Intervention* and *Use of Reasonable Force Policy* and should call for support if needed. Only staff who have been trained in physical restraint should restrain a child.

All staff should report incidents directly to the Headteacher or Deputy Headteacher and they should be recorded as a serious incident. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored all options and assure this is the last resort or is clearly in the plan of the individual child.

At risk of permanent exclusion

Permanent exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

When persistent misbehaviour is having a significant impact to a child's learning and learning environment, the school will complete a referral to County Inclusion Support Services (CISS) and/or In Year Fair Access Panel) IYFAP to ask for guidance and support. Permanent exclusion will be a last resort and the school will endeavour to work with the family to prevent this action or assist in a different but more appropriate setting.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the head of school may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors representing Tollgate Primary. We expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour

Sanctions and Disciplinary Action – Off-Site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).

- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

Application

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.

Appendix A - PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

Key Points

1. Definitions

Reasonable force' - actions involving a degree of physical contact with pupils; it can be used to

Prevent pupils from hurting themselves or others, damaging property, or causing disorder

'Force' can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury

'Reasonable in the circumstances' means using no more force than is needed

'Control' is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom

'Restraint' means to hold back physically or to bring a pupil under control

2. The Legal Position

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying children on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

3. When can physical force be used?

Schools can use reasonable force to: Use of reasonable force, DFE 2013

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – this is always unlawful.

The school will record all serious behaviour and any restraints using a Serious Incident in the Behaviour Safe Log book.

Appendix B – ANTI-BULLYING

1. Aim

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

2. Definition:

2.1. **Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying may be seen in a variety of ways:

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

3. Procedures

Incident witnessed in school

- 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
- Both the victim and perpetrator will work 1:1 with a member of staff who they are comfortable with to complete wishes and feelings work – this will provide the child with an opportunity to share their thoughts and feelings about school
- A written log will be kept of the incidents 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 on CPOMS along with records of conversations with all parties and parents/carers
- The child that was a victim of bullying will be supported in a safe and nurturing environment to share feelings and strategies.

Parental Concerns

- If a parent is concerned their child is being bullied, then they should speak to the classteacher
- Concerns will be taken seriously and logged on CPOMS by the teacher
- The teacher, or another member of staff, will investigate the concerns. This will include a discussion with the Behaviour Support Worker about incidents logged, completing wishes and feelings work with the identified children, as well as monitoring the children (victim and perpetrator) closely over a period of time.
- The class teacher, or member of SLT, will meet with the parent to share our findings without naming other children and give details of support that we will put in place.
- Parents will be informed of any incidents that take place in school and that they have been dealt with in line with our policy. No details about the other child, or the consequences given will be shared with the victim's parents due to confidentiality, but also our policy states we reprimand in private.
- A follow up meeting will be arranged for two weeks later to review the support.

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