



# Behaviour Policy

*Equality at Merdon Junior School Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. (See Initial Equality Impact Assessment)*

<b>Name of Headteacher:</b>	<b>Rosemary Diskin</b> <b>Interim Headteacher</b>
<b>Date Policy approved and adopted:</b>	<b>September/October 2024</b>
<b>Date Due for review:</b>	<b>September 2025</b>

## **Our Behaviour Principles:**

At Merdon Junior, we believe that the school has a responsibility to promote the spiritual, cultural, mental, emotional and physical development of the children. We believe that as a community we have a responsibility to lay firm foundations on which our children can build, learn and develop, enabling them to successfully participate and contribute to the wider society.

It is our belief that an effective behaviour policy is one that nurtures children towards self-belief, high self-esteem and self-discipline and that this is nurtured through developing positive relationships and high expectations for behaviour.

## **At Merdon Junior School 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 personally
- Ensure all adults use consistent language to promote positive behaviour
- Use restorative approaches with appropriate consequences

### **Purpose of the Behaviour policy**

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

- Encourage children to recognise that they can and should make 'good' choices and that negative behaviour is the result of making wrong choices.
- Recognise and positively reinforce behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

### **Roles & Responsibilities**

#### **Staff**

Positive relationships between adults and children are essential in supporting children to develop strategies to help them regulate and manage their emotions.

All Staff are responsible for:

- Embracing the school behaviour policy
- Take time to welcome children at the start of each morning and afternoon session
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to 'Be Safe, Be Kind, Be Respectful'
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

#### **The Head teacher and The Senior Leadership Team are responsible for;**

- Being a visible presence around the school
- Regularly celebrating staff and children whose efforts go above and beyond expectations
- Encouraging use of positive praise, communicate with parents and certificates
- Ensuring staff training needs are identified and met
- Using behaviour records to target and assess interventions
- Supporting staff in managing children with more complex or challenging behaviours

#### **Parents & Carers**

We value the partnership with parents & carers. We recognise that when parents/carers and school work together, the child is more able to make positive choices because they are receiving consistent and supportive messages.

We give high priority to clear communication within the school and to a positive partnership with parents and carers since these are crucial in promoting and maintaining high standards of behaviour. The school will therefore communicate policy and expectations to parents and carers.

#### **In respect of behaviour, we aim to further build on usual practices in developing partnership with parents/carers through:**

- Informing parents and carers if difficulties arise.
- Encouraging parents and carers to keep staff informed of any difficulties that may arise for their child.
- Dealing with difficulties in a confidential, professional and open-minded way.
- Where behaviour is causing concern, parents & carers will be informed at an early stage so that we can work together on creating and implementing solutions.

➤ This positive partnership with parents & carers is crucial in building trust and developing a common approach to behaviour expectations and strategies

**We believe that children require:-**

- **Consistent and calm adult behaviour**
- **First attention given to the best conduct**
- **Relentless routines**
- **Restorative follow up using scripted interventions**

At Merdon Junior School we have three Golden Rules that apply to both children and staff. Children are provided with lessons that explicitly teach them the expectations around how to be safe, be kind and be respectful and these are regularly returned to throughout the academic year.

**OUR GOLDEN RULES**  
**Agreed by Staff, children & the School Council**  
**Be Safe**  
**Be Kind**  
**Be Respectful**

**Pupil Code of Conduct/Golden Rules**

It is important that every child knows what behaviour is expected from them while they are at Merdon Junior school. For this reason, the school has adopted a set of Golden Rules which are displayed in every classroom and around the school. This gives the children, staff, parents and carers, a clear vision of what is expected. Children are praised publicly and reminded in private.

**Our School Core Values are: Honesty, Empathy, Attitude, Respect, Thoughtfulness**

Our School Learning Values' **IGNITE'** stands for: **Independence, Growth Mindset, Never Give Up, Innovation, Teamwork and Evaluator.**

These values and the Golden Rules are reinforced during assemblies, PSHE sessions and/or circle time, so that children can learn why these values are so important and how to put these moral values into practice in real life situations.

We also understand that for some children, following our behaviour expectations are beyond their developmental level. Where this is the case, individual children will have a bespoke behaviour plan that is regularly reviewed.

<b>Our Rules</b>	<b>Visible Consistencies</b>	<b>Over and Above/Rewarding positive behaviour</b>
<p style="text-align: center;">Be Safe Be Kind Be Respectful</p>	<ul style="list-style-type: none"> <li>➤ Daily meet and greet</li> <li>➤ Persistently catching children doing the right thing</li> <li>➤ Supporting children who are</li> <li>➤ failing to meet expectations</li> </ul>	<p>-Learner of the week certificate to recognise children who have put substantial effort into their work. This is related to the IGNITE learning behaviours</p>

	<ul style="list-style-type: none"> <li>➤ Accompanying children to the playground at the end of every day</li> <li>➤ Praising in public</li> <li>➤ Reminding in private</li> <li>➤ Consistent language</li> <li>➤ Escort children to and from the playground at playtimes</li> </ul>	<p>-HEART awards to recognise role models of our school values each half term</p> <p>-Certificates recognising when children have reached a certain number of IGNITE points</p> <p>-A 'house' treat at the end of each half term for the winning house team that earns the most house points.</p>
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### Stepped Approaches -

Statement of Reality	Responsible staff: Class Team when in Class - All staff around the school including Breaktimes & lunchtimes
<ul style="list-style-type: none"> <li>• Have a quiet word</li> <li>• Refocus child</li> <li>• Identify triggers and remove/offer support/make adaptations</li> <li>• Follow script</li> <li>• Positive praise for others following our Golden Rules (do not compare)</li> <li>• Catch child displaying positive behaviours that follow our code of conduct</li> <li>• Positive reminders</li> <li>• Visual reminder of expectations</li> <li>• Non-verbal reminder</li> <li>• Offer use of a calm space / movement break / sensory break</li> </ul>	<p>Tell the child what you see: "Fred, you're... (e.g. running in the corridor/tapping your pencil on the desk/talking when I'm speaking...)"</p> <p><b>Use a firm but calm voice. This helps to show that you mean business but in a non-confrontational way that might otherwise lead to a defensive response.</b></p> <p>Don't ask 'why?' they are doing what they're doing – It's confrontational and you don't to know why. They just need to know that you've noticed it.</p> <p><b>After hearing the statement of reality many children will quickly change their behaviour without the need to take the script any further or without attracting a consequence.</b></p> <p>Remember to give them 'take up time' to think about their behaviour and respond. It may even be desirable to deal with another task or child, to temporarily divert attention away from them, and allow sufficient space and take-up time.</p> <p><b>When they are demonstrating a positive change make sure to acknowledge that with praise:</b> "Thank you Fred for... (e.g. walking/putting your pencil down/listening nicely...)"</p> <p><b>If the child's behaviour doesn't change after a reasonable take-up time, move on to Step 2.</b></p>

<b>Step 2. Tell them the behaviour that you want to see</b>	<b>Responsible staff: Class Team- All staff around the school including breaktimes &amp; lunchtimes</b>
<b>Application</b>	<b>Script 2: Tell them the behaviour you want to see</b>
<ul style="list-style-type: none"> <li>● Ensure that triggers have been identified and addressed (i.e. is work too tricky, someone else distracting them or dysregulated after a break time incident). Is further support with the task needed, or a movement break needed - or a job to take something to another adult in the school.</li> <li>● Given, as privately as possible (PIP and RIP)</li> <li>● Draw attention to another child following the rule first and thank them (but don't make comparisons)</li> <li>● Firmer, more assertive tone than the reminder (but not aggressive – nor overly passive)</li> <li>● Tell the child the behaviour that you want to see</li> <li>● Walk away so as not to get into a back and forth negotiation</li> <li>● Decide if the child may need a movement break or sensory break</li> </ul>	<p>“Fred, I need you to <u>be safe/be kind/be respectful</u> and walk in the corridor – thank you/ put your pencil down – thank you/ listen when I am speaking – thank you)”</p> <p>Be assertive and avoid starting or ending with ‘please’. Use ‘I need you to...’ and end with ‘thank you’ instead. This carries an expectation that they will do as you have asked of them and helps support the idea that your request is not optional.</p> <p>If you then see a positive change in behaviour, <b>acknowledge it with a further ‘thank you’ or with a gesture (e.g. a smile or a thumbs-up).</b></p> <p>Should you not see a positive change in behaviour, move on to using a ‘language of choice’ in Step 3.</p>
<b>Step 3 – Using language of choice</b>	<b>Responsible staff: Class Team</b>
<b>Application</b>	<b>Script 3: Statement using Language of Choice</b>
<ul style="list-style-type: none"> <li>● Reassess triggers - what else can you do to support?</li> <li>● RIP</li> <li>● Provide choice to include a natural consequence</li> <li>● Walk away so as not to get into a back and forth negotiation</li> </ul> <p><b>Consequences could be:</b></p> <ul style="list-style-type: none"> <li>● 5 mins off playtime, choosing time, time out of an activity, time with staff member on duty to discuss incident.</li> <li>● If lost learning child needs to spend 5 minutes discussing the behaviours that led to this with you at the end of the lesson/ session (even if the behaviours improve after this – it cannot be earned back)</li> <li>● Making good what went wrong.</li> </ul> <p>Failing to be consistent in carrying out consequences that you have suggested quickly undermines your authority and indicates to the child that they need not listen to your future requests for improved behaviour.</p>	<p><b>State what they are choosing and explain the consequence:</b> “Fred, you are choosing not to be safe/kind/respectful and if you choose to continue to... (e.g. run/ tap your pencil/ speak when I’m speaking) then I will have to [consider a natural consequence]”</p> <p><b>Limited choice e.g.</b>  “Put the pen on the table or in the box”  “Talk to me here or in the playground”  “Are you going to wear shoes or wellies?”</p> <p>You need to remain calm, without any sense of agitation or lack of control, while making it clear to the child that they are responsible for the consequences of their actions; that what has happened so far and what will follow is their choice.</p> <p><b>Natural consequence:</b> Be careful to make sure that any consequence you suggest is proportionate to the behaviour, is reasonable in the circumstances and is something that you know you can and will carry through if the behaviour doesn’t change.</p>

<p>Once a consequence has been issued you should see it through. Don't cave in to protests, remove or reduce the sanction.</p> <p>However there are some instances where revising a sanction or consequence (up or down) may be appropriate e.g. if an adult becomes aware of other information pertaining to a situation. In cases such as these adults should explain the reason for the change to the child.</p> <p>Following through when aware of an error would be harmful to relationships and fundamentally unfair.</p> <p>When you are consistent in seeing through consequences, as you suggested, these scripts work!</p>	<p><b>You may need to ignore minor secondary behaviour</b> – stomping about, muttering, or a bit of back-chat – the most important thing is that they have made the right choice about their initial undesirable behaviour. Where appropriate, allowing a child to have the last word can help resolve or avoid further conflict and can also be valuable in helping you to role-model grown-up behaviour.</p> <p>If the child chooses to do the right thing, <b>then you must praise them for making the right choice.</b> This will help them learn that it's good to do the right thing and that you are pleased with their choice. Every child likes to be praised and acknowledged on the inside, even if they might not show it on the outside: “Well done/Thank you Fred, you made the right choice”</p> <p>Should the child choose not to do as you have asked, then <b>you must follow through with the consequence</b> that you stated. This is very important so that the child comes to understand that you mean what you say. <b>If good behaviour follows, then reward that separately, but still maintain the consequence.</b></p>
<p><b>Step 4 : Reflection Time with phase leader</b></p>	<p><b>Responsible staff:</b> Pastoral Team and Phase Leaders</p>
<p><b>Application</b></p>	<p><b>Script 4: Restorative conversation</b></p>
<ul style="list-style-type: none"> <li>● If a child is dysregulated, FSW/ELSA/trusted adult support child to regulate. If it is playtime staff on duty will radio and child will be taken to them to regulate if needed.</li> <li>● <b>Once child is regulated, phase leader will be notified</b> and will either work directly with the child or support the teacher to have a restorative conversation. They will follow script</li> <li>● Following this: <ul style="list-style-type: none"> <li>○ If during learning time, children will complete their work for a specified time (10 Minutes) – class teacher will need to supply work and ensure the child can complete work independently.</li> <li>○ If during breaktimes or movement around the school, the Phase leader will support a natural consequence.</li> </ul> </li> </ul>	<p><b><u>*DO NOT describe child's behaviour to other adult in front of the child*</u></b></p> <p>What (in your words) happened? (Comic book drawing may be supportive during this discussion). <b>Through key points in the recount discuss how they and the other people involved were feeling</b> - zones of regulation. During this discussion Attune and Validate.</p> <p><b>Support them to restore the situation - chose one or more of the following:</b></p> <p>Who has been affected and how? How can we put right the harm?  What have we learned to make a different choice next time? (Next time I will...)  What would you like to happen next?  How can we make things better for _____?  If everything was going to be OK, what would need to happen?  How can you help to put this right? How can we make it OK for you to go back to your lessons/activities/friends? What do you think _____ might need?</p>

	<b>Visual prompt card appendix can be used to support conversation.</b>
<b>Step 5 – Reflection Time</b>	<b>Responsible staff:</b> – Headteacher/Deputy Headteacher/SENCO
<b>Application</b>	<b>Useful Language</b>
<ul style="list-style-type: none"> <li>● If a child is dysregulated, FSW/ELSA/ trusted adult support child with movement break/walk and talk or time to regulate. If it is playtime, staff on duty will radio the on call team and child will co-regulate with SLT (Initials of adult needed and location said once-person requested will respond on way).</li> <li>● Following this: <ul style="list-style-type: none"> <li>○ If during learning time children will complete their work with HT/DHT for the rest of that session. Class teacher will need to supply work and ensure the child can complete work independently.</li> <li>○ If during breaktimes or movement around the school the HT/DHT will support a natural consequence.</li> </ul> </li> </ul>	<p><b><u>*DO NOT describe child’s behaviour to other adult in front of the child*</u></b></p> <p>The Importance of Restoring a Relationship - We want our children to learn from their experiences – particularly those that result in a crisis - and to develop increasingly healthy, pro-social behaviour responses. It is therefore worthwhile routinely encouraging them (as appropriate in the circumstances) to use the 3Rs, just to reflect on what happened, to repair any damage (to themselves or others) and to restore (themselves and others) to their previous (or improved) good selves. Where a response to unacceptable behaviour still leaves a lasting impact for that child or for others, it will often be necessary to take formal steps to review how to learn from mistakes and restore relationships. This can include restoring relationships with other children as well as teaching staff or other adults. It also helps the individual(s) concerned to draw a line under the matter and move on. The process can only start when the individual(s) concerned is/are calm and ready to learn from the experience. It may take time and it may be something that an adult will have to come back to over a few hours or even days. The aim is to demonstrate that it is very possible to learn from a negative experience; to work out what went wrong and why; to make amends; and to help avoid it happening in the future. In this respect the process is a positive one and teaching staff find that it helps to reinforce this by using a template of standard questions. Almost always, they will sit with the child/ren and work through the questions and responses with them.</p>

### **What is extreme and/or distressed behaviour?**

Some children exhibit particular behaviours based on their special educational needs or circumstances they are /have experienced. 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. We have a range of staff who are skilled to build relationships with each individual child and support them when they are going through these emotions.

These children may also have bespoke behaviour plans put in place to support them.

Extreme and distressed behaviours can include but are not limited to:

- Verbal aggression to members of the school community
- Physical damage to learning environment or equipment
- Causing physical injury to themselves and members of the school community
- Refusal to follow instructions for the safety and wellbeing of the individual or the group.
- Leaving the classroom without informing an adult
- Fleeing/Attempting to flee from the school grounds

### **Ways in which we manage inappropriate behaviour -Consequences**

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ a number of consequences to enforce the Golden Rules and to ensure a safe and positive learning environment. As with rewards, it is just as vital for consequences to be consistent. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment.

### **See the table above for stepped approaches to dealing with inappropriate behaviour**

Routines for behaviour around school site ensure all children are expected to consistently apply the expectations and staff support this by consistently applying the routines put in place to support positive behaviour management.

Some children may have their behaviour monitored by teachers to show progress towards an agreed target. At Merdon Junior School, we make sure this is done discretely. We do not use coloured reports, advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

All behaviour incidents are logged on CPOMS and this is tracked and reported to school governors.

### **School and Parent Partnership:**

The partnership stage will be implemented where there is a cause for concern e.g. attendance, behaviour or progress issues. The child will be allocated a key member of staff who will:

- Support and if necessary facilitate the restorative meeting between the member of staff and child
- Develop an appropriate action plan with the child
- Monitor, review and mentor using the action plan
- Discuss the consequences for the child if they are not meeting the required action and the positive outcomes for everyone if conduct improves

### **Serious misbehaviour is defined as:**

- Repeated breaches of the school rules
- Any form of bullying including child-on child abuse
- Deliberate physical assault against another pupil or adult
- Verbal abuse or threatening behaviour against a member of the school community
- Act of deliberate Vandalism
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting

- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/ or videos, or sharing of unwanted explicit content
- Racist, sexist, homophobic or discriminatory behaviour

### **Zero Tolerance approach to Sexual Harassment and Sexual Violence**

The school will ensure that all incidents of sexual harassment and/or violence are not tolerated, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. Due to a wider societal culture of victim blaming, pupils may be afraid of how reporting incidents of abuse and harassment reflects on them. By creating a culture and ethos of respect, tolerance, acceptance and diversity through reinforcement of our school values it will make it easier for pupils to call out incidents and harder for anyone to get away with sexist or inappropriate sexual behaviour.

### **The school's response will be:**

- o Proportionate
- o Considered
- o Supportive
- o Decided on a case-by-case basis

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

Sexist comments are those which discriminate based on sex, including misogyny. Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex. All staff and pupils are encouraged to call out and/or report this behaviour.

### **How the school will manage unacceptable/serious misbehaviour:**

The school will ensure the followings steps are part of our school culture:

- Be explicit about unacceptable behaviours
- Explain the process for responding to reported incidents including a risk assessment to inform whether we need to:
  - Manage the incident internally
  - Refer to Early Help- working alongside parents
  - Refer to the Police
  - Refer to Children's services

While we will not tolerate such behaviour, we will support and listen to all of the pupils involved.

The alleged perpetrator(s) will be offered support so that they can change their behaviour.

Consequences for sexual harassment and violence may include:

- ✓ Parents & Carers will be contacted and informed about any incidents of the above nature.
- ✓ Educating against such behaviour and the reasons why it cannot be tolerated via PSHE sessions to support and improve children's behaviour.
- ✓ Monitor their behaviour for any recurrence.
- ✓ An Internal suspension- whereby the perpetrator completes work and breaks away from their peers in the company of a member of the SLT.
- ✓ Support from the Police – e.g Local Community Police Officer.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

### **Responding to a report**

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Referral made to Early Help
- Referral made to Children's Social Services
- Report made to the police

Please refer to our Child Protection and Safeguarding policy for more information.

### **Out of School Behaviour**

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

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 Headteacher 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.

### **Malicious Allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our Child Protection and Safeguarding policies

### **Use of Physical Restraint/Use of Reasonable Force**

At Merdon Junior School, we will follow the DFE Use of reasonable force Advice for Headteachers Staff and Governors

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/355362/use\\_of\\_reasonable\\_force.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355362/use_of_reasonable_force.pdf)

#### **DFE Guidance on Reasonable Force states that:**

Reasonable in the circumstances means using no more force than is necessary.

'Force is usually used to either control or refrain'

'Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

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

'All members of staff have a legal power to use reasonable force'

At Merdon Junior School, de-escalation of a situation is always the first strategy

✓ *Remain Calm*

✓ *Ensure the Head teacher is informed and that additional adults can attend and support*

✓ *Remove the rest of the class from the situation*

✓ *Talk calmly to the child – listen to responses*

✓ *Allow time to calm the situation – do not get into an argument – get another adult for a change of face or to ask questions if appropriate.*

#### **In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:**

- o Causing disorder
- o Hurting themselves or others
- o Damaging property

#### **Incidents of physical restraint must:**

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

The Headteacher, Deputy Headteacher and SLT should be notified of an incident asap. The Headteacher or Deputy Headteacher will then inform the parents/carers. The child should be given the opportunity to record their views when they have calmed down. The member of staff involved will also have access to an internal debriefing.

### **Pupil Support**

Merdon Junior 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.

The school's SENCo (Special Educational Needs Co-ordinator) 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 advisory teachers such as Primary Behaviour Support (PBS), 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/carers to create the plan and review it on a regular basis.

### **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy.

### **Pupil Transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members will hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff or school at the start of the term or year.

### **Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process and Behaviour management also forms a regular part of continuing professional development.

### **Monitoring & Review**

This Positive Behaviour policy, including the statement of principles, will be reviewed by the Headteacher and full governing body annually. At each review, the policy will be approved by the Headteacher.

This behaviour policy is linked to the following policies:

- Safeguarding Policy
- Child Protection Policy
- Attendance Policy
- SEND policy
- Online Safety Policy



## Anti-Bullying Policy

This Anti-Bullying Policy including measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying. The school has a strong Personal, Social, Health & Emotional curriculum that continues to change and evolve as the needs of our children change.

At Merdon Junior School we believe that all children have the right to be free from racism, homophobia, prejudice, sexism, physical aggression, verbal abuse, cyberbullying and other bullying behaviours. The PSHE curriculum and Self Esteem groups aid children in developing confidence and coping strategies for when they may experience unwanted behaviour in their life. There is also a strong focus on our school values of:

**Honesty, Attitude, Empathy, Respect, Thoughtfulness**

### Definition of Bullying:

All partners in Hampshire agree with the government definition of bullying which is: "Behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally. There is a power imbalance that makes it hard for the victim to defend themselves."

### The main types of bullying are:

- Physical (hitting, kicking, theft).
- Direct verbal (name calling, teasing, taunting).
- Relational (caused by damaging someone's relationships or social status).
- Indirect (spreading rumours, excluding someone from social groups).
- Cyber (the use of information technology to repeatedly harm or harass other people in a deliberate manner)

### The main forms of bullying or harassment are:

- Homophobic
- Racial
- Gender
- Special educational needs/disabilities
- Faith/belief
- Looked after children
- Young carers and their families
- Appearance
- Difference

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying.

All staff must be alert to the signs of bullying and act promptly and firmly against it.

### **Bullying can be:**

- Pupil – pupil bullying
- Staff – pupil bullying
- Staff – staff bullying
- Pupil – staff bullying

With this in mind, it is expected that all staff, governors and parents/carers in the school model positive behaviour towards each other at all times.

### **Bullying Incidents**

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded on CPOMS
- The Headteacher or a member of the Senior Leadership Team will interview all concerned and will record the incident. A witness will be present during the discussion if necessary
- Teachers will be kept informed
- Parents/carers will be informed
- Consequences will be used as appropriate and in consultation with all parties concerned

### **Pupils who have been bullied will be supported by:**

- Offering an immediate opportunity in a secure environment to discuss the experience with a teacher or member of staff of their choice
  - Reassuring the pupil
  - Offering continuous support
  - Engaging the support of parents/carers
  - Restoring self-esteem and confidence

### **Pupils who have bullied will be helped by:**

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and need to change
- Sharing the responsibility to improve the situation
- Supporting the child to help prevent further incidents, e.g. modelling appropriate ways of interacting with others
- Informing parents/carers to help improve the situation
- Working in partnership with the behaviour mentor to support the child and setting achievable targets which are regularly reviewed

<b>Type of Bullying</b>	<b>Definition</b>
<b>Emotional</b>	Being unfriendly, excluding, tormenting
<b>Physical</b>	Hitting, kicking, pushing, taking another's belongings, any use of violence
<b>Prejudice-based and discriminatory, including:</b> <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li></ul>	

<b>Disability based</b>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
<b>Sexual</b>	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
<b>Direct or indirect verbal</b>	Name-calling, sarcasm, spreading rumours, teasing
<b>Cyber-bullying</b>	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

### **Principles of the Anti-Bullying Policy**

- Prevention is more effective than responding to problems
- Behaviour patterns are learned responses which can be changed
- Positive approaches are more effective than those which focus solely on sanctions
- A consistent approach is essential in order that children should feel secure
- All members of the school community need to be familiar with policies and procedures
- Bullying is less likely to occur when pupils have high self-esteem and can empathise with each other
- All children will have equal opportunities to experience freedom from bullying, regardless of gender, race, religion, sexual identity, age, ability or belief

### **Procedures**

- Member of staff investigates the incident to ascertain whether bullying has taken place
- Record complaint, events or observations which will inform SLT
- Discuss with parent of victim and record observation
- Interview with victim- discuss their feelings and who was involved
- Meet with all involved
- Explain the problem without reference to specific incidents or apportioning blame
- State that the individual/group is/are all responsible but can do something about the situation
- Ask individual/group to suggest ways of helping the victim feel happier and decide on action to take
- Keep parents/carers and members of staff informed
- Monitor the situation
- All events should be recorded and a member of SLT will decide on the appropriate follow up action(s)

### **Preventing Bullying**

At Merdon Junior School we strive to prevent bullying from happening in the first place by providing a safe environment where the children feel that their concerns and worries will be listened to. For this reason the following has been put in place to raise the profile of the anti-bullying message in the school.

### **Anti-Bullying /Collaboration &Kindness Week**

Collaboration & Kindness Week is an annual event which aims to raise awareness of bullying of children and young people in school and elsewhere, and to highlight ways of preventing and responding to it. Each year a different theme is selected and a range of work is planned for and delivered by staff in every year group, appropriate to the age of the children. This is also followed up through the PSHE curriculum.

**Assemblies:**

Assemblies, both whole school and class assemblies, regularly reinforce the school behaviour policy through the use of Golden Rules, SMSC and Norwood school values

**Recording incidents which if developed, could become bullying**

All reported or observed incidents must be recorded in sufficient depth and accuracy. A variety of current proformas exist including:

- Use of prejudicial language and behaviour log on CPOMS
- Non-accidental injury (child protection)
- Violent incident record reported to Hampshire County Council
- Complaint policy
- Staff safe records and Low Level Concern forms

**External support:**

- Anti-bullying Alliance
- HCC's Bullying leaflet
- Anti-bullying guidance for schools (National Healthy Schools Programme)

An annual audit of the number of bullying, cyberbullying, racially and prejudice-based and discriminatory incidents will take place. This will be reported to the Governing Body, via the Headteacher's Report, 3 times a year. It will outline the total number of incidents of bullying, the type of bullying taking place and compare this data to that in previous terms and years.

It may also outline any new initiatives that have been adopted as part of the Anti-Bullying Policy. The Headteacher will be responsible for monitoring incidences of bullying and identify any patterns of behaviour that may arise

**Date Approved: October 2024**

**Next Review September 2025**