

# BACTON PRIMARY SCHOOL

Founding School of the JOHN MILTON ACADEMY TRUST



**Bacton**  
Primary School

WORKING TOGETHER, AIMING HIGH

# Behaviour and Anti-Bullying Policy

**November 2022**

Signature .....

**Monitoring and Review**

This policy will be reviewed every two years or before, if necessary.

**DATE OF REVIEW:- September 2024**

## **Purpose of this Policy**

To promote an ethos of calm well-ordered behaviour throughout our school and to ensure the safety and wellbeing of everyone in our school.

## **Rationale**

Where behaviour is good, most pupils show through their actions that they know what constitutes appropriate behaviour, that they understand what is expected of them and that they respond accordingly. They are considerate, courteous and relate well to each other and to adults. Pupils take responsibility for their own actions, appropriate to their age and maturity. They develop self-esteem, self-discipline and adhere to high standards of behaviour which contribute to effective learning. A school-wide understanding of the Bacton Primary School Code of Behaviour will:

- enhance classroom management which will in turn improve the learning environment
- promote positive reinforcement and praise
- help to forge good relationships in and out of the classroom
- present a grounding for acceptable behaviour patterns in later years

## **Our Aims**

At Bacton Primary School we aim to achieve a positive, supportive atmosphere where all members of the school community care for and respect each other and the school environment. We aim to develop this through a positive approach, taking time and thought to praise and encourage each other.

## **Our Objectives:**

1. To build individual self-esteem so all members of the school community feel valued.
2. To encourage on-task learning so that pupils are fully engaged.
3. To provide pupils with strategies to manage their emotions and behaviours.
4. To encourage co-operation in work and play.
5. To encourage honesty and trust.
6. To model and promote respect for property, possessions and all members of our school.

## **How Will We Achieve This?**

### **Building a Positive School Climate**

1. All staff encourage excellent positive behaviour throughout the school.
2. Good work and behaviour are celebrated and rewarded wherever possible.
3. Children are encouraged to reflect on their own conduct and not to police other children's behaviour.
4. If children have a serious disagreement, a dialogue should be encouraged and supported by an adult.
5. Rewards are given and there is a range that can be used:
  - praise from the teacher quietly or for all to hear
  - tokens as rewards (see Bacton Behaviours)
  - individual reward charts and systems where appropriate
  - visiting the Executive Headteacher/Head of school or subject lead
  - for praise/stickers
  - being presented with a 'Super Learner' certificate in Assembly
  - House tokens may be given at the discretion of any member of staff for good behaviour, attitude, school work, homework etc.

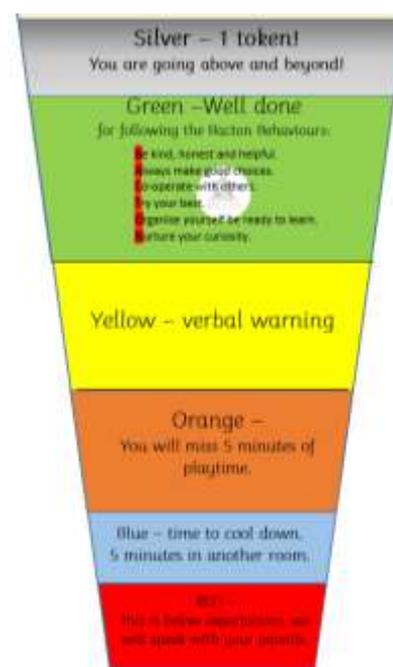
### Creating a positive class climate

- In the first week teachers and children establish expectations, rules and responsibilities within their own class community and the school as a whole. They discuss communication in the classroom; i.e. hands and thumbs up, listen to each other, movement around the room - when/how; how to treat others, safety role, on task learning and present these in a positive way. Bacton Behaviours expectations are to be displayed in the classroom including provision for wet play times.
- Staff encourage pupils with praise and notice all behaviours - promoting the positive ones and discouraging the negative ones.
- All staff will have a positive management style.
- All staff will treat all children with respect at all times.
- All staff will be consistent.
- All staff will be excellent role models.

### Bacton Behaviours (expectations in the classroom and at social times)

Each classroom has a display to support pupils to understand and follow the expectations of the “Bacton Behaviours”

**B**e kind, helpful and honest  
**A**lways make good choices  
**C**o-operate with others  
**T**ry your best  
**O**rganise yourself and be ready to learn  
**N**urture your curiosity



Each child starts the day in the green zone. If they follow the Bacton behaviours, they can be moved up to the silver then gold zones. If they remain there until the end of the morning or the end of the day, they will receive tokens which are posted into their team tubes in the school entrance. At the end of term, the team with the most tokens wins a day of non-uniform.

Pupils who are not following the Bacton behaviours can be moved down from green to yellow as a first warning. If they subsequently show good behaviour choices they may be moved back up again. Repeated negative behaviour choices result in moving further down the triangle, resulting in lost minutes of play and ultimately a phone call home to parents/carers.

## **Appropriate use of Sanctions via our School Consequences System**

Verbal warnings

Missing minutes of play/lunch

Time out of the classroom to reflect/work

Phone call home to parents/carers

1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> warning letters to inform parents/carers of child's use of inappropriate/offensive language

Physical action with intent to harm others (including hitting, kicking, tripping on purpose etc) will result in children being moved directly to red with a phone call to parents/carers.

Behaviour incidents that result in a child's name being moved to orange or below will be recorded on our Arbor system. This record will include an account of the incident, wider contextual information and subsequent consequences. The recording of these incidents will be monitored regularly to identify patterns, trends and successful strategies to support children.

### **Emergency procedure**

If a pupil's behaviour is very disruptive or endangers themselves or others, the emergency system may be used. Another child in the class goes to a senior leader with the teacher's name badge. The senior leader then comes to collect the child. If appropriate, this is done quietly and calmly and the offending child goes to the Headteacher's office with them.

After an emergency procedure, the opportunity will be taken to talk to the child about their behaviour and any possible causes/reasons for their actions will be discussed.

As soon as is manageable, the Senior Leader will discuss the incident with the child's parents.

### **Individual Inclusion Plan (Behaviour plan)**

Where a child's behaviour is causing considerable disruption, whether or not the emergency procedure has been used, an individual programme may need to be devised. This may need to be discussed with other staff (both teaching and support) to ensure consistency of approach. Agencies including the specialist education service (SES), family support practitioners, Thrive mentors and the well-being hub and the school nursing team may be engaged along with parents/carers. These plans are reviewed at least termly and as regularly as required to support the child and reflect the current most successful approaches.

### **Exclusion**

Exclusions in our school are rare. In the event that a child is consistently not responding to the classroom behaviour expectations and refuses to take direction from a school adult an exclusion may result.

**Internal suspension** – Is the preferred option, meaning that a child would still attend school and be learning, but would not come into contact with other children throughout their suspension (including learning and social times). They would work with a school adult in a suitably calm environment. Their work may include regular school work, restorative justice (apology letter/cards where appropriate) and work on feelings and emotions in order to support their future behavioural success in the classroom.

**Fixed term suspension** – In the event that a child will not comply with an internal suspension or if the behaviour is considered severe, a fixed term (off site) suspension may occur. All fixed term suspensions (FTSs) will be conducted in line with statutory guidelines. Any student who receives a FTS will have breached the school's behaviour policy or will not have responded to previous strategies (including Internal Suspensions). The length of a fixed-term suspension will depend on the context, the

misdeemeanour in question and any previous sanctions applied. Please see the JMAT policy on suspensions for details.

**Permanent exclusion** – Will only occur if all other options to secure improvements in behaviour have failed and will be conducted in line with statutory guidance. Please see the JMAT policy on exclusions for details.

Behaviours which could lead to internal/fixed term/permanent exclusion (list not exhaustive):

- Wilfully hurting an adult or child
- Repeated damage of school property
- Putting self and others at risk of harm
- Serious actual or threatened violence
- Carrying an offensive weapon
- Significant Peer on Peer Abuse
- Sexual abuse or assault / Sexual harassment or violence
- Repeated disruption of the learning of others

The school can, and will, permanently exclude for a first infringement should the nature of the incident warrant this. The school will be influenced by DfE guidelines and conduct the exclusion in line with statutory guidelines.

### **Restraint and the Use of Reasonable Force**

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law. This is only to be used when all possible options for giving the child time/space to regain self - control have been exhausted and NEVER as a punishment. The school has taken account of advice provided by the DfE - Use of reasonable force: advice for headteachers, staff and governing bodies and the school's public sector equality duty set out in section 149 of the Equality Act 2010. Force is generally used for two different purposes, either to control pupils or to restrain them. Control can mean either passive contact (standing between two pupils or blocking a pupil's path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back).

All members of school staff have a legal power to use reasonable force. Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Force will never be used as a punishment. Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

### **Action as a result of Self-defence or in an Emergency**

All staff including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly, in an emergency, if for example, a pupil was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene.

Circumstances in which reasonable force might be used include the following:

- Pupils found fighting will be physically separated.
- Pupils who refuse to leave a room when instructed to do so may be physically removed.
- Pupils who behave in a way, which disrupts a school event or a school trip, or visit may be physically removed from the situation.
- Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil by the arm out of a classroom.
- To prevent a pupil harming themselves or others through physical outbursts

### **Recording an incident**

A contemporaneous record (i.e. written as soon as possible and no longer than 2 hours after the incident's occurrence) should be made by the staff member involved in the incident and a copy given to a senior member of staff and parent/carers informed. Similarly, contemporaneous notes will also be made by all other members of staff involved (i.e. as witnesses or additional providers of support). The notes will be uploaded to the school's MIS and/or safeguarding system as appropriate.

The record will contain the following information:

1. The name(s) and the job title(s) of the member(s) of staff who used reasonable force;
2. The name(s) of the child(ren) involved;
3. When and where the incident took place;
4. Names of staff and initials of child(ren) who witnessed the incident
5. The reason that force was necessary;
6. Behaviour of the child(ren) which led up to the incident;
7. Any attempts to resolve the situation;
8. The degree of force used;
9. How it was applied;
10. How long it was used for;
11. The child's/children's response and the eventual outcome;
12. Details of any injuries suffered by either staff or child(ren);
13. Details of any damage to property;
14. Details of any medical treatment required (an accident form will be completed where medical treatment is needed);
15. Details of follow-up including contact with the parents/carers of the child(ren) involved;
16. Details of follow up involvement of other agencies, police, social services. Child witnesses may also be asked to provide a written account if appropriate

### **Debriefing arrangements**

The child and the member of staff will be checked for any sign of injury after an incident. First aid will be administered to anyone who requires it, or medical treatment obtained.

The child will be given time to become calm while staff continue to supervise him/her. When the child regains complete composure, a senior member of staff (or his/her nominee) will discuss the incident with the child and try to ascertain the reason for its occurrence.

The child will be given the opportunity to explain things from his/her point of view. All necessary steps will be taken to re-establish the relationship between the child and the member(s) of staff involved in the incident.

In cases where it is not possible to speak to the pupil on the same day as the incident occurred, the debrief will take place as soon as possible after the child returns to school.

All members of staff involved should be allowed a period of debrief and recovery from the incident. A senior member of staff (or his/her nominee) will provide support to member(s) of staff involved.

The Headteacher will be informed at the earliest possible opportunity of any incidents where positive handling was used. The Headteacher (or his/her nominee) will initiate the recording process if not already under way and review each incident to ensure that any necessary lessons are learned.

All parents/carers will be informed after an incident where positive handling is used with a child. Parents will need to be notified sensitively and to be made aware of the full circumstances.

### **Banned items and policy on searching, screening and confiscation**

Bacton Primary school have adopted the DFE guidance

([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)) for searching children on school premises.

Headteachers, and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (listed below) or any other item that the school rules identify as an item which may be searched for. At all times the safeguarding and welfare of the child is at the forefront of any decision making.

Prohibited items include:

knives or weapons;

alcohol;

illegal drugs;

stolen items;

tobacco and cigarette papers;

fireworks;

pornographic images;

any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property; and

any item which a school policy specifies as banned and able to be searched for.

Schools must do so in accordance with section 89 Education and Inspections. Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services.

Where a child has in their possession an item that is causing disruption to either their own learning or to that of those around them, teachers may take the item away. The child will be told where that item will be kept and when it will be returned to them. Where possible the item should be returned to the child, or the parent, as soon as possible so that it can be taken home and the family reminded that personal possessions are not permitted in school without prior arrangement for special occasions.

### **Behaviour when travelling to and from school**

Children should always behave responsibly and safely when travelling to and from school. Those using school buses/taxis should follow the guidance issued by Suffolk County Transport and instructions from their drivers. Children whose behaviour causes concern, especially with regard to their safety and the safety of others can be banned from using the County Transport system and such action will be supported by the school. In addition to any action taken by County Transport, school sanctions can, and will, be imposed as appropriate, for behaviour which is in breach of the standards expected.

### **Behaviour on Trips and Visits**

Children are required to behave in such a manner as to enable everyone to gain maximum benefit from the trip or visit. On such occasions, children are ambassadors for the school and will continue to follow the Bacton Behaviours. The importance of behaviour will be stressed in the visit documentation. It should be stressed that we receive frequent compliments on the conduct of our children on school visits.

### **Equality and Diversity**

It is our policy that all children will be treated equally irrelevant of race, gender or disability in the implementation of our behaviour policy.

### **Responding to sexual harassment and sexual violence**

We recognise that children are capable of abusing other children (child on child abuse). Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils. We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously. We know that when left unchallenged, ‘lower level’ incidents contribute to an unhealthy culture in which sexual harassment can be perpetuated. Behaviour related to sexual harassment, violence or child on child abuse will not be tolerated or unchallenged, however, perpetrators will not be demonised. Our schools’ response will be:

- Proportionate (as set out in paragraph 464 of KCSIE 2021)
- Considered
- Supportive
- Decided on a case-by-case basis

The sanctions schools will consider using when responding to sexual harassment:

- A verbal warning with explanation of why what they did/said was unacceptable
- Keeping the pupil behind after class to apologise to the other child
- A letter or phone call to parents
- Missing and supervised lunch/break times
- A period of internal exclusion (length dependent on incident)
- Fixed-term suspension (length dependent on incident) or permanent exclusion

## **SEND**

No child with SEND will be discriminated against either for or against in the implementation of the behaviour policy. Where a child's particular need requires specific care then this will be planned carefully and parents will be consulted in order to provide the best possible outcomes for the child.

## **Anti-bullying**

Anti-bullying (In accordance with Race Relations Amendment Act 2000)

**Definition** Bullying is the prolonged physical or mental harassment of one or more children by another individual or group. Children may experience different types of bullying, for example:

- Verbal bullying
- Physical bullying
- Cyberbullying
- Prejudicial bullying
- Sexual bullying
- Relational aggression

**Curriculum** Anti-bullying is taught as part of our PSHE curriculum and we take every opportunity in other areas to reinforce this message e.g. assemblies. We teach children self-esteem, the importance of equality and how to deal with difficult peer situations.

**Reporting** Children are taught how to verbalise their own needs, feelings and anxieties so that they have the confidence to approach members of staff for support for themselves or others. If a comment or action is deemed by the victim to be racist, homophobic or offensive to people with disabilities, schools are obliged to log it and report back to the Local Authority in an annual return. The concern will be dealt with in school as detailed below. We encourage parents and pupils to approach the school staff with any concerns. Members of staff are extremely vigilant in their observations of children both in and out of the classroom and take reports of harassment from children or parents very seriously. Any alleged reporting of bullying will be logged and investigated. A copy of these investigations (whether founded in outcome or not) will be kept in the bullying log file for future reference and to aid staff to identify any patterns of behaviour.

**Further Action** In the event of an observation or a report of possible bullying the school will...

- Inform all members of staff.
- Raise awareness of bullying in classes.
- Make informal observations in the class and playground of the children concerned.
- If harassment is observed, inform all parents of children involved.
- Make formal observations and keep records (as stated above).
- The Headteacher and another member of staff or independent advisor will have a meeting with the children concerned, either together or separately to try to resolve the situation.
- Meet with the parents of the children involved if necessary or requested.
- Continue to observe to ensure that the problem does not continue.

If the bullying continues, the school will work with the parents and child to try to uncover the underlying reasons why they have bullied. Rewards and sanctions will be agreed to deal with any further incidents and targets for behavioural improvement will be set in line with the policy above. The child(ren) who has been harassed will be offered a named adult supporter of their choice from amongst the staff (an

advocate) and will be encouraged to talk to the advocate about their feelings. The advocate will work with the child to raise their self-esteem and, where appropriate, to teach them strategies to deal with peer relationships more effectively. The advocate will work in conjunction with a senior member of staff. If the school is unable to deal with a case of bullying internally, the Headteacher and Governors will take advice from outside agencies.

# Our Bacton Behaviours

**B**e kind, helpful and honest

**A**lways make good choices

**C**o-operate with others

**T**ry your best

**O**rganise yourself and be ready to learn

**N**urture your curiosity