**FULWELL JUNIOR SCHOOL**

**BEHAVIOUR & DISCIPLINE POLICY**

**Reviewed 14th June 2016**

**Published : September 2016**

**2nd Amendment : May 2017**

**3rd Amendment : September 2020 (Covid-19 Response)**

**4th Amendment: October 2022**

**The role of the Governing body:**

The Governors must agree a written statement of general principles for an overall behaviour and discipline policy, in consultation with staff, parents and pupils. They should periodically review this statement.

The statement ~~should~~ includes:

1. the ethos of the school, offering a clear and defensible set of values and making clear boundaries of acceptable and expected behaviour in school;
2. the purpose of the policy is to support the safe environment in which children learn and reach their full potential;
3. the school's moral code; including rules and routines and consequence systems;
4. positive and constructive rules of conduct modelled by staff and peers;
5. the rewards and consequences to be fairly and **consistently** applied;
6. communicating the behaviour policy through staff induction and training, along with the policy being available for viewing on the school website.

A stakeholder working party of the different representations of the staff and staff governor convened between March - June 2016 to agree a statement of principles.

The following changes and adaptations to the protocols of keeping children safe, and how the school can best adapt practice to ensure a consistent and relevant approach is taken in all areas of behaviour and discipline.

* **The policy has been adapted to comply with Section 89 of the Education and Inspections Act 2006 and in line with the recent DfE legislation ‘Behaviour & Discipline in Schools: Advice for Head Teachers and School Staff’ January 2016** Behaviour in Schools: Advice for Headteachers and School Staff September 2022

Staff should read this Policy in conjunction with other school safeguarding protocols and Local Authority policies, including (but not exclusive to):

* Child Protection Policy (**updated September 2020**)
* ‘Keeping Children Safe in Education’ - originally issued by DfE April 2014, with annual updates thereafter; the most recent update is September 2020. Consideration has also been given to the Government agendas of Female Genital Mutilation and the Prevent Duty, July 2015 Part 1
* Dealing with Allegations of Abuse against all Adults Who Work with Children and Young People – TfC Update Autumn Term 2020
* City of Sunderland Whistleblowing Policy for School Based Staff – Autumn Term 2020
* Staff Code of Conduct & Behaviour Policy – September 2020
* Positive Handling Policy (Use of Reasonable Force) – Updated May 2015 (update pending)

**Statement of principles**

At Fulwell Junior School we want all children to be taught well and have the opportunity to learn; to be safe and happy throughout the day. The school creates this environment by reinforcing positive behaviour and proactively supporting pupils to behave appropriately. To enable this to happen, all members of the school community (children, staff, parents and governors) ~~should~~ demonstrate **respect, consideration, responsibility, fairness, tolerance and honesty**, by:

**RESPECT**

* valuing and listening to other people’s opinions
* being polite and kind to each other and visitors
* acting as good role models
* displaying and communicating the school values

**CONSIDERATION**

* showing friendship and concern when someone is worried, hurt, upset or lonely
* understanding that we all make mistakes sometimes and need to accept or make apologies
* challenging poor behaviour choices in ourselves and others

**RESPONSIBILITY**

* accepting that we are all responsible for our own behaviour choices
* thinking before we speak and act so that our words and actions do not cause harm
* looking after our own and others property and taking care of the school buildings

**FAIRNESS**

* treating others how we would like to be treated ourselves
* allowing others to participate in all areas of school life
* aiming to restore relationships through listening and understanding

**TOLERANCE**

* respecting each other’s differences
* showing understanding to others
* allowing others to be themselves

**HONESTY**

* owning up when we do something wrong, without blaming others
* ensuring that we can be trusted
* encouraging others to be honest and to see ‘both sides’
* acting with integrity

**Aims of the Behaviour Policy**

**Aim 1 To support a whole school approach to behaviour and discipline which fulfils legal requirements, and which has a clear framework of rights and responsibilities with regard to desired behaviour in the school community**

**Actions:**

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| **Rights and Responsibilities of Staff** | |
| **Rights** | **Responsibilities** |
| To be supported by peers and managers | To ask for support when needed  To offer support to colleagues and managers |
| To be listened to | To listen to others |
| To share opinions | To give opinions in a constructive manner |
| To be treated with **respect, consideration, tolerance, fairness** and **honesty** by all others in the school community | To model and communicate respectful behaviour  To recognise and acknowledge positive behaviour in others |
| To be made fully aware of the school policies, systems and expectations | To seek information and consistently use lines of communication |
| To receive appropriate training to increase skills in behaviour management | To support others in developing their skill in promoting positive behaviour  To acknowledge areas of own behaviour management which could be developed  To try new approaches to behaviour management |
| To feel safe | To behave in a way which keeps self and others safe |

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| **Rights and Responsibilities of Pupils** | |
| **Rights** | **Responsibilities** |
| To be treated with **respect**, **consideration** and **honesty** | To behave respectfully and with honesty, showing consideration to others |
| To feel safe | To behave in a way which keeps self and others safe |
| To learn | To be willing to learn  To allow others to learn  To take **responsibility** for own learning |
| To be listened to and show the school values | To give opinions in a constructive manner  To listen to others and respect their values |
| To have achievements noted | To behave in a way which will allow learning, progress and achievement |

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| **Rights and Responsibilities of Parents and Carers** | |
| **Rights** | **Responsibilities** |
| To be treated with **respect** | To behave respectfully to others |
| To be kept informed about their child’s progress and behaviour | To talk to their child about what they are doing at school  To talk to staff about any concerns regarding their child’s learning or well-being (including social media)  To attend meetings, individual or group, regarding learning or behaviour |
| To be listened to | To give opinions in a constructive manner  To listen to others |
| To have access to the school’s approach to behaviour | To acknowledge information and share concerns  To seek information and use lines of communication |
| To have concerns taken seriously | To share concerns constructively |
| Raise directly with the school any concerns with the behaviour policy | Reinforce the policy at home and work in partnership with the school |

**Aim 2 To encourage self discipline, self-regulation and empathy in all pupils, helping them make positive choices and to recognise the consequences of their actions, by consistently and fairly promoting high-standards of behaviour and providing additional support where needed to ensure that:**

* **desired expectations are clear and the reward system is applied consistently**
* **behaviour to be discouraged is clear and sanctions are applied consistently**
* **support is available for pupils with additional needs in social, behavioural and /or personal development**

**Actions**

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| **Desired behaviour** | **Rewards** |
| * teachers have the right to teach * children have the right to learn * everyone has the right to safety * everyone has the right to dignity | **May include one or some of the following:**   * House points * Marvellous Me Badges * Twitter Feeds * ~~Special interest ‘golden’ time~~ * In school certificates |

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| **Behaviour to be discouraged** | **Sanctions** |
| Physical or verbal aggression  Non-compliance with school rules  Name calling  Abuse of school/personal property  Disruptive behaviour in lessons/around school  Racial/Homophobic abuse  Hitting other children  Severe behaviour i.e fighting  Continuous refusal to follow school rules | **A coherent system to be consistently applied:**  Teachers and adults to use their usual humour, disappointed or irritated response to de-escalate a situation and protect and help children self-regulate (move seat in classroom, short isolation from classroom etc) before applying 3-strikes:  1. Verbal warning  2. Reminder of consequence  3. *Yellow card (communicate expectations / offer support clearly to encourage de-escalation ~~prevent further escalation~~)*  Consequence RED CARD: If there is a continuation, there will be a loss of playtime (lunchtime) privilege (5 minute-increments until 15 – which result in a consequence session*). If 15 minutes is reached and the child has not self-regulated through the support offered, then extra adult consultation needs to be sought (Year Lead / SLT)*  *This process should also act as a deterrence to others (and a reminder to those involved) to maintain or improve behaviour expectations and engage in meaningful relationships and education.*  Immediate referral to head teacher  RED CARD: Automatic loss of play time (Consequence Session – 15 minutes)  ~~Restorative sessions~~  Parents will be contacted  Behaviour contract  Positive handling plan  Restorative sessions  Possible Fixed Term exclusion  Loss of privileges |

**Restorative Practice:**

**Following a sanction, strategies should be considered to help pupils to understand how to improve their behaviour and meet the expectations of the school through targeted discussions. This may be with child-adult; child-child; child-child facilitated by an adult; or with others affected by the incident, or parents. If children can explain what they have learned or recognise the impact of their actions and say how they would do things differently in future, then there is more opportunities for restoration of behaviour and relationships.**

**Rules and Procedures**:

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour. Children are aware of the key habits and routines required in school (such as lining up, communicating with adults, and entering assemblies). Rules and procedures should:

* be kept to a necessary minimum;
* be positively stated, ~~telling the~~ communicating with children about what to do rather than what not to do;
* actively encourage everyone involved to take part in their development;
* have a clear rationale, made explicit to all;
* be **consistently** applied and enforced;
* promote the idea that every member of the school has responsibilities towards the whole.

**Incident Reporting:**

The prominence of clear communication and consistency is necessary to ensure incidents are recorded and dealt with accordingly. *Any incident is recorded on CPOMS ~~passed onto the~~ and commincated with the class teacher by the member of staff who witnessed or dealt with the behaviour ~~and is logged on the child’s Electronic Chronology File by the class teacher~~*. This reporting communication is swift. If the incident is not resolved, then the child is referred to the next level of the school’s hierarchical system (outlined in the flow chart).

***Incident Recording:*** Alongside CPOMS there are physical files kept in the staff room for cross-referencing purposes. They also act as a recording tool, so children can see the logging of their names and staff can quickly look for patterns (whether the child has been sanctioned for a similar misbehaviour).

*~~Electronic Chronology File:~~*

*~~This file is not just for the recording of behaviour incidents; however, all yellow cards / red cards MUST be logged, to allow for cross-referencing, monitoring over time and to provide a detailed chronology. Other issues to be recorded: any contact with parents, any concerns or changes in behaviour, any repetition of behaviour and concerns escalated (flow chart). A yellow card is recorded as a 1 and a red card a 3.~~*

*Consequence File:*

*(As above) the class teacher logs information of any consequence is logged on CPOMS ~~the child’s electronic chronology file.~~ When a consequence session is required, the child’s name is placed on the Staff Room Board (next to the kettle), so whoever is leading the playtime consequence session can record the child’s name in the Consequence File. Likewise, if the consequence time is completed at lunch time, then the adult overseeing that consequence must record this in the Consequence File. This is to ensure that there is a cross-reference system in place between ~~the child’s Electronic Chronology File~~ CPOMS and Consequence File.*

*Behaviour File:*

*If Lunchtime Staff issue a consequence to a child, they will handover an account (either written or verbal) to the class teacher who will decide whether to log the incident on CPOMS and communicate their awareness of the issue with the child. Furthermore, the Lunchtime Staff will record any incidents handed on in the Behaviour File, so the HT can quickly assess for any lunchtime patterns. Each Class teacher will check this file (at least twice a week) and sign off / highlight incidents of which they have been made aware. Once more, this provides a cross-reference in the system, so all incidents are communicated and dealt with.*

*Respect File:*

*If any member of staff believes they have been treated with disrespect, then they must verbally communicate this with the child’s class teacher, who will log the information on CPOMS. Additionally, they will record this in the Respect File, so the HT can quickly assess for any patterns. Each Class teacher will check this file (at least twice a week) and sign off / highlight incidents of which they have been made aware. Once more, this provides a cross-reference in the system, so all incidents are communicated and dealt with.*

**Incident Reporting: Procedural Flowchart**

**Pupil Incident recorded on CPOMS**

**Incident Resolved?**

**Incident Resolved?**

**Deputy Head Teacher: Concluded & Logged**

**Behaviour/Positive Handling Plan: Refer to D.Peat**

**Intervention / Pastoral Support Plan?**

**SEN Plan: Refer to L. Softley**

**Discuss with year Lead**

**Referred to Class Teacher**

**YES**

**Incident Logged with any other relevant parties**

**NO**

**YES**

**NO**

**Information Logged on CPOMS ~~in Behaviour Records~~**

**YES NO**

**Referred to Senior Management**

**Assistant Head Teacher(s) : Concluded & Logged**

**Head Teacher : Concluded & Logged**

**The School encourages children ~~has adopted the~~ to ‘THINK’ ~~rules~~:**

*“Think before you speak, think before you act”*

The ‘THINK’ campaign ~~also~~ encourages children to acknowledge the following principles:

1. Follow all instructions
2. Move quietly and sensibly around school
3. Keep hands, feet, objects and unkind words to yourself (THINK strategy)
4. Show respect to people, property and the school environment
5. Be honest and truthful

Thinking is built into the curriculum through activities ~~based around Blooms and De Bono~~ in PSHE lessons and informally throughout the school day.

**Rewards, Praise, Support, Guidance and Sanctions - Rationale**

Our emphasis is on rewards to reinforce good behaviour, attitudes and teamwork rather than on failures. Each classroom has a ‘Going For Green’ poster. Children are encouraged to remain GREEN. This means they have not received a yellow or red card, and are following the school values and rules. The use of Marvellous Me (MME) to send positive messages via reward badges is central to the school policy. The use of Twitter to share positive experiences is also key to praising and emphasing positive, expected behaviour. This process shows the value of good behaviour, values and a desire to succeed. We believe that rewards have a motivational role, helping children to see that good behaviour and positive attitudes are valued. Support and guidance are provided to those children who need it. Specific children should be provided with a Key Worker (usually their class-teacher or year Group TA) to support ~~their~~ with self-regulation.

The most common reward is **praise**, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children.

**Rates of praise for behaviour should be as high as for work.** Good behaviour and positive attitudes should be recognised and acknowledged at all times.

The school must operate a **consistent** and transparent system of acknowledging achievement by following an appropriate **rewards protocol.** It is accepted that children respond well to a tangible reward, as well as vocal praise, but the application of tangible reward needs to follow a structure.

In the whole school environment, this should be:-

* The issue of **House Points** as acknowledgement of good work or positive behaviour; this should be adopted across the school and by ALL staff members.
* **‘~~Worker of the Week’~~** Marvellous Me certificates and badges
* **Twitter Feeds**
* **‘School Vision’** certificates and pens
* **‘Times table’** certificate
* **Special reward time;** this would include instances of a whole class being rewarded with an identified activity e.g. special interest time.

The Head Teacher has the discretion to reward excellence with his/her own rewards system where teaching staff have highlighted a particular piece of work or an outstanding effort from a child. This includes the issue of Head Teacher ‘stickers’ as well as the higher accolade of issuing book tokens to recognise special achievement.

In addition, there are whole school **VALUES** which link back to the principles of ***respect, responsibility, fairness and tolerance***; within this, children have been voted ambassadors by their peers to represent each value. The achievement is acknowledged by the issue of an award letter, which would be sent home to parents, and an enamel badge identifying the specific ‘value’ and year in which they had received this accolade. This is to reward the child’s role as an ambassador within a specific behavioural field, as a role model to other children, and there would be an expectation that such behaviour could be maintained. Similarly, the Head Teacher reserves the right to remove an accolade if a child demonstrated behavioural choices to the detriment of their original award. Is this still relevant?

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| **Gifts and Other Rewards:**  It is accepted that there are key times of the school year where staff (teachers AND support staff) may wish to acknowledge a specific event. For example, children’s birthdays, Christmas, Easter or end of year.  Gifts should be:   * Low cost, low impact purchases which have been **agreed by the Year Group** and Senior Leaders (e.g. pens/pencils/minor stationery items/books for the classroom). **NB** : There must be consensus amongst **ALL** staff in the Year Group and no member of staff should feel obliged to follow a course of action if they do not wish to. * Consistent for the age of the children in that year group; * In keeping with the schools’ healthy food procedures.     Staff should ***NOT***:   * Issue their own rewards; this could be attractive stickers they have purchased themselves, or personally purchased gifts; * Promote any exchange of rewards between pupils that could be deemed as ‘favouritism’; * Give out sweets, cakes or other confectionery rewards in observance of our food policy.   These principles need to be applied consistently to ensure both staff **and** children are protected against allegation of favouritism or inequality. Children need to understand that there is a coherent and fair framework within school relating to rewards and gifts.  Similarly, the school will work proactively with parents to dissuade the purchase of individual gifts for teachers, particularly at the end of the school year. Instead, we will encourage an ethos where making a donation towards the school fund or the school’s chosen charity would be a preferable option; this will be promoted as a means of protecting children who could possibly feel disenfranchised due to their social/economic background. |

**Sanctions and Consequences:**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the **disapproval** of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment. To ensure this, staff communicate consistently with clear language to acknowledge positive behaviour and address misbehaviour. If a child is sanctioned with a red or yellow card, they will change their GREEN card to that colour themselves, to take ownership of their behaviour and return it to green (all children begin each day on green).

The use of consequences should be characterised by certain features:

* Clear expectations of the behaviour required are outlined to the child.
* It must be clear why the sanction is being applied.
* It must be made clear what changes in behaviour are required to avoid future punishment.
* Group punishments should be avoided, as they breed resentment.
* Minor offences will use the ‘3 strikes system’ with an incremental 5 minutes loss of time applied.
* Major offences – such as hitting – will receive an automatic loss of playtime (15 minute consequence).
* It should be the behaviour rather than the person that is punished.

All sanctions are recorded by the class teacher on CPOMS; creating data to be analysed by ~~Year~~ Behaviour Lead. This provides an opportunity to refer for additional support or to provide appropriate intervention for individual pupils.

A child could be identified as requiring support from an adult. This important Key Worker role provides child-centered provision to help them self-regulate or learn how to manage situations more effectively.

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| **Support available for pupils may take the form of:**   * peer ~~mentoring~~ support and guidance * additional adult support in school – such as group work, 1:1, introduction of a keyworker (usually class teacher or Year Group TA) * review of curriculum/learning environment to support additional needs and the possible introduction of behaviour contract * closer links between home and school * referral to an appropriate external agency e.g. CAMHS |

**The learning environment**

We believe that **an appropriately structured curriculum and effective learning** contribute to good behaviour. Thorough planning for the needs of individual pupils (through a personalised learning approach), the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can often lie at the root of poor behaviour. Teachers model expected behaviour and have high-expectations of children to model those behaviours. Teaching behaviour through all interaction (such as being friendly and open) is key to the safe environment. Children are aware of the school behaviour standards and have a sense of duty to follow the behaviour policy, uphold school rules and display the school’s values.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters by meeting shared targets. Progress should be bespoke to the child’s starting point and needs, whilst all efforts should be made to encourage self-regulation of behaviour, and all small steps should be celebrated.

**Classroom management and teaching methods:**

Thesehave an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Therefore,

* classrooms should be organised to develop **independence and personal initiative**
* furniture should be arranged to provide an environment conducive to **on-task behaviour**
* materials and resources should be arranged to aid **accessibility** and reduce uncertainty and disruption
* displays should help develop **self-esteem** through demonstrating the value of every individual's contribution, and overall, the classroom should provide a **welcoming environment**
* discussions should focus on the constant promotion and reinforcement of metacognition, thinking and emotional intelligence, always with de-escalation in mind
* teaching methods should encourage **enthusiasm and active participation for all** where good behaviour for learning is modelled and expected
* lessons should aim to develop the skills, knowledge and understanding which will enable the children to **work and play in co-operation with others, supporting teamwork** (at all times including break / lunch times)
* **praise** should be used to encourage **good behaviour** as well as **good work**
* constructive criticism should be a private matter between teacher and child to avoid resentment

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| **Support available for staff may take the form of:**   * peer ~~mentoring / coaching~~ support * teaching observation opportunities * distributed leadership * CPD around EI, child-centered learning and metacognition * Encouraging self-regulation through thinking * attendance at in-service training * visits to other schools * referral to appropriate supportive agency |

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| **Support for parents/carers may take the form of:**   * individually designed programme to support pupil’s behaviour at home discussion to identify specific concerns & issues * signposting to relevant support courses related to behaviour issues * signposting to sources of parental support, websites, reading materials etc * referral to relevant support agencies |

**Aim 3 To promote an orderly, fair and safe environment for all through a consistent and positive framework for managing pupil behaviour**

**Actions**

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| **There is a recognised, graduated response to inappropriate classroom behaviour** | |
| **Steps** | **Description of circumstances** |
| **1** | Inappropriate pupil behaviour is identified and recorded on CPOMS ~~child’s chronology by the class teacher~~ and through consistent ~~formalised~~ communication. |
| **2** | General behaviour management strategies are put into place (3 strikes / incremental) to encourage self-regulation – supported by THINK strategies, Going for Green. The class teacher will follow up any incidents that they deem necessary with all actions recorded on CPOMS. |
| **3** | If the incident remains unresolved the class teacher will escalate the incident to the school’s hierarchical system (Flow Chart). Pupil specific strategies are put into place. An individual verbal agreement is put into place to allow the pupil to be clear about the expectations of behaviour at FJS:   * the behaviour required and the reward for same * the behaviour causing concern and the sanctions for same   If the behaviour continues then the Year Lead will call a meeting with others to draw up a BEHAVIOUR PLAN / POSITIVE HANDLING PLAN (Behaviour Lead, SEN LEAD, CLASS TEACHER)  The purpose is to provide a short-term intervention designed to quickly change the target behaviour. Parental involvement is desirable at this stage and may include home/school diary contact. |
| **4** | The arrangement may need to be formalised into a ~~Pastoral~~ Behaviour Support Plan, where longer-term support is deemed necessary. This plan should be reviewed at an agreed interval and the Head Teacher, Deputy Head Teacher will be fully aware and involved at this point. The plan may involve the use of key workers / group work to provide metacognition work with the child to help them self-regulate behaviour. |
| **5** | When reviewing the Pastoral Support Plan, involvement of the Educational Psychologist ~~can~~ may be requested, with parents’ consent. |
| **6** | Referral to external agency can be made if deemed necessary. |
| **7** | During this process a thorough log of all incidents and interventions will be recorded on CPOMS to build on success. |
| **8** | If the intervention proves to be unsuccessful, then a meeting will be arranged between the Head Teacher, parents and other staff (agencies) to review plan with a view to modification or other strategies being implemented. |

When pupils demonstrate behaviour/SEMH difficulties that have not been improved by differentiated learning opportunities, support strategies or behaviour management techniques usually employed in the educational setting and require external support/input from agencies/professionals such as Behaviour Support Team/Educational Psychologist etc.; then the pupil may need to be referred to the SENCo and possibly added to the SEN Register (see also the LA SEND Graduated Response Document).

**Sanctions**

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Year Lead, Assistant Head Teacher, Deputy Head Teacher and eventually to the Head Teacher (see flow chart); in addition, parents may be invited into school for discussion, or a letter / phonecall / e-mail sent home to highlight the initial concern. Ultimately, and in the last resort, exclusion may be a realistic option (following the LA guidelines).

Most instances of poor behaviour are relatively minor and can be adequately dealt with through 3 strikes system. It is important that the sanction is in proportion to the incident and that teachers / adults in the school use their usual classroom / behaviour management skills before entering the three strikes system.

Where anti-social, disruptive or aggressive behaviour is frequent, and sanctions alone are ineffective the Year Lead will initially work with behaviour lead and class teacher to create a bespoke behaviour plan. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or Child Guidance Service may be necessary. This possibility should be discussed immediately with the Headteacher.

For pupils who have identified SEN needs (SEMH/ASD/ADHD etc.) then there may be a need for the school to make ‘reasonable adjustments’ to normal Sanction/Consequence procedures. It is expected that these adjustments would be detailed in the pupil’s Support Plan/Provision Map.

**Bullying & Cyberbullying**

Bullying is the persistent desire to hurt others and can be verbal, mental or physical. At Fulwell Junior School we are keen to identify early signs of bullying and children are encouraged to tell a teacher, parent or friend, so that incidents are dealt with quickly and effectively.

Cyberbullying (along with prejudice based and discriminatory bullying) has become more prevalent ~~in today’s society~~ and children are exposed to many forms of social media where bullying can thrive. School has a responsibility to act in all instances where children feel they are being threatened outside of the classroom, although we ~~would~~ work proactively with parents/carers to raise the concerns where direct school influence is not possible. We have a detailed ICT policy which gives in depth information surrounding this area and staff are encouraged to sign post children and parents to it. Conduct outside the school premises, including online conduct, can be sanctioned for misbehaviour when: taking part in school-activities; traveling to-and from school; wearing the school uniform; behaviour that could threaten the orderly running of the school; behaviour which poses a threat to another pupil; or affects the school’s reputation.

All incidents are treated seriously, and the appropriate action taken to deal with the bully and help the victim. (See also **Anti-Bullying Policy**)

Mobile Phones

Children can bring a mobile phone into school with a parental agreement with the headteacher. The phone must be switched off before the child enters the school premises and is immediately handed to the class teacher. The phone will not be used during the school day, and it will be returned at the end of the day (at the school gates). If any phones are used in school, then the user will be issued with a Red Card and parents informed. It could lead to the termination of the agreement between parent and headteacher.

**Positive Handling (previously termed Physical Restraint or Intervention)**

Staff should refer to the Local Authority Guidance – Advice And Guidance In Respect Of The Use Of Physical Intervention With Pupils – for more detailed advice. This is available in the staff room. Copies are also held by the Headteacher and the SENCO. The use of physical intervention will always be the last resort for **authorised members of staff who have received Local Authority training in this area**. All other behavioural management strategies will be used before physical intervention**.**

**(See Positive Handling Policy for explicit guidance on school practice).**

**Racism & Homophobia**

~~In today’s society~~, we ~~must~~ ensure that pupils are not subjected to homophobic or racist remarks whether intentionally or unintentionally.  Pupils from other cultures or sexual orientation may often form a minority group within the school; however, this must strengthen our resolve to educate our children in anti-racist and anti-homophobic values.

Respect and tolerance for others is an important part of our behaviour and pupils must learn these values. The school procedure for dealing with racism and homophobia accords high priority to responding appropriately by making sure that:

1.       All racist and homophobic comments/remarks are reported immediately to the Head teacher;

2.       All such incidents are logged as advised by the Local Authority;

3.       Those involved are interviewed by the Headteacher to emphasise the serious nature of such unacceptable conduct;

4.       The Headteacher will decide thereafter the subsequent form of action required.

Council policy on equality gives guidance for schools and outlines procedures/actions required. Significantly, education at all levels throughout the school must reinforce the principles involved.

**(**See also **Equality Policy)**

**Communication and parental partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. The use of Marvellous Me is the key communication tool, followed by Twitter. phone calls are often made to inform parents of any incidents that have arisen during the school day. All parental contact is logged on CPOMS ~~the child’s chronology~~. Where the behaviour of a child is giving cause for concern it is important that the class teacher (as the key professional in this process of communication) and all those working with the child in school are aware of those concerns, and of the steps, which are being taken in response.

Early warning of concerns that staff may have should be communicated following the flow chart, firstly through the year lead then members of the Senior Leadership Team; with more serious concerns being directed to the Assistant Head/Deputy Head/Head Teacher. This will ~~then~~ ensure an appropriate strategy can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents via the website. Where behaviour is causing concern, parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents if necessary.

**ADDENDUM SEPTEMBER 2020: RESPONSE TO COVID-19 RESTRICTIONS**

The behaviour principles as set out in this policy remain the majority focus for all our actions. The Covid-19 outbreak has also reinforced messages around:

* following instructions
* maintaining social distancing in line with school protocols
* only accessing areas of the school that are designated for the class or year group
* not using the pandemic and ensuing social situations to abuse, scare, upset or threaten another child; in such instances severe sanctions will be imposed and parents informed.

Children will be encouraged to observe clear classroom instructions around hand washing/hygiene and keeping their distance. Children who persistently disregard these principles will be sanctioned in line with our standard behavioural responses. Similarly, children who display good citizenship and act as role models to others during this unprecedented situation will have that positive attitude appropriately rewarded.

Is this still relevant or should we add ‘when Government Policy dictates’?