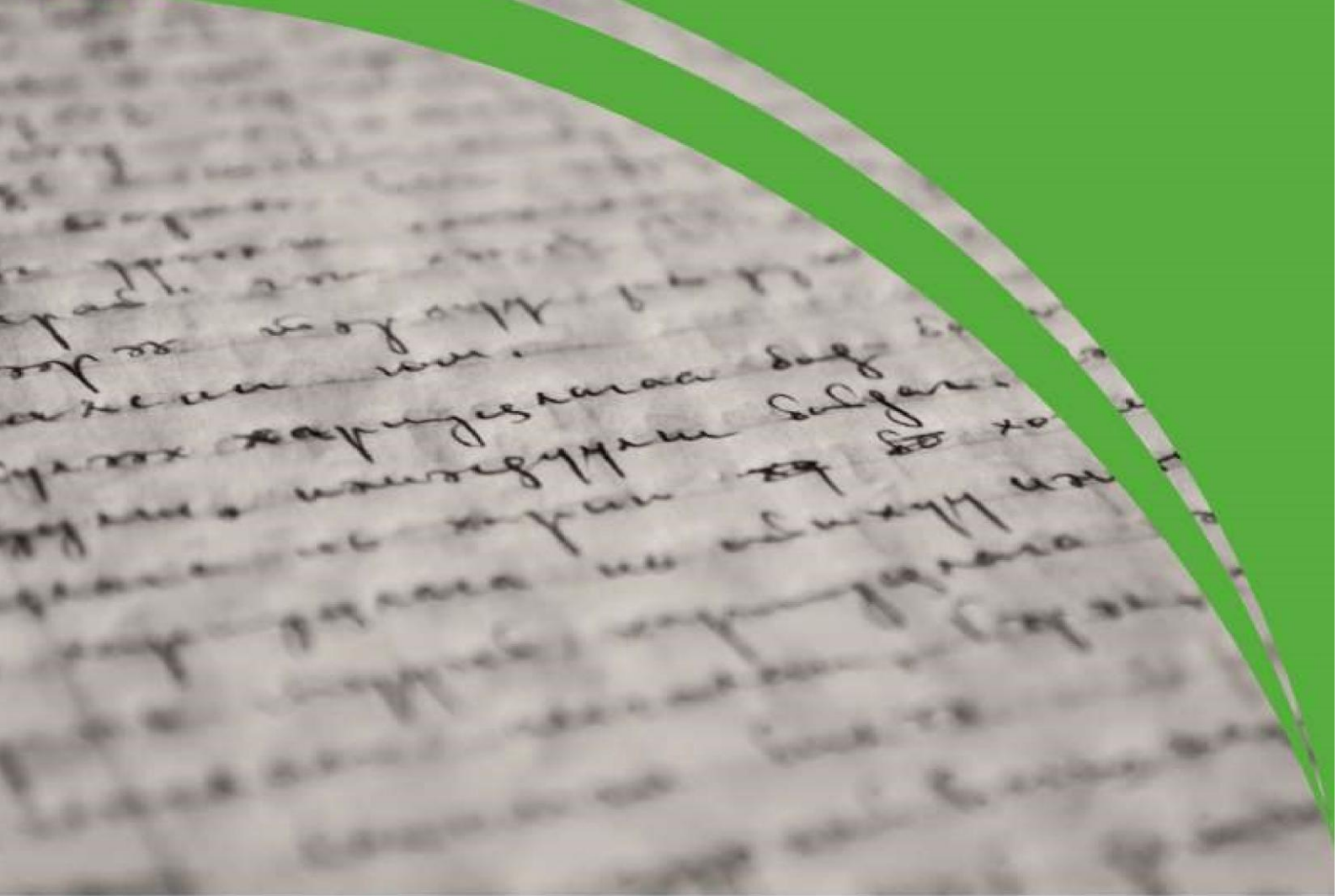




Behaviour Statement of Procedures and Anti-Bullying Procedures

Key Document Details

School Name: Gagle Brook School & Southwold School

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Part One

Behaviour Statement of Procedures

1. Aims and Expectations:

As part of The White Horse Federation, Gagle Brook School and Southwold School implements TWHF Behaviour and Discipline Policy. To ensure that it is effectively implemented across the whole school, this document identifies the localised procedures and expectations to ensure that there is a consistent approach to behaviour management and in celebrating positive behaviours and the achievements of individuals.

It is our primary aim that every member of the school community feels valued and respected and that each person is treated fairly. We are a caring community, and we encourage all of our stake holders to be the best version of themselves, all of the time.

Our approach is a means of promoting good relationships so that all members of our school community can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

We recognise that behaviour is a form of communication and it is the intention of this policy to outline how, as a school, we consistently reward positive behaviour and manage instances of behaviour that does not meet our expected standard, ensuring that appropriate support is put in place, where necessary.

This policy aims to help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community who can take care of themselves, each other and the world they live in.

2. Our school ACHIEVE Values:

All members of our school community are encouraged to be the best version of themselves, all of the time, and this ethos is underpinned by our ACHIEVE values: Ambition, Collaboration, Honesty, Inclusivity, Environment, Valiance and Excellence. Our ACHIEVE values enable our pupils to grow into responsible, independent and considerate citizens.



3. Expectations:

We have high expectations for children's behaviour, attitudes to learning and personal conduct, and we advocate that all children and **Ready, Respectful** and **Safe** have the right to:

- Learn (readiness to learn)
- Be safe
- Be respected (and be respectful)
- Be valued and appreciated

Children and staff are expected to demonstrate our ACHIEVE Values through their own personal conduct, which include, but are not limited to:

- Holding doors for others
- Listening to others
- Showing good manners (using 'please' and 'thank you')
- Entering a classroom ready to learn
- Transitioning around the building quietly, sensibly and safely
- Wearing the correct school uniform and wearing it smartly

4. Valuing positive behaviour:

Praise, rewards and positive reinforcement are embedded in everyday practice to create a positive, secure and welcoming atmosphere. Recognising, valuing and celebrating positive contributions to the school community and individual achievement is a way of school life. Teaching children how to mutually respect, value and celebrate the achievements and opportunities of others. Positive behaviour and achievements are valued and celebrated through:

- Modelling good behaviour and whole school expectations
- Verbal and non-verbal praise, private and public recognition and or congratulations
- Values Awards celebrated during assembly
- Rewarding through our whole school house point system
- Stickers and postcards are sent home for noteworthy behaviour or an exceptional piece of work
- Pupil Leadership Team representation

House Points:

Each pupil (and staff member) is assigned to a House Team to which they belong as a valued member of school communities.

As schools, we use House Points to reward pupils for their positive behaviour and attitudes to learning. The use of House Points does not only reward pupils for their individual efforts, but also encourages a sense of team reward, with House Points being added to a communal tally for each House Team. We have three types of House Point, each with different values and a criteria for reward:

- **White House Point** (Value of 1 HP) – *awarded to pupils who exemplify a value or learning behaviour (this will often link to the use of Recognition Boards, explained below)* White HPs can be awarded by all members of staff. These are commonly awarded in classes.
- **Black House Point** (Value of 5 HP) – *awarded to pupils who have 96%+ attendance in one full term; represent the school in a special way; other examples as appropriate.*
- **Gold House Point** (Value of 10 HP) – *this is a very special award and is awarded by the Headteacher for pupils who have deserved recognition for a particularly special achievement.* Gold HPs can be awarded by the Headteacher or a member of the SLT. Usually, these will only be awarded in assembly for public recognition.

Within classrooms, each child's name is added to a 'House Point Tally Chart' and class teachers use this to track the House Points achieved by individual pupils.

When a child earns a particular number of House Points, they are awarded with a badge which they can proudly wear on their school uniform:

- Bronze Badge = 50 HPs
- Silver Badge = 100 HPs
- Gold Badge = 150 HPs
- *Platinum Badge = 250 HPs + sign off by a senior leader*

We ensure a consistent approach to rewarding positive behaviour and attitudes to learning across the school through school values and house point system. However, we recognise that some children respond to rewards that are unique to them and this will always be considered.

Recognition Boards:

As schools, we use Recognition Boards to publicly praise and celebrate the positive behaviour and learning attitudes of our pupils. Our use of Recognition Boards was inspired by the behaviour expert, Paul Dix. Each classroom has their own Recognition Board that includes our ACHIEVE Values.

We do not publicly display any warnings that the children may receive should they behaviour fall below our expected standard. Instead, this is dealt with privately between the supervising adult and the individual child.

Headteacher Values Certificates:

Each week, a child in each class is chosen by their class teacher to receive a certificate for demonstrating one of the ACHIEVE Values or in recognition of their positive work. These pupils are publicly recognised and their achievement celebrated in our weekly celebration assembly. Pupils who are awarded a values certificate receive two House Points.

Positive note / post card home:

We value the contribution that parents and carers make to our school and their child's development. We also value the positive impact that sharing a child's achievements can have. As a result, positive notes home are sent home in recognition of achievements. Any member of staff can send a positive note home. Children will receive **two HPs** if they receive a positive note home.

Awarding good or outstanding attendance:

- Pupils who have attendance of 96% in one full term (Aut, Spr, Sum) will receive 5 HPs.

5. Staff Commitment:

All staff have a commitment to support the ethos of the school and promote our ACHIEVE Values. They insist that politeness and good manners are essential and expected and lead by example. All staff recognise the important responsibility of modelling high standards of behaviour, in dealing with the children and with each other. Staff have the opportunity to develop their skills and confidence in managing children's behaviour through CPD.

All Staff:

- Model and champion our ACHIEVE Values
- Model controlled, respectful, verbal, and non-verbal behaviour
- Are aware that behaviour is a form of communication
- Value each other's experience and skill set.
- Plan a stimulating, differentiated and personalised curriculum, which encourages motivation and challenge and avoids children becoming frustrated and losing interest
- Provide a caring and effective learning environment and create a positive climate with high expectations and celebrated success both inside and external to school of each other and all pupils.

- Promote honesty and courtesy and show appreciation of the efforts and contributions of all
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability, and disability
- Work positively with the class ensuring the children support each other and are aware of the needs of individual children
- Use Zones of Regulation to support all children throughout the school day
- Work closely with families, informing parents and carers of positive and negative behaviour and recognise when a child has an unmet need that could be the trigger for the behaviour
- Ensure all colleagues are aware of the needs of individual children so there is a consistent approach to behaviour management
- Appropriate behaviours are taught and reinforced on a regular basis through PSHE sessions, class and group discussions and assemblies. This includes Citizenship where social and moral dilemmas are discussed. Circle Time, role-play and small group discussions are used to explore values and beliefs and zones of regulation are used to promote self-regulation and alternate actions or responses to situations. Ideas explored are always linked to real life experiences.
- The well-being room is used to promote positive behaviours and support individual needs through nurture groups and personalised interventions.

6. Pupil Commitment:

Pupils are expected, with the support of staff members, to:

- Follow the Behaviour Policy
- Always demonstrate our ACHIEVE Values, which encourage our pupils to aim to be the best version of themselves and to take care of themselves, each other and the world they live in
- Move sensibly and safely around the school
- Speak politely and with respect to all adults and children
- Always present their best class work and homework
- Always listen actively and contribute positively in all that they do in school
- Look after property carefully, putting it away after use and keep their belongings tidy in the cloakroom
- Attend and leave assembly quietly, listening to the music and what is being said and actively joining in when invited to do so
- Enter and leave promptly and calmly at the start and end of the school day, break times and lunch times

7. Unacceptable behaviour that is not in line with our expectations and ACHIEVE Values:

Examples of behaviour that does not meet our expected standards include but are not limited to the following. The following behaviours are for staff to consider the consequence to in relation to the child's needs, although additional needs will not be an excuse for negative behaviour or unacceptable behaviour:

- Any behaviour which affects the health and safety of others such as throwing, tripping, poking, running inappropriately or physical abuse of others
- Any behaviour which prevents others from carrying out appropriate school activities such as calling out, interrupting, unnecessary noise, unnecessary movement
- Unsociable, impolite, or abusive -physical or verbal -behaviour such as swearing, name calling, teasing, answering back, poking tongue.

In school or off-site (including wrap around care and extra-curricular clubs)		
Low-Level	Mid-Level	High-Level
• Behaving in an unfriendly way towards another child and excluding others • Talking out of turn, calling out • Disturbing/disrupting the learning of other children • Being off task • Not telling the truth • Inappropriate wandering around the classroom during focussed learning time • Teasing / name calling	• Ignoring instructions • Not respecting school equipment e.g. throwing equipment in class • Speaking disrespectfully • Behaving disrespectfully • Continuing to disturb the class • Physical contact with another child (low level) • Continuing to call others unkind names • Continuing to break rules • Continual teasing • Repeatedly shouting out • Purposefully not engaging in learning	• Serious damage to school equipment • Swearing including gestures • Intentionally hurting others • Fighting • Using racist or in appropriate language • Dangerous/Threatening behaviour • Throwing furniture • Verbally abusive language towards others • Acting dangerously • Bullying • Physically hurting others • Continuing to ignore instructions • Stealing resources or other possessions • Purposefully leaving classroom without permission • Continuation of behaviours on return from an exclusion • Child on child sexual abuse • Behaviour that effects the health and safety of others

Social time / Playground		
Low-Level	Mid-Level	High-Level
• Behaving in an unfriendly way towards another child and excluding others • Play fighting / rough play • Messing around in the toilet • Disturbing/Disrupting other's games • Not telling the truth • Not following school rules • Squabbling • Unkind to others • Name calling • Not sharing • Not lining up	• Ignoring instructions • Not respecting school equipment • Speaking disrespectfully • Behaving disrespectfully • Continuing to disturb other's games • Deliberate physical contact with another child • Taking something that isn't theirs • Continuing to call others unkind names • Swearing • Back chatting (disrespectful) to adults • Pushing (consistently) • Constantly going in and out of building • Disrespectful towards school resources	• Serious damage to school equipment • Swearing including gestures • Intentionally hurting others • Fighting • Using racist or inappropriate language • Dangerous/Threatening behaviour • Physically hurting others • Continuing to ignore instruction • Pushing (intending to cause harm) • Child on child sexual abuse • Behaviour that effects the health and safety of others

8. Responsibilities and Consequences:

Children learn that rights also bring responsibilities. Children, who have been reminded of their responsibilities and persist in being disruptive, are generally seen to be choosing to behave in a negative way. This is not the case for a small minority of children whose behaviour arises from known medical or social circumstances and who have an Individual Behaviour Support Plan, tailored to their circumstances and incorporating personal targets and rewards.

Where children are choosing to ignore their responsibility to behave appropriately; warnings are given to help pupils adjust their behaviour in line with our whole school behaviour ladder. Consequences are given after a previous warning where the pupil has not creased the opportunity to adjust their behaviour. Consequences are intended for the child to reassess his/her behaviour and decide how to behave appropriately in the future.

Each class teacher will have a system in class to remind children of the importance of behaving well in class – the Recognition Board. If a child misbehaves, they will receive a reminder of the rules of the class. If they continue to behave inappropriately, they may need some time out or to visit a member of the inclusion team. If a child does not change their behaviour, the teacher alongside a member of the Senior Leadership Team will choose an appropriate consequence.

It is every member of the school's community champion the school's ACHIEVE Values and promote positive behaviour.

All staff have a responsibility to understand that trauma can have a direct impact on children's mental and physical health and behaviour. At Gagle Brook we have a trauma informed mentor who supports children and planned provision in school.

Consequences for unacceptable behaviour include:

- A quiet verbal warning, including problem solving strategies
- "Time out" -spending short periods of time away from group or situation
- An appropriate community task -cleaning up mess they have made once they have deescalated and are ready -logical consequence
- Write a letter of apology
- Speaking privately to their own teacher or a senior teacher during their own time
- Playtime or privileges withdrawn temporarily. School work is not offered as a punishment although tasks may be completed in the pupil's own time if appropriate
- Parents being informed.
- Payment for deliberate damage to property
- Records kept as a behaviour log on CPOMS
- Being sent to a senior member of staff
- A formal letter being sent home and kept on file

This may lead to:

- Lunch time exclusion
- Removal from class for part of the school day – reflective isolation
- Parents asked to come into school to discuss the situation
- Suspension from school for a fixed period
- Permanent exclusion

The Role of Parents & Carers:

We work collaboratively with all parents/carers to enable a positive working relationship. We expect parents/carers to support their child's learning, and to co-operate with the school, as set out in the Home–School Agreement. We aim to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

Pupils' learning is enhanced by a positive relationship between home and school. Parents can contribute in the following ways:

- Being an ambassador and role model of our ACHIEVE Values to their child/ren
- Being interested in their child's learning
- Understanding and supporting school procedures and rules
- Being willing to support activities related to school
- Being aware of their child's role within the community
- By ensuring their child is ready for the school day by being punctual, in the correct uniform and ready to learn
- By communicating effectively with staff by:
 - Reading and responding appropriately to school letters
 - Making appointments to see staff about concerns where necessary
 - Providing up to date emergency contact numbers
 - Attending parents' evenings and school meetings
 - Informing the school of absence by telephoning on the first day.

9. Acknowledgement of the impact of trauma and adversity:

As a school we recognise the impact of trauma and adversity on children's mental and physical health and behaviour.

The SENCO and Inclusion team will monitor the behaviour of identified children and support staff with implementing appropriate strategies to manage behaviours that are challenging, disruptive or withdrawn to enable to child to access all aspects of school life.

Support can include:

- ELSA (Emotional Literacy Support Assistant)
- Pastoral support plans
- Drawing and talking time
- Behaviour charts
- Communication logs home
- Support from Family Support Worker

As a school, we consider our duties under the Equality Act 2010⁴¹ in relation to making reasonable adjustments by planning positive and proactive behaviour support. This is done through the drawing up of individual behaviour support plans for more vulnerable children and agreeing them with parents/carers. We recognise by doing this as a school we reduce the occurrence of challenging behaviour.

10. Suspensions and permanent exclusions:

For information on suspensions and exclusions, please see TWHF Behaviour Policy for reference.

11. Monitoring:

The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

12. Review:

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

13. Related Policies:

This policy should be read in conjunction with:

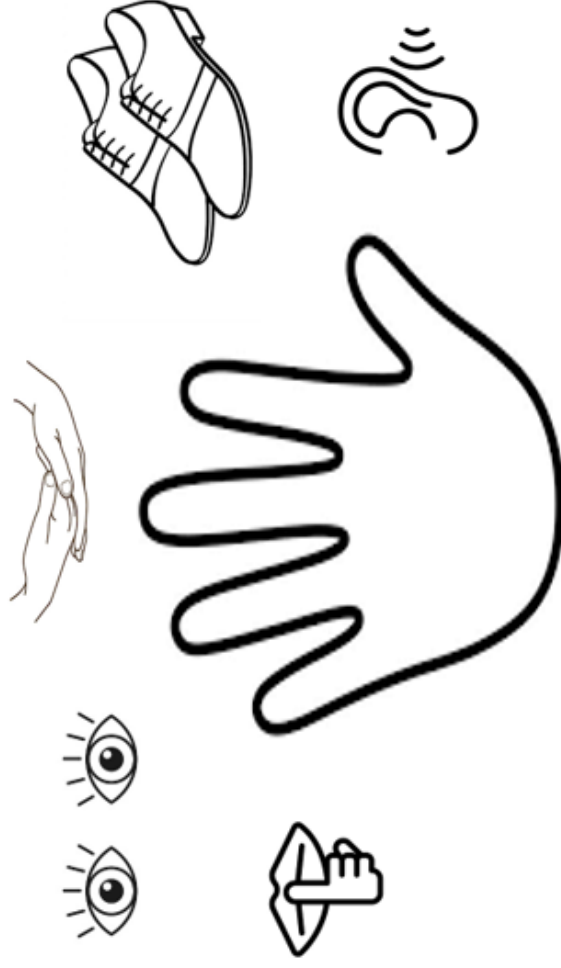
- TWHF Behaviour Policy
- Safeguarding and Child Protection Policy

Appendices

Behaviour Ladder

1	Exceptional Behaviour Going above and beyond to exemplify our ACHIEVE Values. Consistently setting a good example.	Headteacher Values Certificate + 2 House Points  On some occasions, award of Golden House Point token (10 HPs) For 100% attendance in one term – 5 House Points
2	Displaying excellent behaviours in the classroom and around the school and for demonstrating our values.	Positive praise and recognition by your teacher Positive note home + 2 House Points
3	Displaying excellent examples of our values and One Planet Principles. Being a good role model to other children in school.	Sticker from an adult One House Point 
4	Not using 'Show me five' Not listening to an adult when they have asked you to 'STOP'.	 Show me five
5	Not using 'Show me five' Disrupting the learning of themselves and others.	
6	Persistent disruption to themselves and others. Having to be reminded more than twice.	A consequence will be given: ❖ Loss of some of your free time. ❖ Loss of a club ❖ Asked to work in reflective isolation. You will be expected to have adjusted your behaviour once the consequence has happened. A fresh start to the lesson will be applied.
7	Hurting myself. Hurting others with my words or actions. Damaging or attempted damage of property.	A consequence will be given: ❖ You will spend the rest of day in reflective isolation away from your classroom. ❖ Your behaviour will be recorded. ❖ Your parents will be informed. ❖ You may lose school privileges such as school clubs, events or activities. ❖ You may be suspended from attending school for a fixed term. You will be expected to have adjusted your behaviour once the consequence has happened. A fresh start to the lesson will be applied.

Show you're ready to learn...



Show me five

Voice Levels

5	Outside Playground Voices	 Playground Voices
4	Loud Crowd Confident presentation voice so everyone can hear you	 Presentation Voice
3	Formal Normal Normal conversation voice	 Classroom Discussion
2	Low Flow Only your group can hear you	 Group Talk
1	Whispering Only your partner can hear you	 Paired Talk
0	Silence is Golden No-one is talking	 Independent Working

Part Two

Anti-Bullying Procedures

Aims and objectives:

Bullying is unacceptable and can damage children's individual and educational needs. We therefore do all we can to prevent it, by developing a school ethos in which bullying is not tolerated under any circumstances. This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

Our School:

- Discusses, monitors and reviews our Anti-Bullying Policy on a regular basis.
- Supports staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

A Definition of Bullying:

Bullying is a subjective experience that can take many forms. Various national and international definitions of bullying exist and most of these definitions have three things in common which reflect children's experience of bullying and evidence gained from extensive research in this area. The three common aspects in most definitions of bullying are that:

- It is deliberately hurtful behaviour
- It is usually repeated over time: Bullying behaviours happen more than once or have the potential to happen more than once. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, religion and excluding someone from a group on purpose.
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

Forms of Bullying:

Bullying behaviour across all types of bullying can represent itself in a number of different forms. Children and young people can be bullied in ways that are:

Physical – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to do.

Verbal – by being teased in a nasty way; insulted about their race, religion or culture; called names in other ways that discriminate or having offensive comments directed at them.

Indirect – by having nasty stories told about them; being left out, ignored or excluded from groups.

Electronic / 'cyberbullying' – via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones or other electronic devices.

The school recognises that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

- The ringleader, who through their position of power can direct bullying activity
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ringleader)
- Reinforcers, who give positive feedback to those who are bullying, perhaps by smiling or laughing
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour

- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.

Some children can adopt different roles simultaneously or at different times e.g. a bullied child might be bullying another child at the same time, or a 'reinforcer' might become a 'defender' when the ringleader is not around.

We positively encourage all pupils to take responsibility for their behaviour and its consequences and to make a commitment to take action to end the bullying and provide support for the bullied pupil.

Specific Types of Bullying:

The school recognises that although anyone can be bullied for almost any reason or difference, some children may be more vulnerable to bullying than others. Research has identified various different types of bullying experienced by particular vulnerable groups of children. These include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs (SEN) or disabilities
- Bullying related to being of higher ability
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked-after children or otherwise related to home circumstances
- Sexist, sexual or transphobic bullying.
- Derogatory language – relating to race, religion, culture, special educational needs, disability, age, gender, sexual orientation, appearance, health conditions, family/home circumstances.

Online Bullying:

Online Bullying is the use of technology (social networking, messaging, text messages, email, chat rooms etc.) to harass threaten or intimidate someone for the same reasons as stated above. Online bullying can take many forms:

- Abusive or threatening texts, emails or messages
- Posting abusive comments on social media sites
- Sharing humiliating videos or photos of someone else
- Stealing someone's online identity
- Spreading rumours online • Trolling – sending someone menacing or upsetting messages through social networks, chatrooms or games
- Prank calls or messages
- Group bullying or exclusion online
- Anonymous messaging
- Encouraging a young person to self-harm
- Pressuring children to send sexual messages or engaging in sexual conversations

Prejudiced Behaviour:

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – for example disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity.

Preventing, Identifying and Responding to Bullying:

We will:

- Work with staff and outside agencies to identify all forms of prejudice driven bullying.
- Seek pupil's views on our school and how happy and safe they feel.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.

- Consider all opportunities for addressing bullying and child on child sexual abuse through the curriculum, displays, peer support, inclusion team support, NSPCC Talk PANTS, PSHE and RSHE lessons, the School Council and consistent use of the school's ACHIEVE Values.
- Train all staff to identify bullying and follow school policy and procedures on bullying.
- The work of the Learning Mentor to ensure that vulnerable children are supported and protected from bullying or becoming a bully.
- Actively create "safe spaces" for vulnerable children.

Involvement of Pupils:

We will:

- Regularly canvass children's views on the extent and nature of bullying.
- Ensure children know how to express worries and anxieties about bullying.
- Ensure all children are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve children in anti-bullying activities in school.
- Offer support/intervention to children who have been bullied.
- Work with children who have been bullied in order to address the concerns that they have.

Liaison with Parents and Carers:

We will:

- Ensure that parents / carers know whom to contact if they are worried about bullying.
- Ensure parents know about our complaints procedure and how to use it effectively.
- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.
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Responsibilities:

The whole school understands that bullying is not tolerated, that we have a zero-tolerance approach to bullying, and understands the steps that will be taken to both prevent and respond to bullying.

The role of Governors:

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors any incidents of bullying reported to them and reviews the effectiveness of the school policy every 2 years. The governors require the Headteacher to keep accurate records of all incidents of formal and recognised bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The role of the Headteacher:

- a) It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- b) The Headteacher ensures that all children understand the definition of bullying, know that it is wrong and that it is unacceptable behaviour in this school.
- c) The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- d) The Headteacher sets the school climate of mutual support and praise for success to making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.
- e) The Headteacher works collaboratively with Senior Leadership and Inclusion teams to ensure that this policy is upheld.

The role of all staff:

- a) All staff in our school take all forms of bullying seriously and intervene to prevent incidents from taking place.
- b) If a member of staff witnesses an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Inclusion lead, the teacher informs the child's parents.
- c) If the school is made aware of any bullying taking place between members of a class, we deal with the issue swiftly. Appropriate support for the victim of the bullying will be put into place, and consequences for the child who has carried out the bullying will be implemented. We spend time talking to the child who has been bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Senior Leadership team. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the school may contact external support agencies.
- d) Teachers support all children in their class and establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

Mobile Phone Policy – Addendum to Behaviour Procedures & Protocol

Southwold Primary School and Gagle Brook Primary School

Ratified: February 2024

Review: Annual

Schools have a duty to create an environment that is calm, safe and free from distraction so that all pupils can learn and thrive. Mobile phones risk unnecessary distraction, disruption and diversion and, as a result, Southwold Primary School and Gagle Brook Primary School are mobile phone free environments. Pupils are not permitted to use mobile phones on the school premises – they are not permitted during learning time or social time within the hours of the school day. The schools do not permit the use of pupils' own devices (Bring Your Own Device) to support the facilitation of any curriculum implementation.

An exception to the above:

Whilst both schools are mobile free environments, we do permit pupils in Year 6 only (who walk alone to and from school) to bring a mobile as part of their personal safety. However, these pupils must hand their mobile device to a member of staff in the school office every morning so that it can be locked away until collection at the end of the school day through a 'sign in / out' system'. Prior to a Year 6 pupil being permitted to bring a mobile phone into school, the parent/carer must complete the form below (Appendix 1), indicating that they will be travelling to and from school without an adult accompanying them and will carry a mobile phone.

The school will not be liable for any damage to a pupils' phone or be responsible should it go missing.

Appendix 1:

Permission for Year 6 pupil to travel to and from school unaccompanied

I give permission for my child _____ (name), who is in Year 6, to travel to and from school unaccompanied by an adult.

Please tick one box below to indicate consent.

I also wish for them to carry a mobile phone and accept that they must hand this to a member of school staff at the beginning of each school day. I understand that my child is not permitted to carry a mobile phone at any other point in the day and that, should they do so, this privilege will be removed. ☐

I wish for my child to travel alone but they will not be carrying a mobile phone. ☐

Name of parent / carer: _____

Signature: _____

Date: _____

