



WOODMANSEY CE
PRIMARY SCHOOL

Building Strong
Foundations



Unlocking
Potential



Inspiring a
Generation

Good Behaviour Policy

Including: 'Anti-Bullying Strategy' and
'Restrictive Interventions, including Reasonable
Force' statement

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We celebrate every child in our care as part of God's great plan, loved and accepted just as they are and for all they could become.

We recognise that every child has a unique task to do with God and for God, whether they know it or not.

Supported by the strong foundations of our chosen Christian values as expressed in our relationship with St Peter's Church: Hope, Compassion, Trust and Respect, we seek to unlock the potential of every child.

'Building strong foundations, unlocking potential.'

Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you. Ephesians 4:32

1. WE BELIEVE

Pupils have a right to learn, to feel safe and be happy. All adults including staff have a right to feel safe and be happy in carrying out their respective duties. Children behave best when they are happy. Children are happiest when they are well motivated, feel connected and safe, and learning to do things such as reading, writing, discovering, creating and working together, giving them time for reflection. It is essential therefore, that there is a partnership between every member of the school community (Teaching and non-teaching staff, governors, parents/carers and pupils).

Messages to pupils about their behaviour must be the same and pupils need to know that teachers and parents/ carers support each other and that we all care about them. There must be a whole school approach. The school should never 'give up' on any child and always find time for individuals whether they are a victim of bad behaviour or the cause of it.

Exclusion would be a last resort and only applied if in the best interests of the pupil concerned and as a result of fears for the safety of other pupils. Discipline is about caring for the individual child and a positive standpoint is essential to achieve ultimate success.

2. AIMS

- To involve all members of the school community.

- To strengthen the relationships through the school's chosen Christian Values.
- To provide children with strategies to modify their own behaviour when necessary.
- To provide children with clear guidance on how they should deal with any incidence of bullying they suffer or witness.
- To define good and bad behaviour.
- To achieve a consistency of approach from all staff, teaching and non - teaching.
- To raise the esteem of children.
- To reward positive behaviour.
- To apply a system of sanctions, fairly and constantly when bad behaviour occurs.
- To be clear and unambiguous as to what is expected, and when and how the rewards and sanctions apply.
- To ensure that special arrangements will be made for children with behavioural difficulties and that their needs are met. (See also S.E.N.D Policy)
- To provide strategies that enable staff and pupils to reduce tension and avoid conflict.
- To reduce the opportunity for bad behaviour to occur.
- Never to accept bullying or the notion of the 'Natural Victim'.
- To reduce the incidences of bullying to as low a level as possible.
- To build relationships.
- To base any criticism on the behaviour not the child.
- To provide all staff with the skills required to be adaptable and proactive.
- To provide confidence that the policy will and does work.
- To provide support mechanisms for staff, parents and pupils where needed.

3. ROLES AND RESPONSIBILITIES

STAFF

Ultimate responsibility for the day-to-day management of school discipline rests with the Headteacher, which may be delegated at times to their representative. Every member of staff when in contact with children has a responsibility for conducting themselves in a manner which is consistent with this policy. All staff should be entitled to support from the school management team when they are having difficulties in dealing with bad behaviour. If necessary, training will be provided. Personnel will normally be involved with behaviour issues as follows:

i) PARENT ---- TEACHER ----- HEAD TEACHER

STAFF TRAINING

Behaviour will be discussed at least annually (but probably more frequently) at the meetings of teaching staff, governors, teaching assistants, lunchtime staff and pre/post school childcare clubs. This is to ensure evaluation, review, improvement and reinforcement of the policy and the procedures. Termly meetings will be held for lunchtime supervisors. The extra time will be paid for

out of the school budget. Staff who are likely to need to use reasonable force or another restrictive intervention will receive suitable training in prevention, de-escalation and safe and lawful practice, reflecting the needs and risks within the school.

Advice and support on discipline and policy issues will be offered. The school aims to ensure at all times, an informed approach to lunchtime procedures, which are totally consistent to the school's policies and ethos.

4. GENERAL OVERVIEW

EXPECTATIONS

Expectations should always be high. Staff should engage in conversation with children regularly to build relationships so that when a child falls foul of the system he/she knows that the member of staff is a fair person who is genuinely interested in their well-being. Staff should remain positive and in control at all times.

DEFINITIONS

What is Good Behaviour?

The following definition has been formed through consultation with all pupils at Woodmansey CE Primary School.

Good behaviour is working and playing fairly, treating each other with respect and compassion.

The following words and phrases can therefore describe good behaviour:

BY BEING:

- caring
- forgiving
- generous
- supportive
- trustworthy
- polite
- kind
- helpful
- friendly
- patient
- on time
- tidy
- gentle
- truthful
- sensible

- quiet when required
- respectful
- good mannered
- cooperative
- considerate
- compassionate
- responsible
- sensitive to the needs of others

THROUGH ACTIONS OF:

- playing fair
- working hard
- taking turns
- playing with friends
- thinking of others
- doing as we are told
- walking on paths
- being on time
- letting others go first
- clearing up our own mess
- thinking for yourself
- saying sorry
- making good use of time
- making people happy
- following rules
- joining in
- saying please and thank you
- holding the door for others
- working as a team
- smiling
- sharing
- listening to others
- walking inside buildings
- following instructions
- fair play
- cheering others up
- letting people join in
- anticipating the needs of others
- learning
- giving
- standing up for what is right
- getting on

What is Bad Behaviour?

The following definition has been formed through consultation with all pupils at Woodmansey CE Primary School.

Bad behaviour is being unkind, or hurting others intentionally. It is also stopping others from learning and making others upset.

The following words and phrases can therefore describe bad behaviour:

- stealing
- pushing
- being offensive
- running inside buildings
- not listening
- bullying
- jumping on people
- hitting
- cheating
- snatching
- being untruthful
- breaking things on purpose
- playing dangerously
- being cheeky
- answering back
- lying
- throwing things at people
- disobeying
- being ignorant
- talking over someone
- name-calling
- threatening
- splashing
- slapping
- fighting
- hurting
- biting
- kicking
- punching
- poking
- being rude
- swearing
- picking on people
- being nasty

THROUGH ACTIONS OF:

- interrupting someone's conversation
- being noisy in quiet areas
- arguing with the teacher
- nipping
- avoiding our responsibilities
- leaving people out
- flicking
- whipping
- spreading gossip
- being mean
- graffiti
- rolling in the mud
- being abusive
- holding grudges
- vandalism
- being impolite
- littering
- spying
- pulling people's clothes
- tripping up
- pulling hair
- not doing as our parents, teachers and supervisors tell us

How the school encourages Good Behaviour

Good behaviour is encouraged by example and is rewarded by:

- Praising all children for behaving well.
- Rewarding individual good behaviour.
- Praise
- Reward certificates
- Extra privileges
- Motivating individuals
- Target setting
- Recognising and rewarding achievement
- Making an entry in the Gold Book with an accompanying certificate.
- Rewarding group good behaviour.
- Public praise
- Class gem jars
- Class award certificates / wrist bands
- Extra privileges
- Stating quite clearly the type of behaviour we wish to see.
- Key Rules
- Reinforcing our Rights and Responsibilities
- Teaching the children to develop self - discipline.
- Through example

- Through discussion
- Personal, Social, and Citizenship Education (P.S.H.C.E) programme
- Through worship

How the school discourages Bad Behaviour

Encouragement of good behaviour is the main aim but occasionally this will not be enough and we will have to take further action to prevent bad behaviour. We therefore need to show the children, we care enough to help them by:

- gaining support of parents
- reminding children of our rules
- accompanying effective reprimands by pointing out the benefits of good behaviour
- involving a senior member of staff
- removing privileges or responsibilities
- recording his or her name in the red book and missing the next playtime.

In cases of repeated or more serious failure to conform we:

- involve a senior member of staff
- always inform contact the parents/carers to inform and seek support
- create special programmes for the child
- involve outside agencies (with the parents/carers agreement).

In very rare cases, where behaviour has become violent or completely unacceptable, despite all our efforts, a fixed term exclusion from school will be considered. Assurances as to future conduct will be sought. If further exclusions were required and if every initiative tried, had failed and if assurances as to the future conduct of the child were not attainable then a permanent exclusion would be applied for. Governors, parents / carers and the L.A. would all have rights of appeal.

5. SCHOOL RULES

The school Key Rules are posted in relevant positions to remind children of them. A child who breaks a key rule will automatically be recorded in the 'Red Book' and miss the next playtime. The use of the next playtime is designed to reduce confrontation at the time.

The Key Rules, expressed as 'Responsibilities' and agreed with the children are:

- 1. Show compassion and respect to our school and the people in it.***
- 2. Never hurt anyone or anything, but always make safe choices.***
- 3. Tell the truth. Honesty is always the best policy.***

Rights and Responsibilities

- ***I have the right to work and play in a safe and calm environment.***
- ***I have the responsibility to think before I speak.***
- ***I have the right to be me.***
- ***I have the responsibility to be the best that I can be.***

They are summarised by our Christian Values:

Hope, Trust, Respect and Compassion

If a child breaks a Key Rule, this is immediately recorded in the Red Book. Class Teachers will be informed if a pupil in the class has been entered into the Red Book by another member of staff.

UNCOOPERATIVE BEHAVIOUR IN CLASS.

If a child is not getting on in class and/or is disrupting the learning of others which include 'Low Level Disruption' the following procedures should be followed.

1. a warning
2. a change of working position within the classroom
3. removal to another classroom to work (Teachers have a partner teacher to link with for this purpose). ***Note at this point there should also be an entry into the Red Book***
4. referred to the Headteacher.

These are behaviour support or disciplinary measures. A pupil will not be prevented from leaving by physical obstruction or by a threat of punishment. If those features are present, the intervention is seclusion and the recording and reporting requirements in section 8 apply.

6. REWARDS AND SANCTIONS

RED BOOK & AWARD CERTIFICATES

Description

The Red Book will contain space for the:

- name of the child who has broken the rule
- a description of the incident

- initials of the staff member who witnessed the incident
- date
- indication that the playtime has been missed.

Certainty

Names will only be entered when there is 100% certainty that the child did break the rule, i.e. witnessed by an adult or a child admits the incident. Retaliation is not an excuse. Children are taught not to hit back. If this occurs both children will be entered into the Red Book. A playtime will be missed, supervised by the Headteacher or Decision maker in their absence. There will be a discussion about the incident and how it can be avoided in the future. The child will sit in silence, the aim being quiet reflection. Work will not be used as a punishment. If a child talks they will miss the next playtime. If children come with a complaint it must be taken seriously but if not witnessed, the incident will not be dealt with through the Red Book system.

Rewards

Every child who does not appear in the Red Book for half a term will be awarded a Bronze Certificate. At the end of each term Silver Certificates and will be awarded to those who do not appear in the Red Book for a full term. Gold Certificates will be awarded to those who have kept all the Key Rules for a full academic year. Class certificates will be awarded to classes if every member of the class has achieved the standards listed above. *If however a child in the class has an 'Individual Behaviour Plan', recognised as a Special Need, any entries for that child will not be included. This would include for example a child excluded from this or another school or a child with a condition such as Tourette's Syndrome.*

Parental Contact

If a child appears in the red book on three occasions in any half term a letter will be sent to parents and the child will be placed on a Behaviour for Learning Improvement Plan or B.L.I.P. For some pupils a B.L.I.P may be used sooner. This is because a B.L.I.P has been found to be a highly successful model supporting pupils to modify their behaviour.

BEHAVIOUR FOR LEARNING IMPROVEMENT PLAN

Those requiring a B.L.I.P plan will meet with the Headteacher and their class teacher and think about the following three issues:

- This will help me improve the quality of my experiences at school.
- This will help me improve the quality of other people's experiences at school.
- This will allow me to be positive and fair to everybody at school.

The Headteacher, teacher and pupil will then agree on three strategies designed to improve behaviour. The pupil will then meet with the appropriate member of staff to discuss progress being made at agreed times, with appropriate regularity. These meetings will stop when both parties are happy with the improvements made. The pupil will collect evidence of the changes and the target behaviour. Pupils will only collect positive evidence. The pupil is responsible for collecting the evidence and therefore will stay on the B.L.I.P for as long as it takes to collect the sixty pieces of positive evidence. Each break time the pupil on the B.L.I.P will have to ask the Headteacher or Decision maker in their absence, if they are to be allowed outside in order to collect evidence. Evidence can also be collected in class and at home. Parent involvement is seen as being vital to the success of the B.L.I.P . Pupils may need more than one B.L.I.P sheet for the process to become effective.

GEM JAR

All staff are encouraged to reward particular behaviour and work. This could be on an individual or class basis. When the desired behaviour is being exhibited the teacher can award a gem to be placed in the class Gem Jar. When the jar is full a special reward should be given to the whole class. This reward should be agreed with the class in advance. One gem jar is worth 15 minutes. Classes of pupils may wish to bank their full jars to earn more time or a specific treat.

Gems should never be removed from the jar as punishment. All pupils must share the reward regardless of how many gems they have or have not contributed. The message is that "We all benefit from the kindness and good work of those who live and work around us. We work as a team."

7. DEALING WITH CONFLICT BETWEEN PUPILS

IN GENERAL

We believe that staff should always try to bring tension down and prevent escalation. Retaliation and revenge only exacerbate the situation. One party might win but the other cannot and therefore no permanent solution can be achieved this way. Conflict is likely to escalate if there is an increase in anger, frustration or perceived threat. Conflict is likely to be defused if the ISSUE is focussed on, rather than the personalities involved and also if there is a decrease in anger, frustration and perceived threat.

FOUR BASIC PROCEDURES

The four basic procedures, which we subscribe to, are therefore:

1. Focus on the issue not the personalities

2. Comment on / Criticise the behaviour not the offender.
3. By doing this you will bring down tension and prevent escalation.
4. Leave the child with integrity and self-esteem intact.

STRATEGY

Analyse the conflict situation

Make notes, gaining all sides of the story and witnesses comments. (Ultimately this should be handed into the Headteacher for filing.)

Questions to ask

- Who was involved?
- How did it start?
- Why has it happened?
- What does each side/person hope to gain?
- What does each side/person feel?
- What might happen next?
- Is there a solution each side/person would feel happy with?

Decide on possible responses Negotiation is generally the most helpful way of resolving conflict as it respects both parties' needs and views the conflict as a shared problem. The negotiation card (see Appendix) may be useful to help pupils through the process if they are mature enough.

Serious situations Hand the investigation so far to the Headteacher.

Parental Concerns Deal with thoroughly as above. Ensure that the concerned parent is made aware of the outcome of all investigations.

8. RESTRICTIVE INTERVENTIONS, INCLUDING REASONABLE FORCE

OUR APPROACH

Woodmansey CE Primary School is committed to minimising the need for restrictive interventions through an inclusive environment, positive relationships, early support, prevention and de-escalation.

A restrictive intervention is an action that prevents, restricts or subdues the movement of a pupil's body or part of their body. It includes reasonable force, restraint and seclusion. Reasonable force means using no more force than is necessary for the least amount of time.

Restrictive interventions will only be used when lawful, necessary and proportionate. Staff will use the least restrictive effective response for the shortest possible time. The pupil's welfare, dignity, individual circumstances and rights will remain central to decision-making. Force will never be used as a punishment.

WHO CAN USE REASONABLE FORCE AND WHEN

All members of school staff have the legal power to use reasonable force in limited circumstances. This power may be used to prevent or stop a pupil from:

- causing injury to themselves or another person
- committing a criminal offence
- damaging property
- causing disorder among pupils at the school, whether during a teaching session or otherwise

Staff are not expected to exhaust de-escalation strategies where immediate intervention is necessary to prevent harm. In other circumstances they should consider whether there is a more effective, less restrictive response.

DECIDING WHETHER AN INTERVENTION IS APPROPRIATE

The member of staff will consider whether the intervention is necessary and proportionate, including:

- whether it is likely to reduce the relevant risk or instead escalate the situation or cause greater harm
- whether the minimum force or least restrictive intervention is being used for the shortest time
- the pupil's age, size, medical conditions, communication needs, SEND and other vulnerabilities
- the school's duties under the Equality Act 2010 and any reasonable adjustments
- the likely effect on the pupil's physical and psychological welfare and dignity
- whether the location and presence of peers could increase distress

Where practicable, staff will communicate calmly, explain what is happening and why, and tell the pupil what they need to do. Appropriate verbal or non-verbal communication and processing time will be provided for pupils with communication difficulties or English as an additional language. If an intervention is escalating the situation, staff will reassess it and use a safer alternative where possible.

UNACCEPTABLE PRACTICES

Staff must not:

- use force as a disciplinary punishment
- use more force, or apply it for longer, than is necessary
- cover a pupil's mouth or nose, apply pressure to the neck or abdomen, or otherwise restrict the pupil's airway, breathing or circulation
- continue an intervention that is unnecessarily escalating the situation when a safer effective alternative is available

The use of force can be particularly dangerous on the ground. If a pupil is unintentionally held on the ground, staff must release their holds or reposition the pupil into a safer alternative or standing position as quickly as possible.

SECLUSION

Seclusion is a non-disciplinary intervention in which a pupil is kept apart from others and prevented from leaving by physical obstruction, securing the place, or causing the pupil to believe they will be punished if they leave.

Seclusion will only be used as a safety measure to protect others from harm when a pupil is experiencing a high level of emotional or behavioural dysregulation. It will not be implemented through a threat of punishment. The place must be safe and must not feel threatening or intimidating. The pupil must be supervised continuously and allowed to leave as soon as the immediate risk of harm has reduced.

Seclusion is distinct from disciplinary removal from a classroom. A disciplinary removal must not involve preventing the pupil from leaving by physical obstruction or threat of punishment.

SEARCHING PUPILS

The Headteacher and staff authorised by the Headteacher may use reasonable force when exercising the statutory power to search for an item prohibited by law. Force will not be used to search for an item that is prohibited only by the school rules. Searches will be conducted in accordance with the school's searching, screening and confiscation procedures.

PUPILS WITH SEND OR OTHER VULNERABILITIES

The school recognises that distress, pain, sensory overload, communication difficulties, trauma, fear or anxiety may contribute to behaviour and that pupils with SEND may be disproportionately affected by restrictive interventions. Staff will seek to understand individual triggers and work with the pupil, parents and relevant professionals to develop preventative and de-escalation strategies.

Where appropriate, these strategies will be recorded in an individual behaviour support plan. The plan will identify triggers, warning signs, successful de-escalation strategies, reasonable adjustments, ways for the pupil to communicate their needs and any circumstances in which increased physical

contact may be appropriate. Where there is an identified likelihood of restrictive intervention, an individual risk assessment will be completed.

Plans will be co-produced where appropriate and reviewed periodically and after any significant incident. A plan does not provide automatic authority for an intervention: staff must still decide whether its use is necessary and proportionate in the circumstances.

TRAINING AND RISK ASSESSMENT

Staff likely to use restrictive interventions will receive suitable training in prevention, de-escalation and safe and lawful practice. The school will determine the level of training required in light of its pupils, setting and identified risks. Risk assessments will be in place where staff regularly work with pupils for whom restrictive intervention may be required.

ACTIONS FOLLOWING AN INCIDENT

As soon as practicable after an incident, the school will:

- check the pupil and staff involved for injury or other adverse effects and arrange medical assessment or treatment where appropriate
- record and report injuries under the school's health and safety procedures
- provide appropriate support to the pupil, staff and any affected witnesses
- hold separate reflective conversations with the pupil and staff involved, ideally facilitated by a member of staff who was not directly involved
- consider triggers, the effectiveness of preventative measures and what could avoid a recurrence
- seek to repair relationships and review relevant risk assessments and behaviour support plans

RECORDING INCIDENTS

The school will maintain a written procedure for recording every significant incident in which a member of staff uses force, every incident of seclusion and every restraint incident, including restraint without direct physical contact. A significant force incident is one in which force goes beyond appropriate physical contact between pupils and staff. This includes physical force used to implement a non-physical restrictive intervention.

The staff involved must make a written record as soon as practicable and should endeavour to complete it on the same day. Recording is required even where an intervention has been anticipated or discussed in an individual behaviour support plan. The Red Book is not a substitute for this statutory incident record.

The record will include, as a minimum:

- the names of the pupil and staff directly involved
- the date, time, location and approximate duration

- relevant pupil needs and circumstances, including identified SEND and SEN status
- what happened before and during the incident, including known or possible triggers
- preventative and de-escalation strategies attempted
- why the intervention was considered necessary
- the type and degree of force or restriction used
- any injuries or other adverse effects, medical treatment, support and other post-incident action

The school may also record pupil and witness accounts, details of parental notification, follow-up discussions and changes to support arrangements.

REPORTING TO PARENTS

Parents will be informed in writing as soon as practicable, and the school will endeavour to do so on the same day, following every significant use of force, every use of seclusion and every restraint incident, including restraint without direct physical contact. For seclusion and restraint, as a maintained school, the governing body will ensure that parents are supplied with a copy of the written incident record.

The notification will include the time, date, location and approximate duration; why the intervention was necessary; the type and degree of force or restriction used; and details of any injuries. An incident does not need to be reported twice where a restraint incident also constitutes a significant use of force.

If it appears that reporting to a parent would be likely to result in serious harm to the pupil, the incident will be reported to any parent to whom it can safely be reported or, if there is no such parent, to the local authority in whose area the pupil ordinarily resides. Parents will normally be invited to discuss triggers, whether the pupil's support plan was followed, the effectiveness of de-escalation and what could be done differently.

GOVERNANCE, MONITORING, COMPLAINTS AND ALLEGATIONS

The governing body will take all reasonable steps to ensure compliance with the school's recording and reporting procedures. It will regularly review restrictive-intervention data to identify patterns, repeat incidents, the effectiveness of pupil support, staff development needs and any disproportionate use involving pupils with SEND, protected characteristics or other vulnerabilities. Data will be interpreted proportionately, particularly where groups are small.

Complaints about restrictive interventions will be considered under the school's complaints procedure. Allegations that a member of staff used an intervention inappropriately will be managed in accordance with the safeguarding procedures in Keeping Children Safe in Education.

LEGAL AND GUIDANCE FRAMEWORK

This section has regard to:

- sections 93 and 93A of the Education and Inspections Act 2006
- sections 550ZA and 550ZB of the Education Act 1996
- the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- the Equality Act 2010, Human Rights Act 1998 and Health and Safety at Work etc. Act 1974
- the Department for Education guidance Restrictive interventions, including use of reasonable force, in schools (effective from 1 April 2026)

9. APPROPRIATE PHYSICAL CONTACT WITH PUPILS

The school does not operate a 'no contact' policy and will not agree to requests that staff never use reasonable force or other restrictive interventions. Such a restriction could prevent staff from acting appropriately to protect pupils.

Appropriate physical contact that is not a restrictive intervention may include:

- administering first aid
- guiding or escorting a pupil, including supporting a pupil to reach a place they have chosen for self-regulation
- comforting a distressed pupil or congratulating or praising a pupil
- demonstrating an exercise, sporting technique or use of an instrument

Staff will exercise professional judgement, considering the school's safeguarding policies, the circumstances, whether other adults are present, the pupil's age, SEND and other vulnerabilities, and whether an effective alternative that does not involve physical contact is available.

10. ANTI-BULLYING STRATEGY

DEFINITION

"Bullying is the abuse of power by a person who is somehow stronger, resulting in some distress, harm, or neglect of necessary attention for another." (Eve Brock, 1992)

THE POLICY

The policy is based upon a series of effective strategies and procedures, which are outlined below and will be reinforced regularly.

WHAT VICTIMS SHOULD DO?

- Say **"Please stop, I don't like it."**

- This is to give the bully a chance to stop, recognise that they are bullying and correct their own behaviour
- Do not retaliate
- Walk towards a supervisor / teacher
- Seek help
- Recognise that 'it's strong to tell'.

WHAT PUPIL WITNESSES SHOULD DO?

- Tell their class teacher or another member of staff in whom they have confidence
- Be truthful and only report facts not a guess
- Recognise that telling is trying to help someone else.

WHAT PARENTS / CARERS SHOULD DO?

- Keep calm
- **DO NOT TELL YOUR CHILD TO IGNORE IT**
- **DO NOT TELL YOUR CHILD TO DO THE SAME BACK**
- Contact the class teacher
- Discuss the facts with the member of staff
- Have an open mind
- Give the member of staff time to investigate
- Discuss with the member of staff the findings
- Agree a strategy for preventing a reoccurrence
- Reinforce with their child that they must tell the appointed member of staff if there is a reoccurrence of the incident
- If at all in doubt contact the school again, as it could be that the school is unaware that there has been a reoccurrence because the victim has not divulged the information again.

WHAT THE SCHOOL WILL DO

Create the right ethos through our school vision.

The vision, values and caring nature of the school as reflected in the curriculum statement should be explicit in every aspect of school life. It will be particularly emphasised through worship, the JIGSAW P.S.H.C.E. programme, Religious Education and by example. Staff will always model appropriate behaviour towards one another and to the children. This behaviour will respect the individual regardless of age, gender, ethnic origin, sexual orientation, ability/disability or position in the school.

Human rights are equal and everyone in the school is of equal value. The issue of bullying will be covered in worship as a matter of contract and also as required, should there be a need. The P.S.C.H.E. programme is designed to be flexible to

respond to events and trends in behaviour. In addition through annual health weeks, safety weeks (which will consider a whole range of personal and social as well as health and safety issues), anti-bullying strategies will be tackled. This includes E Safety and Cyber Bullying.

In addition through annual Health & Safety weeks (which will consider a whole range of personal and social as well as health and safety issues), anti-bullying strategies will be tackled.

Take bullying seriously.

Children will be reminded that they must report any incidence of bullying. They will be reminded of their right to be happy and safe at school. The links to the school rules specifically the pupils' rights, will be referred to. Pupils will be reminded that if the rules do not stop bullying they should speak to their teacher. If they are still worried they should keep telling and can make an appointment to speak to the Headteacher at any time.

THE GUARANTEE

The school guarantees that everything possible will be done to ensure:

- all incidents will be recorded
- pupils will be taken seriously
- pupils will be protected from the bully
- pupils will be helped to deal with and given skills to prevent a reoccurrence
- pupils will be told of the result of any investigation and what appropriate action has been taken
- that pupils should return to their 'Contact Teacher' immediately there is a sign of a reoccurrence of the bullying behaviour
- encourage people to come forward
- those pupils will be helping not only the bullied but also the bully. (Bullies are not happy people.)

Witnesses will be reminded to come forward in confidence. They will be reassured that they should not fear confidentially speaking to their teacher or the Headteacher if they know someone is being bullied.

Tackling a report of bullying.

When a report of bullying is received the following procedure will be followed:

The class teacher will be informed (if the report did not go to the teacher) so that the child is safe from any potential bullying. This may include special provision at breaks until the full picture is known. Reports will be gathered from as many other sources as possible. When a full picture is known the victim will be counselled and advised depending on the outcome.

Sometimes there is no bullying but an isolated incident blown out of proportion. Sometimes there has been bullying. The child will be given advice on how to deal with such incidents and told how the perpetrators are to be/have been dealt with. The child is advised how to react to the perpetrators in the future and possibly a friendship group is brought in to keep an eye on the victim. Parents/carers will be informed if there is evidence of bullying so that they can keep an eye on the situation and support the advice of the school and indeed keep the school informed.

Whoever correctly informed the school of an incidence of bullying will be praised and thanked.

Dealing with the perpetrators

- They will be asked about the reports and their point of view considered.
- Efforts will be made to find out why they were doing it.
- The effects of their actions will be discussed.
- Questions will be asked such as:

Did they realise the effect of what they were doing? Did they realise they were bullying? What must they do now?

- Clarification will be made of what is acceptable and unacceptable behaviour.
- The child who bullied will be informed of the checks that are to be made on his/her future conduct.
- The child who bullied will consider how he/she can they make amends and staff will try to catch the child "doing the right thing!"
- If there is evidence of a conflict situation, which is not purely bullying consideration of the CONFLICT RESOLUTION STRATEGY, outlined in the Appendix will be made.

Reoccurrence

If there is a reoccurrence of bullying, the issue will be discussed with the parents/carers of the child who was bullying. There could be need for a specific strategy (See B.L.I.P) Equally a strategy may be required for the bullied, to support him or her to deal with potential scenarios. This can be managed through a Pupil Support Plan (P.S.P)

PUPIL SUPPORT PLAN

Those requiring a P.S.P will meet with the Headteacher and think about the following issue.

What will help me improve the quality of my experiences at school?

Together the pupil and Headteacher will agree three steps to keep the child safe. These will be recorded on the plan.

The child will meet with the Headteacher to discuss how things are going after appropriately agreed timescales, perhaps after each lunch break. There is an optional 'All Ok Chart' to help monitor this. These meetings will stop when both are confident that the child is happy and safe.

Review

Checks will be made that the bullying has stopped. An entry will be put in the school diary to actually talk to the victim to demonstrate that the concern is still there and to check that the child is not suffering in silence again.

11. P.S.H.C.E PROGRAMME

Caring and co-operative relationships are essential to the effective and happy school.

To achieve this, issues will be tackled in assembly but in addition there will be contracted time to develop these needs through a P.S.H.C.E. programme. The programme will link various themes together including Health and Safety and Relationships and Sex Education but will also have fundamental links to the Discipline and Anti Bullying Strategies.

One of the resources used by the school for the P.S.H.C.E programme is the Jigsaw resource. This also forms the basis of regular assemblies.

12. SPECIAL EDUCATIONAL NEEDS

If a child is appearing in the Red Book regularly and has reached the point where parents/carers have been significantly engaged, and the B.L.I.P Programme has been implemented without improvement, the child will be seen to have exhibited the criteria whereby his/her special needs need to be identified and a programme devised to help the pupil. An Individual Behaviour Plan will be written and reflect the child's personal needs and be individually tailored. The Behaviour Support Team will be used to support the writing of the plan. Possible strategies include:

Where a pupil may require a restrictive intervention, planning will also follow section 8. This includes reasonable adjustments, co-produced behaviour support planning where appropriate, an individual risk assessment and review following any significant incident.

- TARGET SHEETS
- STARS AND STICKERS
- SPENDING POINTS
- BEING FRIENDLY STICKER CHART

PUPIL CONTRACTS

These would be very detailed contracts worked out with the oldest children. These would clearly be based upon expectations not only of the child but what the child could expect of the staff. The contract would include special strategies to enable the child to cope with their aggression, bullying or other bad behaviour. They would provide routes for the pupil to take to avoid situations or prevent them getting worse. They would also guide staff on how it has been agreed that this individual child will be supported and the expectations made of all parties. Children in this category would be seen as those for whom the Key Rules are not initially achievable without a lot of support. These children will need a planned programme to build them up to the point whereby they can achieve them without special considerations being made.

S.E.N.D COORDINATOR

The S.E.N.D Coordinator will liaise with lunchtime staff whenever there is a special programme in operation for one child.

13. HARMFUL SEXUAL BEHAVIOUR, BULLYING AND HARASSMENT

Every child has a right to receive help with their behaviour difficulties as every child has a right to receive help with their learning difficulties. Every child has equal right to be safe and happy and should be protected from those who hurt and bully. Those who hurt and bully have a right to be taught not to. Girls and boys should not be treated differently, nor should those of different social or ethnic backgrounds. The aim is to stop and prevent unacceptable behaviour, not to change the humanity of the individual.

Any harassment or discrimination is reported to governors where trends are discussed and checks made to ensure there is no institutionalised racism. In addition, governor committee receives the reports of any discriminatory events or reports of sexual harassment, violence mostly likely in a primary school to be displayed through banter or inappropriate discussion which is the breeding ground of discrimination and misogyny. The committee checks that the incidents have been dealt with appropriately and never brushed aside, and that all is being done to ensure these forms of bullying are being tackled effectively and prevented.

The school lives and breathes its belief that all 'life should be lived to its fullest' (John 10:10) and that in order for this to happen children need to feel safe and cared for. Through this and through the modelling of respectful relationships between all in our community we promote a civilised and inclusive community.

However, we cannot and do not presume that harmful sexual behaviour, bullying, sexual harassment, online sexual abuse and sexual violence are not happening in and around the school even where there are no specific reports. The issue of consent (in many circumstances) is a central concept which children need to understand from an early age.

14. PARENTAL INVOLVEMENT

As developments are tried, parents and carers will be kept informed of the philosophy behind them. This will be accompanied by the details published in the school prospectus, which summarises the main points forming the basis for home discussion. The information will be presented to all parents/carers as part of the induction pack. The contents of it will be discussed with every parent/carers at the evening induction meeting for parents/carers of children starting school. The success of the policy rests on the success the school has in explaining and gaining the support of parents and carers. Parents and carers need sensitive support when their children are exhibiting bad behaviour. As we focus on the behaviour, not the child, similarly parents/carers must be made to feel comfortable with the staff and not that they are being pilloried because of the actions of their child.

15. PUPIL INVOLVEMENT

There are many ways indicated whereby the children are and have been involved in the development and implementation of this policy. It is important therefore that not only does their full participation continues. Every three years all the pupils, through the class council and pupil council route will be engaged in the review of the rules, vision, values, policy and procedure.

16. ANNUAL EVALUATION

The Headteacher should evaluate the effectiveness of all areas of this policy document by considering:

- the incidence bad behaviour and bullying and forms completed
- the numbers and patterns presented in the Red Book and
- the distribution of Award Certificates. In addition the opinions of Teaching Staff, Lunchtime Supervisors and Governors will be sought annually.

The governing body will also review restrictive-intervention data regularly, including repeat incidents, known triggers, the effectiveness of pupil support, staff training needs and any disproportionate use affecting pupils with SEND, protected characteristics or other vulnerabilities.

APPENDIX A: SEND STRATEGIES

If the child has exhibited behaviour patterns whereby a child's special needs need to be identified, a programme will be devised to help the pupil. The Individual Programme will reflect the child's personal needs and be individually tailored. Possible strategies include:

- TARGET SHEETS

- STICKERS
- SPENDING POINTS

TARGET SHEETS

An archery target exhibits a continuum of behaviour, which has been highlighted. The child is aiming for the first three levels. After each lesson, break etc. a tick is placed to indicate where the child performed. At the end of the day the sheet goes home. If all the ticks are in the middle three rings the child is praised and rewarded. If some ticks fall in the outer rings there is no praise. If there is a tick in the outer ring (which exemplifies the worst case) a sanction occurs at home.

STARS AND STICKERS

The child has a grid sheet specially designed for him or her. This is done in the context of helping the child. A particular issue is selected and after each break/lesson either a sticker is given (if the child has achieved the desired behaviour) or a cross (if not).

POINTS

Similar to the above idea but points are given for sessions/breaks during which the child displays the correct behaviour or doesn't display the bad behaviour. Bonus points could be given. In advance a set of rewards would be worked out and how many points they would be worth. Parents/carers would be involved. E.g. 10 points = extra story time before bed.

PUPIL CONTRACTS (see also B.L.I.P)

These would be very detailed contracts worked out with the oldest children. These would clearly be based upon expectations not only of the child but what the child could expect of the staff. The contract would include special strategies to enable the child to cope with their aggression, bullying or other bad behaviour. They would provide routes for the pupil to take to avoid situations or prevent them getting worse. They would also guide staff on how it has been agreed that this individual child will be supported and the expectations made of all parties. Children in this category would be seen, as those for whom the Key Rules are not initially achievable without a lot of support. These children will need a planned programme to build them up to the point whereby they can achieve them without special considerations being made.

SOCIAL LANGUAGE GROUPS (Friends Groups)

Older Group

These children have sticker charts. The stickers can be awarded by teachers or TAs when the appropriate behaviour is displayed. For example:

- taking turns, sharing, helping, joining in and taking messages.
- saying, 'Hello', 'Sorry' or 'Thank you'

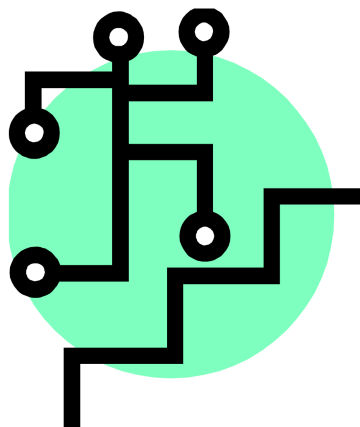
Younger Group

These children receive stickers within the class or group when they achieve the class objective. It may be for sitting well, listening or for 'taking turns' etc. These are not openly displayed in school.

APPENDIX B: NEGOTIATION CARD

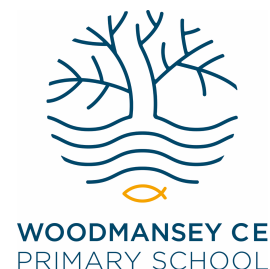
Steps for Negotiation Conflict resolution

1. Say what you want and why.
2. Say what you think the other person wants and why.
3. Propose solutions.
4. Decide on one.
5. Check that it suits everybody.



APPENDIX C: B.L.I.P & P.S.P FORMS

WOODMANSEY CE PRIMARY SCHOOL BEHAVIOUR for LEARNING IMPROVEMENT PLAN



NAME: _____

DATE: _____

To think about ...

- This will help me improve the quality of my experiences at school.
- This will help me improve the quality of other people's experiences at school.
- This will allow me to be positive and fair to everybody at school.

I will therefore improve the quality of experiences at school by:

A

B

C

I will meet with my _____ to discuss the improvements I am making at _____ every day. These meetings will stop when we are both (me and my Headteacher) are happy with the improvements I have made.

Signed

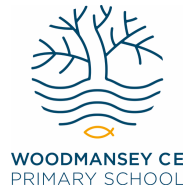
Pupil _____ Headteacher _____ cc Pupil file

Please use the record chart to date or record POSITIVE comments which relate to the BLIP Targets A,B and C. Please record in each column that has been achieved, but note that the pupil MUST REQUEST AND VERBALISE this. It is the Pupil's Responsibility to collect the evidence.

Week Commencing _____

[illegible]

WOODMANSEY CE PRIMARY SCHOOL
PUPIL SUPPORT PLAN



NAME: _____

DATE: _____

To think about ...

- This will help me improve the quality of my experiences at school.

I need to take these steps to keep me safe:

A

B

C

I will meet with _____ to discuss how things are going after _____ every day. These meetings will stop when we are both confident that I am happy and safe.

Signed Pupil _____ Headteacher _____

cc Pupil file

Please use the record chart to date or record **POSITIVE** comments which relate to the PSP Targets A, B and C. Please record in each column that has been achieved, but note that the pupil **MUST REQUEST AND VERBALISE** this. It is the Pupil's Responsibility to collect the evidence. Week Commencing _____

[illegible]

'All ok check' to be signed by teacher in the presence of pupil

Week beginning:

Day	After first break	After lunchtime	After second break	End of the day
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Week beginning:

Day	After first break	After lunchtime	After second break	End of the day
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Week beginning:

Day	After first break	After lunchtime	After second break	End of the day
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				