Behaviour Policy

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Statement of Behaviour Principles

'Life in all its Fullness – Living, Loving, Learning Together' (John 10.10).

Good behaviour is central to a good education. By providing a calm, safe and supportive environment, pupils can learn and flourish. Therefore, underpinned by our Christian values of Love, Joy, Peace, Fellowship, Kindness and Forgiveness, the school is committed to creating a culture where pupils and staff can learn and flourish in safety and with dignity.

Such a culture will ensure:

Our pupils:
● Understand what good behaviour looks like
● Understand how they should treat other people and how they should expect to be treated
● Understand that they have the right to feel safe; valued and respected; and learn free from the disruption of others
● Take on moral responsibilities; care for each other; demonstrate good manners; show consideration; take responsibility for their actions; are trustworthy young people who show respect and love for each other
● Develop positive attitudes to learning which include a commitment to learning, resilience and taking pride in achievements.

Our school communities:
● Demonstrate Christian values at all times
● Are non-discriminatory
● Embrace positive relationships
● Have high expectations for behaviour
● Teach behaviour explicitly
● Use rewards, sanctions and, if necessary positive handling, effectively and consistently by staff, in line with this behaviour policy
● Respond to misbehaviour promptly, predictably and with confidence to maintain a calm, safe learning environment
● Provide additional support to those pupils who need it in order to reach the expected standard of behaviour
● Have a collective understanding of this behaviour policy.

The purpose of these principles is to provide guidance for our school in drawing up the Behaviour Policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in our school as well as taking full account of the law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governors' support when following this guidance.

1. Purpose

This policy sets out the school's expectations in relation to behaviour in line with the overarching behaviour principles above. The operational approach to behaviour is set out in Appendix 2.

Culture

The policy aims to ensure that Newborough C of E Primary School:

- Teaches good behaviour
- Has a positive and respectful culture which promotes self-esteem, self-discipline, dignity, kindness and positive relationships based on predictability, fairness and trust between all members of the school community
- Sets clear, consistent routines and well communicated high expectations for good behaviour across all aspects of school life, not just in the classroom
- Defines misbehaviour, including all types of bullying, child-on-child abuse (online and off line) and discriminatory behaviour and ensures such misbehaviour is dealt with quickly, consistently and effectively
- Provides a consistent, predictable and fair approach in response to good behaviour and misbehaviour with measures in place to ensure:
  - strategies and interventions are effective in improving behaviour
  - support is provided for individual pupils to help them to meet behaviour standards, making reasonable adjustments for pupils with a disability as required.

Environment

The policy aims to ensure that Newborough C of E Primary School:

- Creates a calm, safe and supportive environment where pupils and staff can flourish and where:
  - bullying, verbal and physical threats or abuse and intimidation are not tolerated
  - everyone is treated respectfully; pupil misbehaviour does not disrupt teaching, learning or school routines; and disruption is not tolerated.

Community

The policy aims to ensure that Newborough C of E Primary School:

- Provides clarity regarding the roles and responsibilities in respect of behaviour of all members of the school's community
- Encourages the involvement of the whole school community in the implementation of this policy.

2. Legislation and Statutory Requirements

This policy is based on the following relevant legislation and advice from the Department for Education (DfE):

- Behaviour in Schools
- The Equality Act 2010: Advice for Schools

- Use of Reasonable Force in Schools
- Supporting Pupils with Medical Conditions at School
- Special Educational Needs and Disability (SEND) Code of Practice
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; (paragraph) outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy (for details of the operational approach – see Appendix A2)
- DfE guidance explaining that schools should publish their behaviour policy and anti-bullying strategy online.

3. Roles and Responsibilities

3.1 School Governing Body
Governors are responsible for reviewing and approving, Appendix 2 to this policy.

3.2 The Headteacher
The Headteacher must act in accordance with the school's Statement of Behaviour Principles. This is a core responsibility of a headteacher which cannot be delegated.

The Headteacher is responsible for leading the creation and reinforcement of the behaviour culture set out in this policy, ensuring it permeates through every aspect of school life. Staff should be trained to make sure that they collectively embody this culture, upholding the policy at all times and responding to misbehaviour consistently and fairly.

The Headteacher is responsible for implementing measures to secure acceptable standards of behaviour. These measures should aim to:

- Encourage good behaviour and respect for others
- Secure an acceptable standard of behaviour of pupils
- Promote, amongst pupils, self-discipline and proper regard for authority
- Prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and
- Otherwise regulate the conduct of pupils.

The Headteacher should also ensure the school's approach to behaviour meets the following national minimum expectation:

- The school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment
- Leaders visibly and consistently support all staff in managing pupil behaviour through following this policy

- Measures are in place: both general and targeted interventions are used to improve pupil behaviour; and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required
- Pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour
- All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and
- Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

The Headteacher is responsible for reviewing Appendix 2 of this policy to ensure it reflects their individual school's approach to the behaviour curriculum, and for recommending approval of Appendix 2 to the governing body.

3.3 School Leaders

School leaders should be highly visible, with leaders routinely engaging with pupils, parents / carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. School leaders are responsible for making sure all staff understand the behavioural expectations and the importance of maintaining them. They should make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

School leaders should consider any appropriate training which is required for staff to meet their duties and functions within this policy. They should ensure that their staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour.

School leaders will support staff in responding to behaviour incidents.

3.4 Teachers and Staff

Staff are responsible for:

- Demonstrating the school's Christian values at all times
- Modelling positive behaviour
- Teaching good behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Implementing the behaviour policy consistently.

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by this policy, so that pupils can see examples of good habits and are confident to ask for help when

needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff should communicate the school's expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff should also receive clear guidance about expectations of their own conduct at the school – see *Staff Code of Conduct.*

3.5 Parents / Carers – Communication and Parental Partnership

The role of parents / carers is crucial in helping schools develop and maintain good behaviour. To support the school, parents / carers should be encouraged to get to know this behaviour policy and, where possible, take part in the life of the school and its culture.

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

High priority should be given to clear communication within each school and to a positive partnership with parents / carers since these are crucial in promoting and maintaining high standards of behaviour. It is important that parents/carers and schools work together for the good of each child. Parents / carers are involved in celebrating the successes as well as being involved when a child's behaviour is unacceptable.

School will communicate policy and expectations to parents / carers. Where misbehaviour is causing concern parents / carers will be informed at an early stage and given an opportunity to discuss the situation. Parental / carer support will be sought in devising a plan of action. Parents / carers have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate.

Parents/carers are expected to:

● Support their child in adhering to the expectations set out by the school
● Inform the school of any changes in circumstances that may affect their child's behaviour
● Discuss any behavioural concerns with the class teacher promptly
● Enter into a home / school agreement. Where a parent / carer has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

3.6 Pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, support, and consequence processes.

Pupils should be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture. Pupils should be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This can help support the evaluation, improvement and implementation of the behaviour policy.

Every pupil should be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture.

Provision should be made for all new pupils to ensure they understand the school's behaviour policy and wider culture. Where necessary, extra support and induction should be provided for pupils who are mid-phase arrivals.

For an individual school's Code of Conduct – see Appendix 2.

4. Behaviour Expectations and Pupils with Special Educational Needs and / or Disability (SEND)

The school's culture should consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. The school should consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. A good behaviour culture will create a calm environment which will benefit pupils with SEND, enabling them to learn.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in the school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the headteacher / SENCo so that strategies can be discussed and agreed before more formal steps are required. The school SENCo will evaluate a pupil who exhibits unacceptable behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and / or others, to identify or support specific needs. When high / complex needs are identified in a pupil, the school will liaise with external agencies and plan support programmes for that child. They will work with parents / carers to create the plan and review it on a regular basis.

Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. The school should manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and then review the impact of the support being provided.

Newborough C of E recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, the school's approach to unacceptable behaviour may be differentiated to cater for the needs of the pupil.

The law requires the school to balance a number of duties where a pupil has SEND that at times affects their behaviour. In particular the school has a duty to:

● Take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
● Use their 'best endeavours' to meet the needs of those with SEND (Children and Families Act 2014); and
● If a pupil has an Education, Health and Care plan, ensure the provisions set out in that plan are secured and that the school co-operates with the local authority and other bodies.

5. The Behaviour Curriculum: Teaching, Encouraging and Responding to Good Behaviour

Good behaviour needs to be taught. Being taught how to behave well and appropriately is vital for all pupils to succeed personally. This behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is unacceptable:

● First and foremost, good behaviour will be defined clearly and be explicitly modelled by all adults to pupils from the first day of entering the school and consistently reinforced and developed throughout their primary years
● Expected behaviours will be defined and made explicit
● Routines (which are simple for everyone to follow and understand) will be used to teach and reinforce the behaviours expected of all pupils
● Positive reinforcement will be applied clearly and fairly when expectations are met, to reinforce the routines, expectations, and norms of the school's behaviour culture. Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils
● Sanctions will be implemented when rules are broken. These are important and necessary to support the whole school culture
● Adjustments will be made to routines for pupils with additional needs where appropriate and reasonable, to ensure all pupils can meet behavioural expectations.

5.1 Rewards and Incentives

It is important that pupils are not patronised by providing rewards and incentives that are neither necessary nor wanted. However, rewards and incentives have a powerful motivational role, particularly for pupils whose self-discipline is at an early stage. They also help pupils to see that good behaviour is valued.

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.

Examples of rewards may include:

- Verbal praise
- Communicating praise to parents / carers via phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect or house captain or being entrusted with a particular decision or project; and
- Whole-class or year group rewards, such as a popular activity.

For details of individual rewards – see Appendix 2.

5.2 High Quality Teaching and Learning

An appropriately structured curriculum and effective teaching and learning are needed for good behaviour as they help to avoid the alienation or disaffection which can lie at the root of poor behaviour. These should be achieved through:

- Planning for the needs of individual pupils
- Lessons with clear objectives and success steps understood by the pupils
- The active involvement of pupils in their own learning
- Teaching methods which encourage enthusiasm and active participation for all. Lessons should aim to develop the knowledge and understanding which will enable pupils to work and play in collaboration with others
- Structured feedback that will be used as a supportive activity, providing feedback to the pupils on their progress and achievements and that acts as a signal that the pupil's efforts are valued and that progress matters.

5.3 Effective Classroom Management

Effective classroom management encourages good behaviour. This is achieved through:

- A classroom which provides a welcoming environment
- An environment which gives clear messages to the pupils about the extent to which they and their efforts are valued
- Good relationships between teacher, support staff and pupils
- Classrooms organised to develop independence and personal initiative. Pupils should have increasing opportunities to take responsibility for tasks and roles in the classroom and around the school as they get older
- Furniture arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption
- Classroom displays which help develop self-esteem through demonstrating the value of every individual's contribution.

5.4 Unstructured Times

Playtimes and lunchtimes are the most unstructured part of the school day. By talking and playing with others, and participating in extra-curricular activities, pupil's social development is greatly

enhanced. It is a time, too, when individual pupils who are less successful in forming constructive relationships with others can create difficulties for both themselves and others.
Good behaviour at unstructured times should be achieved through:

- Good relationships between teacher, support staff and pupils
- Clear routines that are understood by all
- Explicit expectations regarding what is good behaviour and what is misbehaviour
- The provision of structured tasks to engage the pupils.

For details of strategies for encouraging good behaviour during unstructured times – see Appendix 2.

6. The Behaviour Curriculum: Responding to Misbehaviour

When a member of staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with this behaviour policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring.

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

To achieve these aims, a response to behaviour may have various purposes. These include:

- **Improvement**: to support pupils to understand and meet the behaviour expectations of the school and re engage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support
- **Deterrence**: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school
- **Protection**: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, suspension may be immediate or after assessment of risk.

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred.

For details of misbehaviour / serious misbehaviour – see Appendix 1.

6.1 Sanctions
Most instances of misbehaviour are relatively minor / low level and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the misbehaviour. Taking disciplinary action and providing appropriate support are not mutually

exclusive actions. They can and should occur at the same time if necessary. Examples of sanctions which school may impose are:

- A verbal reprimand and reminder of the expectations of behaviour
- The setting of written tasks such as an account of their behaviour
- The loss of unstructured time
- The loss of privileges e.g. the loss of a prized responsibility
- School based community service, such as tidying a classroom
- Suspension; and
- In the most serious of circumstances, permanent exclusion.

For details of specific sanctions – see Appendix 1.

In the case of suspensions and permanent exclusion – see the Local Authority Exclusions Policy. School should consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case the school should follow the Safeguarding / Child Protection Policy and speak to the Designated Safeguarding Lead (DSL) (or deputy DSL). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances. The school should have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

What the law allows
Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil.

Staff can issue sanctions any time pupils are in the school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of the school - see paragraph 6.2 below.

A sanction will be lawful if it satisfies the following three conditions:

- The decision to sanction a pupil is made by a paid member of school staff (but not one who the Headteacher has decided should not do so) or an unpaid member of staff authorised by the Headteacher
- The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff;and
- It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The Headteacher may limit the power to apply particular sanctions, or to sanction particular pupils, to certain staff and / or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment by school staff is illegal in all circumstances.

6.2 Misbehaviour Outside the School Premises

School has the power to sanction pupils for misbehaviour outside the school premises to such an extent as is reasonable. Conduct outside the school premises, including online conduct, that school might sanction pupils for include misbehaviour:

- When taking part in any school-organised or school-related activity
- When travelling to or from the school
- When wearing school uniform
- When in some other way identifiable as a pupil at the school
- That could have repercussions for the orderly running of the school
- That poses a threat to another pupil; or
- That could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

Details of what a school will do in response to poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, including the sanctions that will be imposed on pupils are set out in Appendix 2.

6.3 Removal from Classrooms as a Serious Sanction

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This should be distinguished from the use of a minor sanction whereby a pupil is asked to work in another classroom, under the supervision of another class teacher for a short period of time, due to continued low level misbehaviour. Removal should also be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons for instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary for an individual pupil and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal should be used for the following reasons:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- To allow the pupil to regain calm in a safe space.

The Headteacher will:

- Maintain overall strategic oversight of the school's arrangements for any removals, as set out in this policy
- Make sure the reasons that may lead to an individual pupil being removed are transparent and known to all staff and pupils
- Ensure that the removal location is in an appropriate area of the school, is a suitable place to learn and refocus with the supporting member of staff; and
- Design a clear process for the reintegration of any pupil into the classroom when appropriate and safe to do so.

The school should collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal. The school should make data-based decisions to consider whether frequently removed pupils may benefit from additional and alternative approaches - see the section on initial intervention in paragraph 7.2.

Separately, the school should analyse the collected data to identify patterns relating to pupils sharing any of the protected characteristics and that the removal policy is not having a disproportionate effect on pupils sharing particular protected characteristics.

When dealing with individual removal cases, Headteachers and teachers should:

- Consider whether any assessment of underlying factors of disruptive behaviour is needed
- Facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future
- Ensure that pupils are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction and therefore is not covered by this policy
- Ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with; and
- If a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

Pupils should not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. These pupils should be given extensive support to continue their

education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the mainstream school community.

6.4 The Use of Reasonable Force and Positive Handling

In some circumstances, it may be necessary / appropriate for staff to use reasonable force to positively handle a pupil to safeguard children and prevent them being a risk to their own or others' safety.

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

Incidents of positive handling must:

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

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. Positive handling should only be undertaken by staff who have been appropriately trained. All incidents involving positive handling are recorded for safeguarding purposes on CPOMs.

6.5 Searching, Screening and Confiscation

Any prohibited items found in a pupil's possession will be confiscated. These items will not be returned to pupils. Headteachers and authorised school staff may use reasonable force given the circumstances when conducting a search for prohibited items (knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm).

Any item which is harmful or detrimental to school discipline will also be confiscated. These items will be returned to pupils / parents / carers after discussion with senior leaders and parents / carers, if appropriate. Force may not be used to search for non-prohibited items.

Detailed guidance for academies can be found in the government's publication ['Searching, screening and confiscation at school'.](#)

6.6 Managed Moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction (as described in paragraphs 33 to 42 of the government's publication 'Suspension and Permanent Exclusion' guidance) should be used. Managed moves should only occur when it is in the pupil's best interests.

6.7 Alternative Provision

Some pupils with high and complex needs, relating to behaviour, will access alternative provision if this is deemed appropriate to meet such needs. This will take place following necessary support and advice from a range of professionals and in consultation with parents / carers. If alternative provision is accessed by a pupil, the school will ensure that this provision is suitable and safe and whether the alternative provision is a registered provider. Where a school is using an unregistered provider, the school must have an adequate quality assurance process in place. The school will continue to take responsibility for pupils who access alternative provision.

6.8 Suspension and Permanent Exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

See also the Local Authority's Exclusions and Suspensions Policy.

7. Preventing Recurrence of Misbehaviour

7.1 Supporting Pupils following a Sanction

Following a sanction, strategies will be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- A targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate
- A phone call with parents / carers, and the Virtual School Head for looked after children
- Inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in the school
- Inquiries into circumstances outside of the school, including at home, conducted by the DSL or a deputy DSL; or
- Considering whether the support for behaviour management being provided remains appropriate.

7.2 Initial Intervention following Behavioural Incidents

The school should adopt a range of initial interventions or strategies to help pupils manage their behaviour. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this should be provided as proactively as possible. It will often be necessary to

deliver this support outside of the classroom, in small groups, or in one-to-one activities. School has a system in place to ensure relevant members of staff are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour.

Examples of interventions school can consider include:

- Frequent and open engagement with parents
- Targeted structured behaviour interventions / programmes
- Providing mentoring
- Behaviour plans
- Engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

Initial intervention to address underlying factors leading to misbehaviour should include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. The 'graduated response' will be used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided. If the pupil has an Education, Health and Care (EHC) plan, early contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed.

Where the school has serious concerns about a pupil's behaviour, it should consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required (see guidance Working Together to Safeguard Children and the Safeguarding / Child Protection Policy).

8. Reintegration

The school should have a strategy for reintegrating pupils following: removal from the classroom; return from another setting under off-site direction or suspension. This will involve a reintegration meeting between the school, pupils, parents / carers and, if relevant, other agencies to discuss a reintegration plan. Schools should consider what support is needed to help the pupil return to mainstream education and meet the expected standards of behaviour.

9. Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil.

(Refer to the *Safeguarding Concerns and Allegations regarding staff, including supply teachers, volunteers and contractors Policy* for the school's policy / statement of procedures for dealing with allegations of abuse against staff or for more information on responding to allegations of abuse.)

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

11. Monitoring and Evaluating School Behaviour

The school should have a clear monitoring and evaluation cycle of their behaviour culture. It should also have strong and effective systems for data capture, enabling analysis of all components of the behaviour culture.

The school is encouraged to collect data regarding:

- Perceptions and experiences of the school behaviour culture by key stakeholders
- Attendance
- Behaviour incident, including on removal from the classroom
- Permanent exclusion and suspension
- Off-site directions and managed moves
- Incidents of searching, screening and confiscation.

The school leaders and staff should analyse data with an objective lens and from multiple perspectives: at school level, class / key stage level and individual staff and pupil level. The school leaders should pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support. Analysing the data by protected characteristic and using those findings to inform policy and practice may help the school ensure that it is meeting its duties under the Equality Act 2010.

12. Monitoring Arrangements of the Policy
This Behaviour Policy will be reviewed by the school (and Appendix 2 by the Headteacher and governing body) every year.

13. Links with Other Policies
This behaviour policy is linked to the following policies:

- Exclusions and suspensions Policy
- Physical Intervention Policy
- Safeguarding / Child Protection Policy
- Safeguarding Concerns and Allegations regarding staff, including supply teachers, volunteers and contractors Policy

- SEND Policy
- Equalities Statement.

Appendix 1 - Misbehaviour / Serious Misbehaviour

Definitions

Misbehaviour is defined as:

- Non-compliant behaviour (to adult requests)
- Low level disruption in lessons and at unstructured times
- Non-completion of classwork
- Rudeness to adults and other pupils
- Poor language.

Serious Misbehaviour is defined as, but not limited to:

- Persistent non-compliant behaviour (to adult requests)
- High level disruption in lessons and at unstructured times
- Repeated breach of the school rules
- Threatening and / or intimidating behaviour
- Verbal aggression Swearing Any form of bullying*
- Racist, sexist, homophobic or discriminatory behaviour
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Sexting
- Physical aggression and / or violence
- Vandalism
- Theft
- Smoking
- Possession of any prohibited items. These are:
  - Knives or weapons;
  - Alcohol;
  - Illegal drugs;
  - Stolen items;
  - Tobacco and cigarette papers;
  - Fireworks;
  - Pornographic images.
- Having any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to, the property of, any person (including the pupil).

*Bullying
Bullying is defined as:

"Bullying behaviour involves an imbalance of power where a person or group of people repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated

instances of hurtful behaviour, teasing or arguments between individuals of equal power should not be seen as bullying." (Torfaen definition 2008)

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- Premeditated and usually forms a pattern of behaviour rather than an isolated incident
- Involves dominance of one pupil by another, or group of others.

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, ridiculing
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Psychological	Deliberate acts which cause fear or anxiety
Discriminatory and Prejudice Based (including racial)	Taunts, graffiti, gestures
Homophobic	Because of, or focussing on, the issue of sexuality Sexual Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Religious	Related to religious beliefs and practices
Cultural	Related to cultural beliefs and practices
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

As a school it is recognised that:

- Bullying can occur. However, our intention is to ensure pupils learn in a supportive, caring and safe environment without the fear of being bullied and that staff are free from the fear of being bullied by pupils
- Everyone has the right to feel welcome, secure and happy
- Bullying of any sort prevents equality of opportunity

- All forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing
- By effectively preventing and tackling bullying, the school can help to create a safe and disciplined environment where pupils are able to learn and to fulfil their potential.

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is the school's aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos across the school. Details of the school's anti-bullying strategy are set out in Appendix 2 / Anti-Bullying Policy

Appendix 2 - Operational Information

Vision and Values

At Newborough C of E Primary School, we believe all children should have a safe and happy place to learn. To do this, we aim for all children to demonstrate positive behaviour at all times, both in and out of the classroom. Our aim is for children to manage their own behaviour and to be responsible for their own actions. Our school is committed to creating a caring, secure and stimulating environment in which individuals feel respected, included and valued. We believe this gives individuals the opportunity to reach their full potential emotionally, socially and academically. Because we promote a climate of kindness and want the best for each and every child, we expect everyone in our school community to act as role models promoting our core values:

- Love
- Joy
- Peace
- Fellowship
- Kindness
- Forgiveness

These values are promoted consistently across the school and children are taught through assemblies, themed curriculum and PSHE lessons how to demonstrate these values at different ages and in different places, in and out of school. All classrooms have the values displayed and they are regularly referred to as part of the children's learning. Children should always be praised for demonstrating the core values. At Newborough C of E Primary School, we strive for children to demonstrate positive behaviour as well as encouraging a high standard of attitudes to learning. These attributes are essential skills that contribute to success in school and later on in adult life. Our values guide us through daily life at Newborough; we strive for all members of the school community to display these values at all times.

To support children to make the right choices and to learn to self-regulate their behaviour we use the saying: "Stop, Think, Do". Stop Think Do aims to take the emotions out of all problem areas (behavioural, learning, social and moods) and redirect the energy into problem solving. Emotions are identified and expressed early at the STOP stage, ensuring the brain has the opportunity to THINK about options to solve the problem, and motivating and skilling the person to DO it. We encourage the children to 'Stop' what they are doing, 'Think' about the consequences of their actions and then 'Do' what they have decided is a good behaviour choice.

The school values and Stop, Think, Do should be used by all adults to support children to make the right behaviour choices. If a child has not shown good behaviour choices the language of the values should be used to help the child reflect on and improve their future behaviour.

We strive to create a culture and environment which inspires each individual within our school community to be the very best that they can be. The nature of the community we serve allows us to develop and nurture a truly inclusive, vibrant and exciting school. We recognise that all of our pupils

may face a wide range of challenges at different times in their lives and we have a strong team of adults who work incredibly hard to break down any barriers to learning, to ensure that every pupil makes the best possible progress they can. Our vision is underpinned by our Christian ethos: 'Life in all its fullness: Living, Loving and Learning together.' John 10:10.

The Behaviour Curriculum: Teaching, Encouraging and Responding to Good Behaviour

At Newborough C of E Primary School, we implement our behaviour policy through the following means:

- All staff are committed to the success of our School Values. Staff act as positive role models showing fairness and consistency in our approach to upholding high expectations of behaviour.
- All staff are expected to fulfil all of the Teacher Standard 7 elements: Manage behaviour effectively to ensure a good and sage learning environment.
- Parents and children are requested, prior to entering the school, to read and sign our Home-School Agreement, which clearly outlines our behaviour expectations.
- Our School values are reinforced through worship, PSHE lessons and displays. Themes such as anti-bullying and anti-racism are regularly reinforced because children are expected to respect others without prejudice or discrimination
- Our children's wellbeing and Social, Emotional and Mental Health (SEMH) is a priority and at the centre of our approach. Our approach gives us the tools to develop healthy, happy confident children who are ready to learn and cope with challenges in their learning and lives. Our approach is based on the latest advances in neuroscience, attachment theory and child development with a strong focus on helping children identify and express their emotions in a healthy way.
- Children with additional SEMH needs are supported through Individual Behaviour Plans and targeted Individual Education Plans. We ensure that all adults know how to respond sensitively to their needs.
- Our Family Support Worker, SENDCO and Senior Leadership Team work closely with our class teachers in supporting children with SEMH needs. This is achieved through the implementation of the therapeutic approach and is supported by programmes like 'Drawing & Talking' and 'Protective Behaviours'.
- We believe that all behaviour is a form of communication, we strive to support each pupil through a clear behaviour system (see below). Each form of undesirable, unwanted behaviour will be supported by positive relationships with adults.

Rewards / Incentives and Sanctions

To promote positive behaviour, each classroom displays a behaviour rainbow which encourages children to strive for outstanding behaviour every day. All children have their own named peg. Every child's peg is clipped on the 'Ready to Learn' section of the behaviour rainbow at the start of each day. The behaviour rainbow is displayed in each classroom and is as follows:

Outstanding!
Excellent Job!
Good Job!
Ready to Learn
Stop, think, do
Time to Reflect
Serious Consequence

Staff are trained with a script in how to approach children when discussing turning their behaviour around.

Outstanding!	Positive reinforcement
Excellent Job!	Positive reinforcement
Good Job!	Positive reinforcement
Ready to Learn	Positive reinforcement
Stop, think, do	Individual support at their level - quiet and not in front of the class "I can see you are finding this difficult…if you continue I will move your peg down. What do you need to do to get back on track?" "I am moving your peg down because…What do you need to do to get back on track?"
Time to Reflect Break / lunch time is missed (15 mins) Parent contact (Teaching Staff)	"You are continuing to…I am moving your peg down. What do you need to do to get back on track?" Individual support from teacher / TA at their level - quiet and not in front of the class Teacher / TA supporting at the reflection area to support with wellbeing work
Serious Consequence You aren't able to manage your own feelings and behaviour All play times that day are missed, SLT informed & parent contact (from SLT)	"Your choices are affecting your learning and the learning of others…What do you need to do to get back on track?" Teacher / TA supporting child in classroom with wellbeing work / missed learning in their own time / not during learning time and discuss next steps in encouraging better choices are made. After this, a member of SLT is informed and it is at this point that further actions is decided.

Promoting Positive Behaviour

Good behaviour must be role modelled and promoted by all staff at all times. Around school, children should be given regular, specific praise for positive behaviour. The reward system is designed to celebrate and encourage the skills and traits that are needed for children to develop a positive attitude towards their learning and development and to support them to become responsible members of the school community. As children display positive behaviours towards our

School Values, their peg is 'clipped up' the behaviour rainbow. The overall goal is to be 'clipped off' - this is where children's pegs are removed from their chart and clipped onto the collar of their shirt or jumper. This is to show all members of the school community, including adults, that the child has displayed outstanding behaviour and they can be congratulated accordingly.

When a child 'clips off', they gain 5 points on the Class Dojo behaviour system every time. Parents will be alerted to any positive behaviours via the Class Dojo app / website page. Children can also earn points on Class Dojo throughout the day by displaying positive behaviours for learning. Again, this is done to promote positive behaviours within the classroom and across the school.

Behaviour for Learning

Through teaching and promoting the core values, children at Newborough will learn that to achieve well and succeed in school they must work hard, concentrate and persevere when faced with difficult challenges. To do this the climate and ethos in the classroom needs to promote good behaviour for learning. To ensure this is able to happen every day, in every lesson teachers ensure that the classroom is well organised, resources for lessons are prepared and all classes have established routines that maximise learning time.

In all classes positive behaviour is promoted, expected and encouraged through the use of whole class rainbows and "Wow boards". Staff support positive behaviour choices through their modelling of the expectations, consistent expectations and sensitive adaptation where and when required to meet individual needs. We all believe great behaviour is promoted through kindness and respect for all individuals.

We recognise that some children find making good choices in their behaviour challenging. If children are regularly displaying challenging behaviours they will be referred to the school's senior leadership team, their behaviour reviewed and a support programme of work is planned with an assigned member of staff. Pupil and staff safety is paramount at Newborough and children will be encouraged to resolve any issues within their classroom. If children are asked to leave the classroom for any reason, or leave the classroom through their own choice, they will be clearly reminded of the school's expectations and how to keep themselves and others safe. If leaving the classroom is the child's choice and is continually disrupting learning, this will be deemed as requiring 'Time to Reflect' or in more persistent occasions, 'Serious Consequence' and the sanctions in line with the behaviour curriculum above will be applied.

Rewarding Behaviour During 'Proud Of' Assembly

Each week, teachers award certificates to children in their class who have demonstrated positive approaches to our School Values during Proud Of Assembly.

These certificates are:

- Proud Of
- Values Champion

Children are awarded a headteacher's certificate in bronze, silver and gold from their Class Dojo points for their continuous positive behaviour. A bronze certificate is awarded for 50 points; a silver certificate is awarded for 100 points; and a gold certificate is awarded for 150 points.

We have four Houses: Thrower, Fitness, Hadman and Dawson; names in celebration of historic headteachers of the school. Class Dojo points are added up before the Friday celebration assembly - the winning House for that week is announced during the assembly. A record is kept of which house wins each term. Points from each week are accumulated across the term and the highest scoring House will earn a reward at the end of each term.

Encouraging Responsibility

All children should learn to be responsible for their behaviour, their classroom and their school. To do this children are given different responsibilities as they move up through school.

These responsibilities include:

1. Roles in the classroom- taking the register, table monitors, line leaders and enders etc
2. Playground leaders - Year 5 and 6
3. Young Leaders
4. Worship Leaders - Year 6
5. Peer Mediators - Year 6

Reflection

It is our policy for all children to learn to take responsibility for their behaviour and to understand the consequences of inappropriate behaviour. If children are displaying inappropriate behaviours, they are pegged down on the rainbow. At Newborough, we foster a culture of repair that encourages a child to consider 'how can I get back to Green and beyond?' so that children have an opportunity to improve their behaviour. Children who are moved down on the behaviour rainbow have the opportunity to move back up the rainbow when they display positive behaviours.

Following a behaviour incident, it is essential that an adult discusses the issue with the child, not in learning time, so that they understand how the behaviour did not follow the school rules and the consequence of their actions for themselves and others around them. They must understand how they can improve their behaviour, by reflecting on the STOP, THINK, DO process and the child must make every attempt to put right the wrong that he/she has done. This can be done by a verbal apology, a written letter of apology (written at lunchtime or playtime) or repair of any damaged property. Adults must take every opportunity to praise the child for improved behaviour following the incident. After a child has reflected and completed their consequence, their peg is moved back to Green. Negative Class Dojo points are not given out to our children. This is because we want to promote positive behaviours.

All classes have a 'calm space' to support children in turning their behaviour around. This is given as an option to the child to move to the 'calm space' to help them make better choices, or they can stay where they are and reflect on how they can move back up the rainbow as well.

Supporting Reflection

Children with attachment difficulties will find self-regulating their emotions a challenge. They need to feel confident that an adult will support them to do this so that they feel safe (emotionally and physically) and that they will be supported to make choices to put their behaviour right. An adult will have to lend their "thinking brain" by talking out loud with the child.

1. I can see that you are feeling………I understand that this must have upset you.
2. When I am upset/ cross I need to………but it is not ok to…………………if you are angry you can.................
3. I am going to help you make the right choice and put this right………..
4. Plan small steps on how to correct behaviour. First we are going to......... (and complete this step), now we are going to....... We may need to voice this thinking out loud for the children.

Only when the child has been supported to calm themselves must the consequences of the behaviour be discussed. Adults should make a clear distinction between validating the emotion whilst still highlighting the challenging behaviour and alternative positive choices for actions.

Adults Reflecting on Behaviour

It is essential that all adults in school reflect on the behaviour of the children they are working with and try to identify any underlying causes of areas of poor behaviour. Behaviour is often a reaction to events or circumstances so adults need to understand how a change to provision or practise for the group or individual can help improve behaviour. Examples of behaviour that may require support from classroom staff, wellbeing team or the Senior Leadership Team:

Outstanding!	
Excellent Job!	
Good Job!	
Ready to Learn	
Stop, think, do	Disruptive low level behaviour in class - shouting out, distracting others, swinging on chairs, avoidance of work Running in corridors Careless damage to property Rough play Peer/Friendship group issues Not following safety guidance to keep self and others safe

Time to Reflect	Persistent low level behaviour - disruption to class
	Unkind behaviour towards others - name calling, excluding others from friendship groups
Break / lunch time is missed (15 mins)	Aggressive verbal behaviour - shouting at others, intimidating others
Parent contact (Teaching Staff)	Persistent rough play following Stop, Think Do
	Intentional damage to property
	Putting own or other's safety at risk
Serious Consequence	Examples include:
	Bullying, including Cyberbullying
You aren't able to manage your own feelings and behaviour	Racist behaviour
	Physical aggression
	Severe disruption to class
All play times that day are missed, SLT informed & parent contact (from SLT)	Swearing
	Homophobia
	Serious Vandalism
	Bringing dangerous items into school
	Putting own or other's safety at risk

Encouraging Good Behaviour During Unstructured Times

Break / Lunch Time

If a child displays positive behaviour during lunch or playtime, their peg can be moved up the rainbow - staff in the playground must communicate this to the classroom staff. If a child displays negative behaviours at break or lunch time, their peg can be moved down when they go back to their classroom. A conversation with the class teacher by the member of staff who dealt with the behaviour incident needs to happen.

Beginning and End of Day

Pupils and staff will work together as a team to make sure that all pupils have managed to achieve green or above by the end of the day. Each new day is a fresh start and all pupils will start on green. Pupils that have gone into the violet and indigo sections on the previous day will have a 'check in' time with staff at the start of the day and be supported to be as successful as possible for the day.

School Trips

If staff feel a child presents a health and safety risk or there is a case of serious misbehaviour during a planned visit out of school, a Risk Assessment will be carried out and any concerns/decisions will be shared with parents/carers. The Headteacher will be informed and may decide to sanction the withdrawal of that pupil. In extreme cases, the Headteacher may decide that the child is unable to attend the trip at all due to the health and safety risks posed to themselves and others.

Pupil Code of Conduct Playtimes / Lunchtimes

- We leave our classroom sensibly and safely through our classroom doors
- The adults on the playground are there help us to make good choices.
- We think about ours and other peoples' safety at all times

- We ask permission to re-enter school at break and lunch times
- When the whistle blows we will stand still and silent. We will face the teacher, and wait for instructions to return to our class.
- We will follow adult instruction to enter the classrooms.
- We will use polite table manners when eating in the hall.
- We will put our hands up and check with adults if we have eaten enough and are allowed to go out to play.
- In learning time we will:
- Listen carefully and follow instructions.
- Stay in their chair or space on the carpet.
- Show safe behaviour at all times.
- Keep our learning area and cloakroom tidy.
- Respect each others views or comments.
- Put our hand up to ask a question or to go to the bathroom.
- **Be ready, Be respectful, Be safe.**

Appendix 3 - Anti Bullying Policy

Definition

Bullying can be described as being 'a repetitive, deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It is a series of such incidents.'

Peer Conflict vs. Bullying

Peer Conflict	Bullying
Equal power	Imbalance of power
Happens occasionally	Repeated negative action
Accidental	Deliberate
Remorse shown	No remorse
Effort to solve problem	No effort to solve problem

At Newborough C of E School, staff, parents and children work together to create a happy, caring, learning environment and bullying, either verbal, physical or indirect, is not accepted. It is everyone's* responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively,

*the term 'everyone' refers to anyone attending school, regularly or otherwise, as well as parent, carers and guardians

Strategies for Identifying Bullying

Staff need to be aware of possible signs that might indicate that a child is being bullied and should act swiftly upon these in order for the situation not to develop. These would include:

- A child being continually left out of activities and group work
- A child becoming introverted
- A child becoming unusually emotional, upset or distressed throughout the school day
- A child is regularly being teased or called names
- A child is regularly subjected to physical violence.