BENGEO PRIMARY SCHOOL POLICY	
Subject: **Behaviour Management and Anti Bullying**	
Author(s): **J Page, S Potts**	Date: **Autumn 2022**
Committee Responsible: **Curriculum**	Next Review Date: **Autumn 2023**

Approved by J Page, Head Teacher September 2022

1. Introduction

Bengeo School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline and encourage intrinsic motivation. It echoes our core values with a strong emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

2. Bengeo School aims to:

- ensure that by the time pupils leave, they are independent learners with high expectations of themselves,
- help pupils to become self-disciplined and self-motivated,
- help pupils to care for the community and the environment,
- help pupils to explore complex social issues, responding with attitudes rooted in strong values,
- help pupils to understand that people come from many different social, cultural, religious backgrounds and to treat everyone with respect,
- develop a sense of generosity, honesty, care, responsibility, thoughtfulness, tolerance, co-operation, collaboration, politeness and trust amongst all pupils,
- provide a secure, happy, caring and stimulating learning environment, in which pupils are able to grow knowledge and develop interests and talents,
- develop a sense of belonging and pride in being a pupil at Bengeo School,
- help pupils feel empowered to contribute their views in relation to the decision-making of the school's leadership
- help pupils build strong moral values which will enable them to fulfil their potential and play a positive role as citizens of their community and the wider world.

3. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Mental Health and Behaviour in Schools (November 2018)
- Transforming Children and Young Mental Health Provision Green Paper (May 2022)

It is also based on the special educational needs and disability (SEND) code of practice.l

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

Behaviour at Bengeo School is also based on:
- When the Adults Change Everything Changes by Paul Dix (2017)
- Hertfordshire Steps training.

4. Bengeo School Rules:

Be Ready	Be Respectful	Be Responsible
We are ready to learn, to help others and to do our best.	We are respectful to others, to the environment and to ourselves.	We will stay safe and keep others safe. We are responsible for our own actions.

Promoting prosocial behaviour:

In order to fulfil the aims of this policy, it is important that all members of the school community – pupils, parents/carers, staff and visitors - promote prosocial behaviour by:

- teaching right from wrong,
- being honest and respectful,
- establishing positive relationships,
- demonstrating tolerance and understanding,
- applying internal discipline, self-managing behaviour and having a sense of intrinsic reward,
- giving genuine, explicit and individualised praise,
- being inclusive and equitable,
- consistently modelling prosocial behaviour.

5. Roles and responsibilities

1	The governing body is responsible for:
	- Reviewing and approving the written statement of behaviour principles. - Reviewing this behaviour policy in conjunction with the headteacher and monitoring the policy's effectiveness, holding the headteacher to account for its implementation.
2	The headteacher is responsible for:

	- Reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles. - Approving this policy. - Ensuring that the school environment encourages prosocial behaviour and that staff deal effectively with unsocial or anti-social behaviour. - Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently.
3	**Staff are responsible for:**
	- Implementing the behaviour policy consistently. - Modelling prosocial behaviour. - Providing a personalised approach to the specific behavioural needs of particular pupils. - Recording behaviour incidents on CPOMs. The senior leadership team will support staff in responding to behaviour incidents.
4	**Parents are responsible for:**
	- Supporting their child in adhering to the school rules and expectations. - Informing the school of any changes in circumstances that may affect their child's behaviour. - Discussing any behavioural concerns with the class teacher promptly.
5	**Pupils are responsible for:**
	- Showing respect to members of staff and each other. - Contributing to a classroom environment where all pupils can focus on learning. - Treating the school buildings and school property with respect. - Wearing the correct uniform. - Taking responsibility for their own behaviour and accepting sanctions when given, reflecting on how to behave differently in the future. - Refraining from behaving in a way that brings the school into disrepute, including when outside of school. - Developing skills, knowledge and attitudes that will prepare them well for life beyond school. - Working and playing independently and co-operatively. - Resolving disputes positively developing a sense of fairness. - Being aware of their own emotions and actions and take responsibility for these. - Being positive contributors to the school, local national and international community. - Having respect for all, regardless of culture, religion, race or gender. - Supporting and forgiving each other when things go wrong and be open to the idea of reconciliation.

6. Using scripts

30 second script	De-escalation script
• I noticed you are… • It was the rule about …. that you broke. • You have chosen to….. • Do you remember last week when you…. • *That* is who I need to see today… • Thank you for listening. • (Then give the child 'take up' time)	• Child's name • I can see something has happened • I am here to help • Talk and I will listen • Come with me and…………
Other useful phrases:	
• I am going to speak to you later about what will happen next • I am going to walk away to give you a chance to calm down. • I don't have enough information to make a decision now, I will come back to you later • No, that is not what we mean by ready. I need you to calmly collect your equipment so we can find a better place for you to work. • That choice is not ok. You can speak to me in a kinder/calmer/more respectful way • Eyes on me. Thank you.	

7. Creating a positive learning environment:

Teaching and support staff are responsible for setting the tone and context for prosocial behaviour within the school.

- Model good manners, positive reinforcement and mutual respect.
- A broad and balanced curriculum delivered through a range of learning activities.
- A strong emphasis on knowledge acquisition through enquiry, exploration, reasoning and debate.
- Well-planned and resourced lessons which are well-organised and easy to access.
- Displays which demonstrate a value of all pupils' work.
- Calm, constructive and genuine relationships based on mutual respect.
- Use of praise and encouragement.
- Clear and high pupil expectations.
- Consistent approach from staff.
- Well-established routines.
- Positive verbal and written feedback.
- A knowledge of pupils' strengths, talents and needs.

Develop a positive relationship with pupils by:
- Greeting pupils in the morning/at the start of lessons.
- Establishing clear routines.
- Communicating expectations of behaviour in ways other than verbally.
- Highlighting and promoting good behaviour.

- o Concluding the day positively and starting the next day afresh.
- o Having a plan for dealing with low-level disruption.
- o Using positive reinforcement.

8. Creating and maintaining a positive playground environment

- Midday supervisory assistants (MSAs) engage and lead pupils in play activities.
- Staff engage pupils in sociable conversation and avoid becoming engaged with other adults in the supervision of pupils.
- Staff minimise lining up times to enter the dining hall/school.
- Staff ensure that pupils keep to the designated play spaces.
- Staff position themselves to ensure that they can monitor the playground effectively.
- Teaching staff collect pupils at the end of break times and lead them calmly to their classrooms.
- Disputes are dealt with calmly and promptly.
- Serious incidents are shared with phase leaders or the deputy headteacher.

9. Dealing with misconduct

In dealing with misconduct, staff should:

- take concerns raised seriously,
- act promptly,
- be consistent and assertive,
- demonstrate that they dislike the conduct, not the child,
- listen to what the pupil has to say,
- not jump to conclusions because a pupil may have a history of good or poor conduct,
- avoid making threats, but take clear and decisive action when necessary, ensuring that it is possible to follow through on described consequences,
- ensure appropriate consequences are given with the view to teaching prosocial behaviour,
- act as role models and deal with incidents in a calm, professional and reasoned manner,
- intervene swiftly if any adult, dealing with any conflict, responds inappropriately or with a lack of control,
- make decisions based on evidence pertaining to the incident in question,
- not promise confidentiality,
- record the incident on CPOMs or other record, as agreed,
- communicate issues with parents, if necessary.

	Steps	Actions
1	Reminder	- A reminder of the three simple rules - Delivered privately or one to one - Repeat if necessary
2	Caution	- Clear verbal caution delivered privately - Outline consequences - Use the phrase "Think carefully about your next step"
3	Last Chance	- Speak to the student privately and give them a final opportunity to engage - Offer a positive choice and refer to previous examples of good behaviour

		• Use 30 second script • Could say: "stay behind for two minutes after class to discuss". This cannot be removed, reduced or substituted.
4	Time out	• A few minutes at the side of the class to calm down, breathe and compose themselves.
5	Repair	• Can be a quick informal chat at playtime or a more formal meeting.

10. Planned responses to escalating difficult behaviours

When prosocial behaviour is not being demonstrated, it is essential that all adults use a consistent, shared response that allows children to take steps to make the right choices. Responses to difficult behaviours should seek to de-escalate the behaviour in the first instance and encourage a return to positive behaviour. These strategies include:

- positive phrasing
- fixed choices
- disempowering the behaviour
- protective consequences
- educational consequences

11. Responses to behaviour

Prosocial Behaviour: escalating examples	Response: positive responses
• Displaying good manners • Lining up sensibly • Tidying up • Listening carefully • Working hard • Being ready to work • Being kind • Walking around the school sensibly • Holding doors open for adults/peers	• Verbal praise • Inform class teacher • A nod, a smile, a thumbs up • A positive word • A sticker • Being first out to play or lunch • Name on recognition board • Recognition by peer • Meeting and greeting
• Kind acts • Assisting others • Seeking out challenge • Demonstrating resilience and determination • Producing high quality work • Going over and above	• Visit another teacher to celebrate work • Receive a sticker • Parents informed verbally • Opportunity to share work with other children or adults • Name on recognition board • Celebration assembly • Note from teacher
• Outstanding effort in a piece of work	• Recognition in celebration assembly

• Outstanding behaviour • Demonstrating trustworthiness or mature and responsible behaviour • Going over and above	• Visit headteacher, deputy headteacher or phase lead for recognition or to receive a note or sticker. • Choose learning partner for the following week • Parents informed • Name on recognition board
• Exceptional effort • Going over and above • Going significantly above and beyond expectations in effort or behaviour	• Postcard home from Headteacher • Recognition from whole class or whole school

A consequence is a conclusion that logically or naturally follows from an action; the word 'obviously' is a useful word to include when explaining the consequences to a pupil.

Unsocial, Anti-Social, Difficult and Dangerous Behaviour: escalating examples	Response: consequences
• Calling out inappropriately • Silly noises • Not listening • Talking in class whilst the teacher is talking • Shouting in the dining hall at lunchtime • Not lining up sensibly • Not walking quietly to class from break time. • Teasing/name-calling • Pushing/pushing in • Interrupting or calling out • Attention-seeking/clowning around • Distracting others • Avoiding work/wasting time • Inappropriate use of school equipment including playground equipment • Running inside/rolling around • Arguing with other pupils	• A look or a verbal warning • A reminder of 3 school rules (R,R and R) delivered privately • Repeat reminders if reasonable • Caution: a clear verbal caution delivered privately, where possible, making the student aware of their behaviour and clearly outlining the consequences if they continue • If behaviour does not improve and if appropriate, the 30 second script may be used. • If necessary two minutes of playtime is missed to discuss behaviour away from the lesson (if the child reaches this step it is not part of future negotiation and cannot be removed or reduced). • Imposition- completing or re-doing learning tasks to an appropriate standard at home • Assisting with repairs • A helpful school-based task, eg. litter-picking, weeding, tidying • Removal from play areas and attendance of 'time-out' lunchtime provision to calm down • Time in safe space to reflect • Seating arrangements changed • Discuss issues in PSHE lessons or assemblies • Inform parents at home time
• Persistently distracting others	• Use any of the strategies from previous stage • Make links with 3 school rules (R,R and R)

- Behaving inappropriately during assembly - Being unkind to other children - Name calling - Excluding others - Repeated ignoring adults' instructions - Being wasteful with resources - Poor attitude to learning - Being uncooperative - Spoiling other pupils' games - One-off incidents of swearing	- Use the 30 second script as appropriate - Two minutes of playtime is missed to discuss behaviour away from the lesson (if the child reaches this step it is not part of future negotiation and cannot be removed or reduced). - Child may complete unfinished work at playtime supervised in class by teacher or TA - Imposition- completing or re-doing learning tasks to an appropriate standard at home - Opportunity to resolve with another child - Conversation to explain, repair and resolve - A contract or plan to remind of boundaries and expectations
- Swearing - Answering back to an adult - Throwing food - Disruption in lessons - Unsafe or risky behaviour - Low level physical misbehaviour(e.g. pushing, shoving, nudging) - Persistently not telling the truth - Persistent behaviours from previous stages - Arguing back or rudeness to staff - Spitting - Lying - Biting, hitting, kicking, punching - Defacement eg. scribbling on desk or other work - Fighting – escalating from squabbles - Repeated swearing – both verbally and other - Provocation – 'winding up' - Inappropriate use of ICT including the internet and texting	- Use the strategies from previous stages - Child may complete unfinished work at playtime supervised in class by teacher or TA - Class teacher contact parents/carers verbally at the end of the school day - Short period of playtime is missed and child is supervised in class by teacher or TA. - Restorative Behaviour: child and adult discuss behaviour, consequences and how to make reparation. - De-escalation script if appropriate - Protective consequences- removal of freedom to manage harm (eg: increased staff ratio, limited access to outside space, escorted in social situations, differentiated teaching space) - Educational consequences- learning, rehearsing or teaching so freedom can be returned (eg: completing task, assisting with repairs, research, conversation and exploration) - Involve phase leader and speak with child together - Investigate further where appropriate or possible - Agreed contract or plan - Additional protective/educational consequences including withdrawal from school trips, sport events - Record on CPOMS
- Unsafe behaviour with malicious intent - Violent behaviour (eg: punch in the face with intent to injure) - Bullying - Racist, sexist, homophobic or discriminatory behaviour - Abusive swearing at a person - Fighting - Stealing	- Phase leader and class teacher to deal with behaviour together - Child taken to the headteacher or deputy headteacher to deal with the incident alongside the class teacher. - Parents invited in to discuss behaviour - Restorative Behaviour: child and adult discuss behaviour, consequences and how to make reparation.

• Graffiti and vandalism
• Deliberate damage to property/vandalism
• Intimidation
• Bullying behaviour
• Malicious allegations
• Assault/violence (serious or unprovoked)
• Running out of school
 	
Some rare forms of misconduct must be reported immediately to the deputy headteacher or headteacher. These include:
 	
   • physical violence
   • physical or verbal aggression, including threats, towards others
   • deliberate and significant damage to property
   • bullying, including cyberbullying
   • racist, homophobic or sexist conduct
   • refusal to obey a member of staff
   • repeated disruption of lessons
	• Removal from the place of the incident
	• Repair, reflect, restore discussed with an adult (and other pupils where appropriate)
	• Playtime or lunchtime break may be missed
	• Not allowed to join school trips if behaviour is potentially unsafe
	• Protective and educational consequences
	• Parent/carer notified of both victim and perpetrator
	• A record of the incident made on CPOMs
	• An internal, fixed term or permanent exclusion
	• Referral to or advice sought from Children's Services
	• An individual Risk Reduction Plan put in place
	• A Pastoral Support Plan put in place
	• A Risk Assessment Management Plan (RAMP) put in place
	• Record on CPOMs
	• Police involved if criminal behaviour
	• Building evacuated or ambulance called if necessary
	
	The headteacher has the right to take immediate action in the case of any serious incident.
	
	A meeting with parents will be arranged and consequences of future misconduct clearly communicated including possible exclusion.

Unforeseeable behaviours are behaviours not covered by policy, not previously experienced, or so historic we believed that they would not reoccur. In the instance of unforeseeable behaviours we would follow policy as far as appropriate and use our best judgement in collaboration to resolve and respond to the situation.

12. Educational Visits

We believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Such visits are known to enhance learning and improve attainment, and so form a key part of what makes Bengeo a supportive and effective learning environment.

Every child will be offered the opportunity to participate in a school visit. However, for children where there is evidence of previous difficult and dangerous behaviours, extra measures may need to be put in place to ensure the safety of the pupil and others. This will be need to be done through thorough risk assessment and to see if reasonable adjustments can be put into place to ensure safety. In some cases, it

may be reasonable and necessary to prevent a child from coming on the trip to protect their safety and the safety of the other pupils attending.

Possible behaviours	Possible responses
History of difficult and dangerous behaviours History of non-compliance with members of staff Potential safeguarding risk	• Meeting with staff to discuss and plan • Individual Risk Assessment • Meeting with parents • Additional adults to support • Additional measures to support the child for the trip (eg: resources or support) • In some cases the parent maybe invited to attend the trip • Child may be invited to access only part of the trip • Parents agree to collect child from trip if difficult or dangerous behaviours, or non-compliance is an issue • In some circumstances the headteacher may decide that the child cannot attend the trip. In this instance the child should attend school, and will be taught in another year group for the duration of the trip.

13. Restorative Approaches

When using restorative approaches the focus is on dialogue and negotiation moving towards repair, apology and reparation. We understand that none of us is perfect, all of us make mistakes and all of us deserve to be forgiven. Because of restorative approaches, the needs of those affected are addressed and the child is held accountable by being given the opportunity to put things right. Restorative meetings can be used as an opportunity to put things right.

In order to use restorative meetings effectively we will make a commitment to consider:

- **Physical space**- consider the setup of the room, sit side by side, no desk, walk and talk if more appropriate.
- **Focus on the outcome**- what does the child need to learn from this?
- **Time-** ensure sufficient time is given-10-15 minutes.
- **Be present** in the meeting (Do not take too many notes).
- **Reflect, repair and restore** pro forma may be used
- **Language**- speak calmly, factually and fairly.
- **Resist any external interruptions.**
- **Stick to the behaviour you are dealing with**.
- **End the meeting well.**

Restorative questions
• What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future?

A restorative conversation is more than a process or a set of questions

Sanctions without discussion have no positive impact on pupils' learning about how to change negative behaviour into positive behaviour.

If behaviour is not restored and continues to escalate into the 'crisis' phase and a pupil is unable to manage their behaviour in a safe way, staff will use a de-escalation script to remove the pupil safely from harmful behaviour. This script may be used if necessary in conjunction with physical intervention (as part of the Step On strategy) to guide a child to a safe place where they can calm down safely.

Once a child has overcome the crisis phase, it is imperative that adults carry out a 'reflect, repair and restore' session where behaviour can be discussed and resulting consequences and actions put in place (appendix). This important phase helps pupils to understand the link between the behaviour and its consequences as well as providing some ideas for how to respond to stressful situations differently in the future. Restorative activities complete the therapeutic process and include:

- supported thinking
- social stories, role play
- discussions around emotions
- using a 'roots and fruits' tree
- a communication card to track emotions/crisis points

These sessions should be conducted with an understanding of the context of the child, helping adults to consider the underlying causes of negative behaviour choices which need to be understood.

14. Hertfordshire Steps

Hertfordshire Steps is an approach to behaviour management that aims to reduce and manage conflict and build a positive school ethos. The training covers a range of areas including conflict de-escalation, calm body language, debriefing and positive handling techniques.

Principles:

- We will always talk to children respectfully and calmly- reducing conflict and leading by example
- We will help children and try to reduce conflict
- We will use a calm stance and a de-escalation script in a conflict situation
- We will allow the child time to calm down after an incident, after which there will be a debrief
- We will teach children to self-regulate

- A risk management plan will be completed for any child for who there is a foreseeable risk that they may behave in a way which will cause harm to themselves, others or property
- Incidents will be recorded, including triggers and consequences.

We support the *Step On* philosophy that long-term behavioural change comes from developing internal discipline and that external discipline (in the form of inappropriate 'punishments' and reactive responses) only serves to suppress anti-social behaviour. Children learn to make good choices through:

- developing trusting relationships with appropriate adults and peers
- responding to role models and positive phrasing
- consistent use of scripts, routines, repetition and structure
- establishing clear and agreed boundaries
- praise and positive reinforcement
- comfort, forgiveness and restorative processes
- an established programme of PSHE lessons which addresses healthy relationships, stereotyping, equality and prejudice
- an established programme of eSafety lessons

Pupils are taught that the internal feeling generated by their own positive behaviour is rewarding enough in itself. External reward should not be expected.

15. Risk Reduction Plan

For a few pupils, whose behavioural needs are exceptional, a Risk Reduction Plan may be required to formalise strategies for all staff and provide a consistent response to difficult or dangerous behaviour.

Typically, these plans will include specific forms of intervention to maintain a pupil's own safety and that of others and to ensure learning takes place for all. When writing the plan, the following will be considered:

- the risk of dangerous behaviour towards themselves, peers, adults or property
- the pupil's 'roots and fruits' and 'anxiety map' to identify areas of difficulty
- a pupil's pro-social behaviours and how these can be utilised to develop self-esteem and reduce anxiety
- difficult behaviour and planned scripted response to manage the behaviour
- dangerous behaviour and planned scripted response to ensure the pupil is removed safely without harm to themselves or others, in line with the school's restrictive physical Intervention policy
- the involvement of parents/carers and the pupil concerned to ensure all parties understand clearly the actions and expectations of the school and what specific action the school may take
- the age, understanding and competence of the pupil
- the Reflect, Repair and Restore phase
- the premise that "positive experiences create positive feelings; positive feelings create positive behaviour" (*Hertfordshire Steps*)
- half-termly reviews or sooner if further incidents occur.

16. Risk Assessment Management Plan (RAMP)

For some pupils, a Risk Assessment Management Plan may be required when an incident of sexual harassment or sexual violence has occurred. This is to identify risks for the victim, perpetrator and other pupils and ensure all staff are aware of their duty of care.

Typically, these plans will include specific forms of intervention to maintain a pupil's own safety and that of others. When writing the plan, the following will be considered:

- removal of the alleged perpetrator from the class of the alleged victim
- contact with parents/carers of the alleged victim and alleged perpetrator in order to explain actions after such an event
- the risk of dangerous behaviour towards peers using the sexualised behaviour traffic light tool
- referral to or advice sought from Children's Services
- all appropriate members of staff directed to the plan and specific actions to be taken to keep children safe
- incident logged on CPOMs
- the perpetrator's Anxiety Map and Roots and Fruits in order to identify areas of difficulty
- the age, understanding and competence of the individuals
- therapeutic intervention to both victim and perpetrator
- plan review every 4 weeks with parents/carers, headteacher and the perpetrator, or sooner if further incidents occur

The school will seek to remove any opportunity for further incidents to occur.

17. Pupils conduct outside the school gates

The expectation is that pupils conduct themselves well outside of the school gates. Teachers may apply consequences for misconduct when the pupil:

- is taking part in any school-organised or school-related activity
- is travelling to or from school
- is wearing school uniform
- is in some other way identifiable as a pupil at the school.
- behaves at any time, whether or not the conditions above apply, in a way that could have repercussions for the orderly running of the school or affect its good reputation
- poses a threat to another pupil or member of the public

Consequences can only by applied on school premises or elsewhere when the pupil is under the lawful control of the staff member.

18. Bullying

"Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves." DfE 2015
Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
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

For any incident which includes racism, the county guidelines for dealing with racial harassment is referred to. The county guidelines and the school accept the McPherson Report's definition of racial harassment which is "any incident which is perceived to be racist by the victim or any other person."

Single incidents of verbal or physical attack and behaviour which is hurtful but not intentional are taken seriously and managed in accordance with this policy. Offenders are always made aware that the effect of their conduct is hurtful to others.

Any victim of bullying will be fully supported by staff and help/guidance will be offered to parents regarding any further action which may be deemed necessary.

The school will act and be seen to act in all instances which are found to fall within the above definition of bullying. It is also recognised that people displaying bullying behaviour are frequently the victims of bullying themselves. Therefore, help and support will be provided to all parties where a bullying incident has occurred. All such incidents are recorded as 'bullying' and/or 'racism' if they meet the above criteria.

Individual staff must be alert to signs of bullying and act firmly and promptly against it.

"Victims and witnesses to bullying should know that it is ok to tell and that they will receive practical help if they do so" (Herts 'Guidance on Preventing and Responding to Bullying).

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

19. Reporting behaviour incidents

All staff have a duty to report behaviour incidents appropriately. In most cases, the key person to be informed of an incident is the class teacher. The class teacher will usually decide whether parents/carers need to be informed at the end of the day, either in person or by telephone.

Teachers should make a brief record of misconduct using the Child Protection Online Management System (CPOMS). All serious or repeated behaviour should be recorded on CPOMS. Where a serious incident occurs, attempts should be made to obtain corroboration from other pupils and where possible adults. Notes are kept of significant incidents and repeated incidents. When in doubt about what action to take, staff refer to SLT. Repeated misconduct is reported to SLT. They may need to take further action, based on information already received from other staff, such as midday supervisory assistants. Staff must inform phase leaders and the Headteacher should misconduct persist. In addition the Headteacher should consult with colleagues as to whether a referral should be made to an external agency.

Children are also encouraged and expected to report cases of misconduct to an adult as soon as possible.

20. Fixed term (suspension) and permanent exclusions

In exceptional circumstances it may become necessary for a child to be permanently excluded from the school; staff in school will do all that they can to avoid this situation arising.

Only the headteacher has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

Only the headteacher or acting headteacher may exclude a pupil. Upon return to school, the pupil should be escorted to the headteacher by a parent where a reintegration meeting will be held between school, parents and child to welcome the child back to school and to establish appropriate protective and educational consequences that need to be put into place.

At this meeting the aims of the meeting, risks and next steps will be discussed. An apology for misconduct will be expected, and commitment to maintain the school's behaviour rules.

Longer periods of exclusion of up to 5 days may result if further misconduct occurs. This will also be followed by a reintegration interview where clear expectations for behaviour will be established. If these are not followed, exclusion could recur or become permanent, pending reflection from the headteacher.

During an exclusion work will be set by the class teacher to be completed at home.
There will be times when an action warrants an immediate lunchtime, fixed term or permanent exclusion.

For example:

- Persistent poor behaviour that disrupts teaching and learning
- A serious case of bullying
- Inappropriate sexual behaviour (including peer on peer abuse)
- Persistent bullying- including on-line bullying
- Inappropriate on-line behaviour
- Where the safety of any members of staff is put at risk
- Where the safety of other children is put at risk
- Where the safety of the individual themselves is at risk
- Serious fighting that causes injury to another
- Racist abuse or intimidation

In the event of a child being seriously violent to another child or adult, a risk assessment will be drawn up which identifies if fixed term exclusion is necessary for health and safety reasons.

21. Staff development and induction

Upon appointment all staff will be given a copy of our Behaviour Management Policy. Behaviour management is regularly revisited in staff meetings and opportunities are provided for all groups of staff to attend behaviour management training. For ECTs, behaviour management is an integral part of their induction programme and is provided on site as well as at external venues.

22. Involvement of other agencies

With the agreement of parents, pupils may be referred to:
- Behaviour Support Team
- Educational Psychologist
- Social Services
- Educational Support Centre
- CAMHS
- School nurse
- PALMS
- Other agencies as necessary

23. Document links

Bengeo School's vision statement, ethos and values
PSHE policy and scheme of work (Jigsaw)
eSafety policy
Restrictive physical intervention policy
Equality scheme
SEND policy
Mental health and behaviour in schools, DfE 2018
Keeping children safe in education 2022
County guidelines on racial harassment
Herts guidance on preventing and responding to bullying

Reflect, Repair and Restore

Name: Date:

Write or draw your answers.

Reflect: What happened? (tell the story)
Reflect: What were people thinking and feeling at the time?
Reflect: Who has been affected and in what way?
How can we **repair** the relationships?
Restore: Summarise what has been learnt so that positive choices are made next time.

Signed:

Glossary of definitions:

Anti-social Behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour: Everything a person says or does. The spectrum of behaviour goes from extreme prosocial to extreme anti-social behaviour. A behaviour policy should increase pro-social behaviour and reduce anti-social behaviours through planned responses.

Being Therapeutic: An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic. A school's policy establishes the methodology by which pro-social behaviour replaces anti-social behaviour through planned and sustained pro-social experiences.

Bribery: The threat or action of withholding of desirable objects or experiences until the child has completed the task or activity dictated by an authority.

Conscious behaviours: Those that are the result of thought and planning; a behaviour chosen by the child in order to secure a desired outcome or meet a specific need.

Consequence: A logical, explainable response to a pro-social or anti-social behaviour. A consequence is a logical or natural outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop prosocial behaviour transferable to all contexts.

Dangerous behaviour: That which is anti-social and will predictably result in imminent injury or harm (the level of injury and harm that constitutes the label dangerous should be defined within policy). This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking'.

Difficult behaviour: That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'.

Dynamic: Any group of people brought together through choice, circumstance or obligation.

Equality: Affording people the same equal status, rights, and opportunities.

Equity: The differentiated measures to provide equal opportunities.

External discipline: Authoritarian control of behaviour outcomes and achievement using threat and bribery. Often imposed by adults with the intention of generating a disincentive or a motivation where the child has no investment in the task or required behaviour.

Externalising: When a person's natural response to anti-social feelings is to act on the world around them, which can lead to physical and verbal responses that affect the wellbeing of others. Examples include fighting, bullying, property damage etc.

Extrovert: A person who is naturally collaborative and competitive and tends towards social interaction. Extroverts seek and are motivated by public recognition.

Internal discipline: Participate, contribute, and achieve, independent of external control or competition, where behaviour outcomes and achievement are controlled by the individual's motivation.

Internalising: When a person's natural response to anti-social feelings is to withdraw from the world around them. This can impact the wellbeing and opportunity of the individual concerned and result in refusal to communicate, self-isolation, school refusal, self-harm etc.

Introvert: A person who is naturally a quiet and reserved individual. They do not generally seek out attention or social interactions and tend to avoid public recognition and attention.

Pro-social Behaviour: Relating to behaviour which is positive, helpful, and values social acceptance.

Punishment: The imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context.

Reward: A desirable object or experience given to celebrate outcomes already achieved. Subconscious behaviour: That which is present without any thought or planning; a behaviour a person is unable to contain.

Unsocial Behaviour: Not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings.