



Behaviour and Anti-Bullying Policy

Including Statement of Behaviour Principles

Approved by: The Governing Board

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1. Aims

This policy based on the Behaviour Principles (Appendix 1) and aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. 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](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

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
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school expectations
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Verbal Abuse
- Threatening and intimidating behaviour
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - 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)

4. 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.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

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

Salisbury School's approach to preventing and addressing bullying are set out below:

Salisbury Primary School community recognises that 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, our schools can help to create safe, disciplined environment, where pupils are able to learn and fulfil their potential.

Our Community:

- Monitors and reviews our behaviour and anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships, to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Reports back to parents/carers regarding concerns on bullying, dealing promptly with complaints.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

4.1 Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the member of staff who has been approached or witnessed the concern will inform a member of SLT and an investigation will commence

- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate
- A member of leadership staff will interview all parties involved
- The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns
- The school will inform other staff members, and parents/ carers, where appropriate
- Sanctions (as identified within the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned
- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children’s social care (if a child is felt to be at risk of significant harm)
- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the policy
- A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

4.2 Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation
- Take all available steps where possible to identify the person responsible
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need
- Inform the police if a criminal offence has been committed
- Provide information to staff and pupils regarding steps they can take to protect themselves online which may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain.

4.3 Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous support
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate
- Working towards restoring self-esteem and confidence

- Providing ongoing support; this may include: working and speaking with staff, offering Place2Talk and/or Place2Be counselling, engaging with parents and carers
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

Pupils who have perpetrated the bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support regarding their behaviour or actions
- If online, requesting that content be removed and reporting accounts/content to service provider
- Sanctioning, in line with policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyber-bullying concerns), and fixed-term or permanent exclusions
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

4.4 Supporting adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults (staff and parents) who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff to establish the concern
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures
- If online, requesting that content be removed
- Instigating disciplinary, civil or legal action as appropriate or required

4.5 Preventing bullying

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all
- Recognise that bullying can be perpetrated or experienced by any member of the community, including

adults and children (peer on peer abuse)

- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying
- Actively create “safe spaces” for vulnerable children and young people
- Celebrate success and achievements to promote and build a positive school ethos.

4.6 Policy and Support

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns
- Regularly update and evaluate our practice to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools attention, which involves or effects pupils, even when they are not on school premises; for example, when using school transport or online, etc
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

4.7 Education and Training

The school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures (including recording and reporting incidents)
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school council, etc
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

5. Roles and responsibilities

5.1 The governing board

The Teaching & Learning Committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Teaching & Learning Committee will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Teaching & Learning Committee, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour incident form)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other eg 'Fantastic Hellos'
- In class, make it possible for all pupils to learn
- Move sensibly around the school aka 'Fantastic Walking'
- Line up sensibly aka 'Fantastic Lining Up'
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Stickers
- House points
- Silver and Gold Card
- Recognition in 'Praise' assemblies
- Special responsibilities/privileges

Some classes use class based reward systems eg Dojo points, marbles, reward charts and table points.

In response to unacceptable behaviour, staff follow the Behaviour Thermometer (see Appendix 2)

Some pupils may be required to attend an alternative lunchtime provision provided by school staff. The 'Lunchtime Clubs' offer pupils structured activities in a calm, small group environment encouraging positive interactions and behaviours.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 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 in accordance with this policy.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

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

8. Behaviour management

8.1 Classroom management – It's Good to be Green

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom and they follow the 'It's Good to be Green Behaviour System' which is:

- A consistent, fair approach to discipline throughout classes/school/playground
- Easy for pupils to understand
- An immediate tool to implement discipline
- Simple to operate and maintain

Each class has a chart in the classroom at a level which children can access themselves and all pupils have a named pocket and selection of cards that can be awarded. All children begin every day with a green card in their pocket that says 'It's Good to be Green'

- A **Good to be Green** Card: pupils associate being on Green with making good choices
- An **Amber** Warning Card: Following a previous verbal warning, if teachers have to warn children about inappropriate behaviour again, then children move their green card to the back to reveal an amber warning card. This warning card gives children an opportunity to reflect on and consider their behaviour and make sure that they don't repeat the offence. Children can also go back to green if their behaviour improves
- A **Blue** Warning Last Chance Card
- A **Red** Consequence Card
- **Bronze, Silver and Gold** cards are awarded for fantastic behaviour and awarded at the teacher's discretion.

Concluding the day positively and starting the next day afresh is important, so the day's misdemeanours do not go into the next day, and all children start the day on a positive note with a green card.

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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 (see appendix 3 for a behaviour incident form)

There are members of Senior Leadership Team that are MAPA trained.

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging 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 Brent Inclusion Service, specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

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. Training

Our staff are provided with training on managing behaviour, including de-escalation, as part of their induction process, and as a part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Teaching & Learning Committee every 2 years. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Teaching & Learning Committee every two years.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy



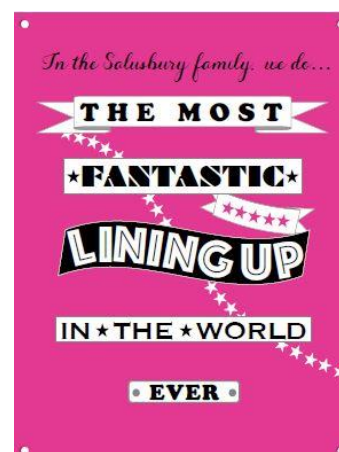
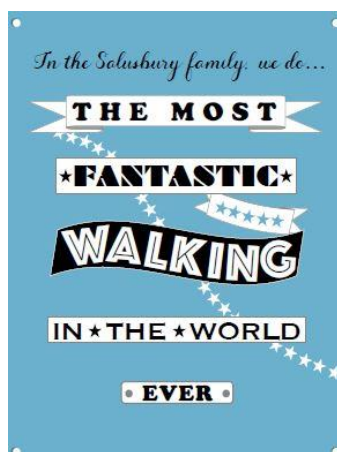
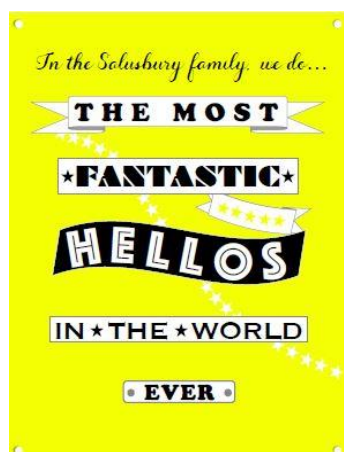
Appendix 1: Written statement of behaviour principles

At Salusbury Primary School we do not believe in just good behaviour, we promote 'fantastic' behaviour. We respect each person as a unique individual with something to offer and something to learn. We value positive relationships between staff and children, based on courtesy and respect, which we believe are vital to the development of self-esteem, confidence and self-discipline. Developing such relationships relies on the 'fantastic' behaviour of our pupils, which we encourage and reward. Everyone expects the very best behaviour and we work together to achieve it. We treat children fairly and consistently by valuing and taking account of their individual needs. We also teach values, attitudes and skills which foster mutual respect and care, and use collective worship, class circle times, and PSHE lessons to discuss and respond to such values. By rewarding and reinforcing examples of good behaviour, we increase children's self-esteem and confidence.

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Teaching & Learning Committee every two years.



Appendix 2: Behaviour Thermometer

Behaviour at Salusbury Primary School



Action

Possible Consequences

**SLT
Formal
Action**

- Repeated 'Red' Behaviours
- Extreme danger or violence to self or others
- Very serious challenge to authority
- Physical abuse to staff
- Repeatedly leaving the classroom without permission
- Running out of school
- Possession of a weapon considered being dangerous
- Possession of illegal drugs or substances portrayed or believed to be a danger to pupils' well-being

- Immediate Exclusion:
Fixed term or Permanent



SLT

- Fighting in the classroom
- More serious playground incidents/fighting
- Serious fighting & intentional physical harm to other children
- Leaving class without permission
- Throwing dangerous objects eg scissors, sharp objects
- Serious challenge to authority
- Verbal abuse/swearing to others
- Bringing the school into disrepute e.g. on public transport, locality.
- Vandalism/Graffiti
- Stealing
- Bullying including cyber bullying
- Racist/Homophobic incidents
- Malicious or inappropriate use of technologies

- Red Card
- Formal telephone call/contact/ letter/ meeting with parents
- School jobs
- Behaviour chart monitored by SLT and copy sent home at end of week to parent
- Possible denial of technology access rights
- Possible fixed term exclusion up to 5 days
- Exclusion from site at lunchtimes
- Withdrawal from whole school events e.g. trips
- Internal exclusions



**Senior
Teacher**

- Deliberately throwing objects with intention of harming or breaking them
- Harming someone
- Damage to school/pupil property
- Repeated refusal to do set tasks
- Deliberate rudeness to adults
- Harmful/offensive name calling
- Less serious playground incidents/fighting

- Yellow/Red card
- Informal contact with parents by class teacher
- Separation from the rest of the class eg time out in other class
- Writing a letter of apology during playtime/break time
- Behaviour chart monitored by SLT and a copy sent home at end of week to parent
- Playground exclusion
- Withdrawal from whole school events



In

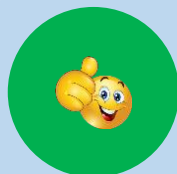
- Refusal to work
- Deliberate disruption
- Accidental damage through carelessness
- Cheek, off-hand comments
- Minor challenge to authority
- Minor, non-directed swearing
- Repeatedly annoying other children
- Playground skirmish
- Being in a building unauthorised

- Blue/Yellow card
- Time out
- Verbal/Written letter of apology
- Miss part of break time
- Repair/clean-up of damage.


Class

- Calling out
- Wandering about classroom
- Running in the school building
- Interrupting other pupils
- Ignoring minor instructions
- Silly noises
- Talking during silent work
- Minor Playground Incidents

- Verbal Warning
- Eye contact
- Reminders
- Statement of inappropriate behaviour and consequences for repeating it
- Change of seating
- Name written on board
- 5 minute playground cool down period
- Tactically ignore



Appendix 3: Behaviour Incident Report Form

Salisbury Primary School Incident Report Form					
To be completed when any child is involved in an incident at school. It must be circulated as appropriate and then placed in the behaviour folder.					
Full Name(s)		Class	Date and approximate time		
Type of Incident					
RTOC2 Continuous disruption to other learning	RTOC 3 Continuous refusal to follow class charter including following instructions	RTOC 4 Verbal abuse Pupil to Pupil	RTOC 5 Verbal abuse Pupil to Adult		
SMT1 Severe verbal abuse Pupil to Pupil	SMT 2 Severe verbal abuse Pupil to Adult	SMT 3 Violence Pupil to Pupil	SMT 4 Violence Pupil to Adult		
SMT 5 Racist or Homophobic Incident	SMT 6 Leaving without permission	SMT 7 Theft	SMT 8 Carrying a weapon onto school site		
SMT 9 Intentional damage to property	SMT 10 Other incident requiring SLT involvement	TTPH Incident requiring positive handling/restraint	BULL Bullying		
Brief Description of Incident					
(Please add any details considered to be relevant below, including what triggered the incident, or continue on back of form)					
Where?					
Classroom	Playground Break/Lunchtime/PE	Canteen	Corridor	Stairs	
Upper Hall	Lower Hall	Lunchtime Club	Other Room	Toilets	
Who was involved?					
Individual child	Pair of children	Group of children	Teacher	Lunchtime Supervisor	
Same class	Same Year Group	Different Year Group	School Staff	Other	
How was it dealt with?					
Verbal Apology	Written Apology	Time Out	Time Out in Other Class		
Missed Break	Refer to Place2Talk/Be	Internal Exclusion	Fixed Term Exclusion		
Behaviour Chart Or Report Card	Discussion with Pupil	Referred to SLT AHT/DHT/HT	Parents Informed		
Name of person recording the incident		Signature			
Forwarded to: (Please initial when read)	Headteacher	Deputy Headteacher SA RL	Assistant Headteacher YH ZH		
	SENCo	Class Teacher	Teacher		

Appendix 4: Report Card



Salisbury Primary School Weekly Report Card

Inspire Believe Excel

Name:

Class:

Date:

Targets

- 1.
- 2.
- 3.

You will be given a score of 1-5 for each session with 5 being the highest score.

	Session 1	Break	Session 2	Lunch	Session 3	Session 4	Comments
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Comment for the week							

This report card is your responsibility and you must take it to show a senior teacher at lunchtime and at the end of the day. It will be copied and sent to your parent/carer and a copy will be kept on your file.