



# Behaviour & Discipline Policy

## **Aims and expectations**

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school has three main values which are simple and non-negotiable:

1. Respect
2. Responsibility
3. Truth

These values encompass the positive behaviours we expect from our children at all times whether in or out of school, including behaviour exhibited on-line whether within or outside the school day.

This policy and indeed our school rules, aim to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. We treat all children fairly and apply this behaviour policy in a consistent way.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. It is our expectation that children would behave appropriately at all times. Children need to be given every opportunity to raise their own self-esteem, but they also need clear guidance on what is, and what is not, acceptable behaviour. They need to know what will happen if they exhibit bad, or good behaviour.

The purpose of this policy is to provide a structure within which children can feel secure and know what the consequences of the choices they make will be. We believe that the majority of children should be able to make informed choices about the way they behave.

## **INTRODUCTION**

Elmore Green Primary School is committed to providing a stimulating and supportive learning environment based on mutual respect and trust. The school strives to offer equality of opportunity to all of its pupils and recognises the vital role that the educational establishment plays in promoting and furthering social inclusion. As a school we follow the Statutory Guidance 'Behaviour and Discipline In School - A Guide For Head Teachers And School Staff February 2014 DfE.

A lot of the support that is needed within the School is for pupils with emotional/behavioural difficulties - some of whom may or may not be statemented. Class teachers, SEN staff and the Senior Leadership Team offer support to pupils who experience emotional/behavioural difficulties. Children with specific behavioural difficulties, who appear on the School SEN Register, will have an individual plan that reflects their behavioural difficulties.

The School's ethos supports the premise that the establishment of a good teacher/pupil relationship is central to working effectively with all pupils- especially those who experience emotional/behavioural

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difficulties. Teaching which exhibits differentiation, mutual respect and effective classroom management is conducive to building and maintaining good relationships between staff and pupils - however it is inevitable that in certain cases the relationship will break down or never be forged. Emotional and behavioural difficulties take many forms, i.e.

- a pupil may become withdrawn and unable to make friends;
- a pupil may be unable to concentrate on class work or homework;
- a pupil may become disruptive and/or aggressive in class.

In such cases the causes of the emotional/behavioural difficulties should be determined (see later section on 'Health' related causes) and strategies may well be needed to build or rebuild the teacher/pupil relationship. Counselling (non-directive) may be offered to encourage the pupil to express issues of concern and feelings and to determine appropriate actions to deal with the situation. The School believes in the importance of 'negotiating'. This encourages mutual respect and fosters self-responsibility in the pupil. In certain cases tangible rewards may be offered in return for improved behaviour and effort. In cases where trust is minimal this may be formalised into a contract.

## **GENERAL MANAGEMENT**

**At Elmore Green Primary School;**

- **All teachers have the statutory authority to discipline pupils for misbehaviour which occurs in school, and in some circumstances, outside of school**
- **The 'power' to discipline also applies to any 'paid' member of school staff (eg. Members of the Learning Support Team, School Meals Team, Site, Administrative or indeed Visiting Specialists/Teachers)**

**The School employs the following general behaviour management strategies:**

- All pupils have a right to work in a calm, supportive and purposeful atmosphere.
- All pupils have the right to come to school without the fear of being bullied - see 'Anti-bullying' policy.
- Each classroom displays the school rules and discusses and refers to them on a regular basis when setting daily and long term standards for classroom behaviour. These rules are based on a set of values that prepare pupils for their eventual position in society as a whole.
- The School Council with pupil representatives helps to give the pupils a sense of involvement and citizenship.
- Lunchtime Supervisors and sports and play specialists organise activity sessions at lunchtimes for pupils. Pupils are chosen if they are at risk from disaffection or have problems in school with relationships. These pupils are re-integrated into the playground when they feel comfortable with doing so.
- Class lists and details of pupils with special educational needs are available for cover/supply teachers to quickly identify and resolve problem areas.
- Staff report reoccurring problems or patterns of behaviour to senior leaders, who in turn discuss strategies to improve behaviour including rewards and sanctions.

## **SCHOOL ETHOS**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we aim to:

- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote, through example, honesty and courtesy;
- Provide a caring and effective learning environment;
- Encourage relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Show appreciation of the efforts and contribution of all.

## **SCHOOL COUNCIL**

The School Council exists to encourage greater participation for all in bringing together a sense of belonging. Pupil Councillors feed information from meetings back into class, where pupils can air their views, which in turn are taken to general meetings by their representative.

## **CLASSROOM MANAGEMENT**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

## **BEHAVIOUR TRACKING**

Each classroom has a 'Good To Be Green Behaviour Chart' Every pupil has a green card to start each school day, if they uphold school rules they keep that card for the duration of the day, they also have the opportunity to earn rewards showing additional effort or achievement. If a child does not uphold the school rules then they lose their 'green card' and are awarded a 'yellow card' and their behaviour is more closely monitored.

Pupils are given several reminders, however should a child then not show they are following the school rules a second time or are making no attempt to regain their green card, a 'red card' is awarded. The child will automatically be awarded the sanction of loss of free time (break and/or lunchtime play). This sanction will

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be given by senior leaders and the duration and severity will depend on the individual behaviours. In addition to loss of free time, pupil may also be given sanctions appropriate to the behaviour (see sanctions)

## RECORDING OF BEHAVIOUR INCIDENTS

Class teachers keep a log of yellow and red cards for their own class. It is expected that any adult in school who deems it appropriate to award a 'card' to a pupil will inform the child's class teacher of their actions, in order that the child's behaviour can be logged

## REWARDS

Rewards are a very powerful tool for teachers to use. Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. At Elmore Green Primary School, rewards are achieved by the maintenance of good standards of behaviour as well as by particularly noteworthy achievements - 'It's Good to Be Green' is our behaviour motto and we endeavour to reward pupils who are on a daily basis.

## REWARDS PROCEDURE

The value of praise by staff must never be underestimated. This can be a verbal or written comment by the teacher to the child. The general practice of classroom management involves many rewards being given to children on a daily basis. These include:

- Verbal praise, written remarks about good work and sending children to a nearest teacher or the Head/Deputy for praise.
- Displaying pupils' work is a tangible reward available to the teachers. Staff try and ensure that SEN pupils' work is displayed if it deserves praise and in doing so the pupil will experience pleasure and self-satisfaction - this is done via corridor and shared area boards, but more frequently on the 'Work We Are Proud Of' displays.
- Identifying a pupil for 'Star Pupil,' which helps to give the pupils a sense of achievement and a chance to celebrate their successes in the weekly Achievement Assembly. Star Pupil can be awarded for academic achievement, but also for good behaviour or indeed particular improvements in behaviour.
- Reports, which are also seen as a vehicle for constructive criticism and praise.
- Positive Postcards: These are a positive correspondence home, which are posted to parents and careers about the progress of their child in a particular area of school life.
- Green Party Playtime - weekly for all pupils who maintain a green card.
- Green Party Days - Termly pupils who have maintained a 'green card' e.g. pyjama party, popcorn and film afternoon,

## OTHER BASIC AWARD SYSTEMS

There are a number of basic systems of rewards given to children in recognition of outstanding work or behaviour:

### **Class Points**

Additionally, children are also awarded points for their good behaviour/ good work. The points earned will be rewarded with the presentation of certificates, and prizes as the children's point total grows.

### **Star of the Week**

Each class teacher will select a child of the week. Children will be selected as a result of their work, effort and behaviour and will take part in Achievement Assembly where the whole school will celebrate their

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success. A certificate of achievement will be awarded to recipients of the Star of the Week Award and their work or an explanation of their achievement will be displayed in the hall.

#### **Lunchtime Supervisors Awards**

Lunchtime Supervisors may award stickers, healthy choices and/ or mature, sensible attitudes towards free time and other children. Key Stage 2 pupils receive house points for positive behaviours.

#### **Attendance Award**

We pride ourselves on striving for a high level of pupil attendance and this emphasis needs constant reinforcement and support from parents. We award attendance with weekly 100% raffles. The profile of attendance is raised through a display in the hall and a regular Attendance Assembly celebrates achievement.

**In addition, individual certificates celebrating achievements will be awarded throughout the year, for example, achievements in swimming or sports events etc.**

### **SANCTIONS**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment. The use of punishment should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Under normal circumstances a clear distinction is made between minor and more serious offences, e.g. problems with pupils' class work should initially be dealt with by the class teacher, and then, if necessary, by a member of the Senior Leadership Team. The staff use sanctions which are appropriate to the particular offences in a flexible manner, i.e. by considering individual circumstances. The staff discourage the punishment of a whole group unless this is unavoidable or appropriate. Only in severe cases or those exhibiting no signs of improvement should the senior teachers become involved. **Over reference to the Head teacher for punitive measures to be taken against pupils (rather than support for the teacher) can lead to these key people being forced to occupy a purely punitive role.** If this occurs then it is likely to increase disorder and disruption in the School because:

- (i) It encourages some classroom teachers to abdicate their proper professional responsibility for maintaining order and discipline in the classroom;
- (ii) Punishment is delayed and therefore loses some of its effectiveness;
- (iii) Senior Managers cannot carry out their proper function of investigating in depth the reasons why some pupils are unresponsive to the usual methods of reassurance, encouragement, control and punishment.

### **SANCTIONS PROCEDURES**

- Children may be asked to repeat/finish work at **playtimes ONLY** by staying in. Remember, they must not be left unsupervised (The supervision is the responsibility of the class teacher)
- Poor behaviour **should initially** be dealt with by the class teacher (using the 'Good to be Green' system) Class teachers should ensure that with children who persist in bad behaviour and receive a second 'red card' during a school day are reported to Senior Leadership team, who will discuss their behaviour with them and apply an appropriate sanction. The child will miss their next available playtime.

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- In some instances the a senior leader may decide that behaviour is serious enough for the child to be referred to the Head teacher
- At lunchtimes, children who do not follow school or playground rules will also be awarded a yellow card. The sanction for this is a period of 'Time Out' whereby the child will be given an initial warning by the lunchtime supervisor. If this sanction is not adhered to or the behaviour continues, the child is then referred to a senior leader.
- Persistent misbehaviour at lunchtime may result in supervised lunchtimes or the child may be excluded from the premises at lunchtime for a fixed period. This will be followed, if necessary, by permanent exclusion. In all instances exclusion at lunchtime has to be recorded and reported to the Local Authority.

Sanction procedures are reviewed in accordance with need. If at any time staff members feel that the sanctions laid out in this policy are either inappropriate or ineffective then a review will take place.

### BEHAVIOUR OUTSIDE SCHOOL

Guidance states that staff have the statutory powers to discipline pupils misbehaving outside of the school premises. This is the case for behaviours that are witnessed by staff members or those that are reported to the school. This includes any misbehaviour when a child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing our school uniform or is in some way identifiable as a pupil at the school

In addition misbehaviours at any time, whether or not any of the above apply that:

- Could have repercussions for the orderly running of the school
- Pose a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

In all cases sanctions for behaviours outside school will follow those imposed within school (the closest match will be found) Some of these behaviours may also warrant exclusion (see above).

Criminal behaviours will always be reported to the police, regardless of a pupils age, in such cases parents will be informed.

### PROCEDURES FOR DEALING WITH MAJOR BREACHES OF DISCIPLINE

- Verbal warning by the Head Teacher or Deputy Head Teacher
- Involvement of the Police (if appropriate after informing parents)
- A letter to parents informing them of the incident/ problem
- A meeting with parents, and either a warning given about the next stage or steps that need to be taken (which may be exclusion)
- Involvement of external support agencies (if applicable) e.g. Behaviour Educational Support Team
- If the problem is severe or recurring then exclusion procedures are implemented after consultation with the Governing Body and Local Authority
- A case conference involving the parents and support agencies to discuss possible exclusion
- Permanent exclusion after consultation with the Governing Body/Local Authority.
- Parents have the right to appeal to the Governing Body against any decision to exclude and to be assured that the exclusion has been dealt with in accordance of the parameters of the policy. **The school and governing body is aware that should the procedures not be followed that the decision to exclude can be overturned by an Independent Appeal Panel.**

NB A very serious problem or incident may result in the normal procedure being abandoned and parental involvement straight away.

## **EXCLUSIONS**

The school follows guidance from the 'Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion January 2015'

- The Education Act 2002, as amended by the Education Act 2011
- The Discipline (Pupil Exclusions and Reviews)(English) Regulations 2012,
- The Education and Inspections Act 2006, and
- The Education (Provision of Full-Time Education for excluded Pupils)(England) Regulations 2007

**There are two types of exclusion - Fixed Term or Permanent**

### **Fixed Term**

A decision to exclude a pupil for a fixed period will only be taken, on a balance of probabilities, only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate. Individual fixed period exclusions should be for the shortest time necessary.

**EXAMPLES OF ACTS FOR FIXED TERM EXCLUSIONS** (not an exhaustive list - each act will be considered individually in relation to circumstance, severity and/ or frequency)

1. Continued disruption to lessons or in school.
2. Defiance.
3. Verbal abuse to pupils, staff or others.
4. Racial abuse to pupils, staff or others.
5. Physical abuse to pupils, staff or others.
6. Bullying either physical or verbal including Cyber-bullying
7. Physical abuse with a weapon.
8. Sexually inappropriate behaviour to pupils, staff or others.
9. Possession of drugs.
10. Theft.
11. Vandalism.
12. Arson.
13. Extortion.
14. Possession of a weapon, fireworks or alcohol.
15. Threatening behaviour.
16. Smoking.
17. Setting off fire alarms.
18. fraudulent, inappropriate or illegal activity in the virtual world.

### **Permanent Exclusion**

A decision to exclude a pupil permanently will only be taken:

- a) in response to serious breaches of the school's behaviour policy; and
- b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

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There will, however, be exceptional circumstances where, in the headteacher's (or Acting Head Teacher's) judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- a) serious actual or threatened violence against another pupil or a member of staff;
- b) sexual abuse or assault;
- c) supplying an illegal drug; or
- d) carrying an offensive weapon (for advice on what constitutes an offensive weapon, see *School Security - Dealing with Troublemakers - Chapter 6* See appendix)

**These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community. Each incident will be considered individually in relation to circumstance, severity and frequency.**

A decision to exclude a pupil is not taken lightly and all means necessary will be employed to conclude the 'facts' of the incident/incidents. This decision is then based on the principles of whether 'on the balance of probabilities' it is more likely than not that a fact is true. It is worth noting that any investigations do not have to give rise to the conclusion that the facts are 'beyond reasonable doubt' (as in criminal law)

Parents do have the right to appeal against either a fixed term or permanent exclusion and are able to lodge a request for an independent review of an exclusion practice details of which can be found in the 2015 guidance upon which this policy is based.

(see 'Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion January 2015')

#### **DRUG-RELATED EXCLUSIONS (see Drugs Policy)**

Elmore Green Primary School has a drugs policy. That clearly states that illegal and other unauthorised drugs have no place within our school and which defines any circumstances where authorised drugs may legitimately be in school.

In making a decision on whether or not to exclude for a drug-related incident the headteacher or teacher in charge will consult the school's drug policy and will consult the designated senior member of staff responsible for managing drug incidents. Where the misuse of authorised drugs is concerned, head teachers/teachers in charge will conduct a careful investigation to judge the nature and seriousness of each incident before deciding what action to take.

In all cases of exclusion the school will follow the guidance and statutory requirements of **the 'Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion January 2015'**

#### **PUPILS WITH SEN**

The school recognises that the number of children with SEN nationally who have been excluded, is disproportionately higher than those without a special educational need. Statutory guidance on identifying, assessing and making provision for pupils with SEN, including those with behavioural, social and emotional needs, is given in the Special Educational Needs Code of Practice. Elmore Green Primary School follows the guidance set out by this code.

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We ensure that early identification and intervention, accurate assessment and the arrangement of appropriate provision to meet pupils' SEN happens to minimise exclusions.

Where anti-social, disruptive or aggressive behaviour are deemed to be part of a child's Special Educational Need then the process above is followed as part of the schools SEN policy and pupils will have an appropriate Behaviour Plan to help manage their behaviour, which will include appropriate rewards and sanctions.

## **PUPILS WITH DISABILITIES**

Elmore Green Primary School has a legal duty under the Equality Act 2010 not to discriminate against disabled pupils by excluding them from school because of behaviour related to their disability. This applies to both permanent and fixed period exclusions. A disabled person is defined as someone who has a physical or mental impairment which has a substantial adverse effect on his or her ability to carry out normal day to day activities. The effect must be:

- substantial (that is, more than minor or trivial);
- long term (that is, have lasted or is likely
- to last for at least a year, or for the rest of the life of the person affected);
- and adverse.

The definition includes people with sensory impairments, and also hidden impairments (for example, mental illness or mental health problems, learning difficulties, dyslexia and conditions such as diabetes or epilepsy). The definition of disability is not the same as the definition of special educational needs but there is likely to be a large overlap between those pupils who have SEN and those who are disabled.

## **CONFISCATION OF INAPPROPRIATE ITEMS**

**All staff have the statutory power to confiscate, retain or dispose of a pupils property as a punishment.**

**The Statutory Guidance protects all staff from claims of liability, damage to, or loss of any confiscated items.**

The school may keep records of confiscated items and the grounds for the action, so that they can be justified later if challenged. Teachers will be required to inform a senior leader, a slip informing the parent of the item that has been confiscated may be sent home, and/ or the parent may be spoken to individually if deemed necessary.

Pupil have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned. For items of obvious value, we will should ensure that the appropriate storage arrangements are made (for example in the school safe) If similar items have been confiscated from several pupils, such as mobile phones or personal music-players for example; we will ensure that steps are taken to identify which item belongs to which pupil.

For some items, school staff should seek specialist advice, for example, suspected illegal drugs, weapons or items which might be used as weapons, this will be the Police in the first instance.

The following criteria may be used when determining if it is deemed necessary for staff to confiscate an item from a pupil (not an exhaustive list and each situation will be considered in terms of severity, frequency:

- an item poses a threat to others: for example, a laser pen is being used to distract and possibly harm other pupils or staff

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- an item poses a threat to good order for learning: for example, a pupil uses a personal music-player in class.
- an item is against school uniform rules: for example, a pupil refuses to take off a baseball cap on entering a classroom.
- an item poses a health or safety threat: for example, a pupil wearing large ornate rings in PE may present a safety threat to other pupils.
- an item which is counter to the ethos of the school: for example, material which might cause tension between one community and another.
- an item which is illegal for a child to have: for example, racist or pornographic material; protocols for how to deal with such items can be agreed with local police.

**Confiscating items of clothing or jewellery:**

Staff should take particular care when deciding whether to confiscate items of clothing or jewellery. In particular, they should have appropriate regard to whether the item in question has religious or cultural significance to the pupil and should avoid physical contact or interference with pupils' clothing of a kind that might give rise to child abuse allegations. In order to minimise such risks, teachers must ensure that if an item of clothing or jewellery is confiscated, that this is done by a staff member of the same gender as the pupil and with another staff member present where possible. **Confiscation of any item that would leave the pupil only partly dressed must be avoided.**

**The school policy on confiscation of pupil mobile phones and the safety of pupils on their journey home:**

If a child has a mobile phone for a specific purpose or a parental concern, these phones should be handed in (or confiscated) at the start of the school day but staff should ensure that they return them to the pupil at the end of the school day.

**THE POWER TO SEARCH WITHOUT CONSENT (for prohibited-items)**

**The law also allows staff to 'search pupils' without their consent if it is suspected that they may have the following in their belongings or about their person;**

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any item that has been OR is likely to be used to commit an offence, cause personal injury or damage property
- Any item banned by the school rules

**PHYSICAL INTERVENTION (see Physical Restraint Policy)**

The legal provisions of the discipline guidance also provide members of school staff with 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 in the classroom.

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The headteacher and other authorised staff may also use reasonable force to conduct a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm

If a child violently attacks another child or adult and does not respond to request to calm down, then physical restraint may be necessary, however physical restraint would only be used as a last resort.

Key members of staff are trained in physical restraint.

In the event of physical restraint taking place a member of the Senior Leadership Team will be notified and summoned and the procedures outlined in the Physical Restraint Policy followed.

### **BEHAVIOUR INCIDENT RECORDS**

An incident record should be filled in for any incident of behaviour resulting in being sent to a member of the Senior Leadership Team. A Member of the Senior Leadership Team should then detail the relevant action taken on the form .

Incidents may give rise to disciplinary action, or legal action, or become a matter of public interest (e.g. confrontational issues, absconding etc) and should be LOGGED AT ALL TIMES.

### **BULLYING (Ref: Anti-bullying Policy)**

Bullying as defined in our Anti-bullying policy, which includes;

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality. The language used and associated with homophobic bullying.
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet ,such as email & internet chat room misuse  
Mobile threats by text messaging & calls  
Misuse of associated technology , i.e. camera & video facilities
- Disabilities Bullying which involves children with Special Educational Needs and disabilities.

....is considered to be anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. The Anti-bullying policy, outlines identification, statutory duties and strategies for dealing with this issue.

### **RACISM (Ref: Anti-bullying Policy)**

Like bullying, this too is considered to be anti-social behaviour and will not be tolerated. All incidents of racism should be reported to a member of the Senior Leadership Team, so that they can be recorded on the appropriate Local Authority Monitoring System and subsequently reported to Governors termly.

At Elmore Green Primary School we need:-

- To do everything in the school's power to combat racism of all forms and treat it as a challenge to civilised living.
- To provide for the individual needs of the learners, having regard to their ethnic, religious, linguistic, cultural and historical background.
- To ensure that the learning experience is free from bias in its portrayal of either ethnic minorities or the majority culture.

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- To prepare all pupils for life in a multi-cultural society, building upon the strengths and richness of cultural diversity.
- To promote mutual understanding, tolerance and respect among pupils of all backgrounds.
- To counter racism and combat discriminatory practices.

### **COMMUNICATION AND PARENTAL PARTNERSHIP**

We give high priority to clear communication within the school and to a positive partnership with parents and carers since we believe that these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child are aware of those concerns and of the steps, which are being taken in response. Early warning of concerns should be communicated to the Deputy Head and/ or Head-teacher so that strategies can be discussed and agreed before more formal steps are required.

### **REVIEW OF POLICY**

The school will review this policy annually and assess its implementation and effectiveness.

The following are strategies we use to determine how we can review if policy is working:

- Do children behave on and off site?
- How many fights/cases of aggression have to be dealt with? Are they becoming more frequent?
- Pupils' views? Teachers' views? Parents' views?
- Are children well behaved because they see the importance of being good?

**September 2016**