

Bishop Perrin Church of England Primary School



Behaviour, Anti- Bullying, Exclusion and Physical Intervention Policy

Statutory Policy

Our school is a Church of England School and works in partnership with our two local parish churches, St Augustine's and Ss Philip & James'. We aim to reflect the values, traditions and beliefs of the Christian Faith and therefore our Spiritual Values underpin everything that we do.

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|-----------------------------|---------------------|
| Author | A Corke |
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1 INTRODUCTION

The staff and Governors of Bishop Perrin have a duty to ensure an orderly environment within which all children and adults can feel respected and safe and where good behaviour is reinforced. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the education process.

We have a core belief that all behaviour is a choice and that our role as educators is to help children choose the 'right' behaviour for themselves and others.

Adults in the school act as role models for children and have an important responsibility to model high standards of behaviour, both in their dealings with children and with each other.

Aims

- To create an environment which encourages and reinforces good behaviour, showing how much this is valued.
- To define acceptable standards of behaviour with clear boundaries.
- To encourage consistency of response to both positive and negative behaviour using clearly defined rewards and sanctions.
- To ensure that the school's expectations and strategies are widely known and understood.
- To develop a shared responsibility between staff, pupils and parents for behaviour.
- To promote self-esteem, self-discipline and positive relationships within a Christian ethos and the Bishop Perrin School Values.
- To ensure fair treatment for all regardless of age, gender, race, culture, religion or ability.

2 THE SCHOOL BEHAVIOUR CHARTER

This was developed through consultation with staff, children, parents and Governors. It makes clear the school expectations for behaviour generally around the school and in defined areas, such as the playground, lunch hall and classrooms. (See Appendix 1)

The Behaviour Charter is on display around the school. Every new family is given a copy and spares are available in the school foyer. It is also accessible on the school website.

The Behaviour Charter is reinforced by a clear system of rewards and consequences and details procedures for dealing with unacceptable behaviour.

3 BEHAVIOUR CAUSING CONCERN

Where a child's behaviour consistently fails to meet the expectations in the Behaviour Charter, steps are taken to address this. These may include:

- Discussion with the child's parent or guardian
- Monitoring by a member of the Senior Leadership Team
- Discussion with the Inclusion Manager to include behaviour targets on a Learning Support Plan or the development of a Pupil Specific Risk Management Plan (Appendix 2)
- Discussion of the child's behaviour at a multi-professional meeting with a view to seeking support from outside agencies.

4 BEHAVIOUR OUTSIDE OF SCHOOL

Pupils' behaviour outside school on school trips and sporting events is subject to the school's Behaviour Policy. Negative behaviour in such circumstances will be dealt with as if it had taken place in school.

5 BULLYING

We regard bullying as particularly serious and encourage children and parents to work against it by reporting any incidents. There is no legal definition of bullying, however, it's usually defined as behaviour that is (taken from Gov.UK website (July 2015)):

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, eg because of race, religion, gender or sexual orientation

This policy follows the guidance given recommended in [Preventing and Tackling Bullying \(July 2017\)](#)

Bullying takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger)

Bullying may include incidents of name calling, malicious gossip, coercion into actions they do not wish to do, violent behaviour, teasing, intimidation and ostracising. We consider these incidents to be bullying where there is a clearly identifiable victim and perpetrator and events are ongoing over a period of time. Bullying is dealt with in line with the school Behaviour Charter.

6 CYBERBULLYING

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click of a button.

Cyberbullying is a serious behaviour issue. Whilst the actions of cyberbullying may occur outside of school hours, often the repercussions of these actions can impact negatively on relationships and behaviour in school. Any school behaviour issues related to cyberbullying will be taken very seriously and dealt with in line with the sanctions set out in the School's Behaviour Charter. Please see the school's Online Safety Policy on the [school website](#) for more information.

Parents will be notified of any incidents of cyberbullying that the school are made aware of with the view to dealing with it immediately.

Under the powers of the [Education Act 2011](#) staff are allowed to seize electronic devices, such as mobile phones, on school premises, if they have reasonable grounds to suspect that it contains evidence linked to cyberbullying. Parental consent is not required to search through a mobile phone suspected of containing evidence of cyberbullying. It is possible that the electronic device could be passed onto the police if an offence is thought to have been carried out.

Advice for parents and carers regarding cyberbullying can be found in the Department for Education's [Advice for Parents and Carers on Cyberbullying](#)

The school follows the guidance in [Cyberbullying: Advice for Head teachers and School Staff](#). The document gives guidance on how to deal with cyberbullying when members of staff are involved.

7 PHYSICAL INTERVENTION

We do not support the routine use of physical intervention but it is acknowledged that there may be rare occasions where the use of physical intervention may be necessary when all other methods have failed.

Physical intervention is used with the minimum force necessary and where the degree and duration of the force is proportional to the circumstance.

Physical intervention is used as an act of care, never as punishment. No form of physical punishment is permitted in the school.

The Head teacher will clearly identify the staff authorised to use physical intervention, bearing in mind that any member of staff is entitled to intervene

in an emergency, and will provide training. Physical intervention will only be used in school, during school time or during an authorised school activity. The circumstances where reasonable force may be required will only be as follows:

- Where action is necessary in self-defence or because there is imminent risk of injury e.g. a pupil attacks a member of staff or another pupil, pupils are fighting.
- Where there is developing risk of injury or significant damage to property; e.g. a pupil is engaged in or on the verge of committing deliberate damage or vandalism to property.
- Where a pupil is behaving in a way that is compromising good order and discipline e.g. a pupil persistently refusing an order to leave the classroom or is behaving in a way that is seriously disrupting the lesson.

Physical intervention may take a number of forms, for example:

- Physically interposing between pupils;
- Standing in the way of pupils;
- Holding, pushing or pulling;
- Leading away from the incident by the hand, shoulder or gentle pressure on the centre of the back.
- Using more restrictive holds (in more extreme circumstances only)

All incidents of physical intervention will be reported to the Head teacher, who keeps a record of incidents.

We believe that some use of appropriate, positive physical contact with pupils can contribute to our development as a safe and friendly school. Physical contact may be necessary when working with younger children who may need encouraging or guiding; children requiring first aid; children receiving coaching in sport or other curriculum activity or pupils in distress. If there is information to suggest that a child is likely to behave in a way that may require physical control or restraint, a risk assessment is undertaken (see Appendix 2). Staff will make professional and sensitive judgements about the nature and extent of their physical contact with pupils.

8 EXCLUSION

Bishop Perrin follows the guidance with regards to exclusions given in the Department for Education's [Exclusion from Maintained Schools, Academies and Pupil Referral Units in England](#);

A decision to exclude a pupil, either for a fixed period or permanently is seen as a last resort by the school while always bearing in mind our duty of care to pupils and staff. When a pupil is given a fixed term exclusion, he/she will be marked as absent using Code E in the school register.

The Headteacher will follow the procedures set out in law and statutory guidance if the decision is taken to exclude a pupil.

The school will take account of any special educational needs when considering whether or not to exclude a pupil. The Head teacher will ensure that reasonable steps have been taken by the school to respond to a pupil's needs so the pupil is not treated less favourably for reasons related to protected characteristics as set out in the Equalities Act 2010. Reasonable steps will include:

- Differentiation in the school's Behaviour Policy
- Developing strategies to prevent the pupil's behaviour
- Requesting external help with the pupil
- Staff training

Where reasonable adjustments to policies and practices have been made, to accommodate a pupil's needs and to avoid the necessity for exclusion as far as possible, exclusion may be justified, if there is a material and substantial reason for it. A specific incident affecting order and discipline in the school may be such a reason.

No exclusion will be initiated without having first exhausted other strategies or, in the case of a serious single incident, a thorough investigation.

Exclusion may be used:

- in response to serious breaches of school's policy
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or of others in the school

Fixed Term Exclusions

A fixed term exclusion will be used for the shortest time necessary to secure benefits without adverse educational consequences. There is a limit of forty five (45) school days in an academic year for fixed term exclusions. An exclusion for a period of time from half a day to five days for persistent or cumulative problems would be imposed only when the school had already offered and implemented a range of support and management strategies.

These could include:

- Discussion with the pupil
- Discussion with parents
- Setting targets and agreeing an individual action plan
- Checking on any possible provocation
- Mediation
- Counselling
- Sanctions as laid out in the School's Behaviour Charter
- Multi-agency support

Exclusions will not be used for minor incidents (e.g. lateness, not completing homework or breaches of uniform rules).

Permanent Exclusion

There may be exceptional circumstances where, in the Head teacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence due to a serious breach of the school rules and policies. A permanent exclusion is a very serious decision and the Head teacher will consult with a Governor before enforcing it but not a Governor who may have a role in reviewing the Head teacher's decision. Examples of this might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Possession, use or supplying an illegal drug on school premises
- Carrying an offensive weapon

In such cases the Head teacher will investigate the incident thoroughly, and will consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged, to give his/her version of events and if, necessary be supported by familiar staff or by their parents. A member of the Senior Leadership Team will check to find out whether the incident may have been provoked, for example by bullying or harassment.

The Decision to Exclude

If the Headteacher decides to exclude a pupil he/she will:

- Ensure that there is sufficient recorded evidence to support the decision
- Explain the decision to the pupil
- Contact the parents, explain the decision and ask that the child be collected
- Send a letter to the parents confirming the reason for the exclusion, whether it is a permanent or fixed term exclusion, the length of the exclusion, any terms or conditions agreed for the pupil's return and the parents' right to make representations about the exclusion to the Governing Board (including how the pupil may be involved in this)
- In cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked
- Plan how to address the pupil's needs on his/her return
- Plan a meeting with parents and pupil on his/her return

An exclusion will not be enforced if doing so may put the safety of the pupil at risk.

Procedure for Appealing a Decision to Exclude

Parents have the right to make their case about the exclusion of their child to the Governing Board. For fixed-period exclusions, unless the exclusion takes a pupil's total number of school days of exclusion past five in that term, the Governing Board must consider any case made by parents, but it cannot make the school reinstate the pupil and is not required to meet the parents.

For all permanent exclusions, the Governing Board must consider, within fifteen (15) school days of being told about the exclusion, whether the excluded pupil should be reinstated. This is the same for fixed term exclusions where the pupil will miss more than fifteen days in one term, or will miss a National Curriculum Test (eg, a Key Stage 2 test taken at the end of primary school). For a fixed term exclusion that brings a pupil's total excluded days to more than five but under fifteen the Governing Board must consider reinstatement within fifty school days if the parent asks it to do this.

If the Governing Board decides not to reinstate the pupil who has been permanently excluded, parents can request an independent review panel to review the Governing Board's decision.

9 PARENTAL INVOLVEMENT

We give high priority to clear communication within the school and to a positive partnership with parents since we believe that these are crucial in promoting and maintaining high standards of behaviour.

Class teachers speak to parents informally where there are small incidents of good or poor behaviour. Where there is a greater cause for concern, a teacher may invite a parent in for a more formal meeting to discuss a child's behaviour. A member of the Senior Leadership Team may be involved in this meeting.

In line with the Behaviour Charter, stickers and certificates for good behaviour may be sent home by any member of staff.

Where a child has been sent to the Head teacher, parents may also be informed, either in writing, by telephone or in person.

Each parent and child receives signs and returns a copy of the Home School Agreement which states that they will support the Behaviour Charter. Parents of children in Years 5 and 6 are also asked to sign a School Journey Code of Conduct before each visit takes place.

10 RECORD KEEPING

Any discussions with parents are recorded on the Parent Meeting Log which is kept in the Class File. The Headteacher also keeps a record of discussion with parents.

Significant behavioural incidents, including one-off events or on-going incidents are recorded on individual children's Behaviour Logs, which are kept in the School Behaviour Folder in the school office. They are also recorded on the school's Management Information System (Integris). These records may be passed on to a child's new primary school if they leave Bishop Perrin School before the end of Year 6 or to their new secondary school at the end of Year 6. The passing on of behaviour records to a new school occurs when there is cause for concern about a child's behaviour and it is in the new school's best interests to be aware of the behaviour issues recorded at Bishop Perrin.

11 MONITORING BEHAVIOUR

Behaviour is monitored initially by the class teacher. However, where behaviour is consistent in not meeting the expectations in the Behaviour Charter, members of the Senior Leadership Team or Inclusion Manager may become involved.

Any racial incidents are recorded by the Headteacher and this is monitored by the Local Authority.

This policy is monitored by the Governors. Governors also make visits to school where the children's behaviour is monitored by the way of Learning Walks.

12 DOCUMENTS TO SUPPORT THIS POLICY

Bishop Perrin School Behaviour Charter (Appendix 1)

Pupil Specific Risk Management Plan (Appendix 2)

- Department for Education's [Behaviour and Discipline in Schools; Guidance for Governing Bodies](#)
- Department for Education's [Use of Reasonable Force; Advice for Head teachers, Staff and Governing Bodies](#)
- Department for Education's [Exclusion from maintained schools, academies and pupil referral units in England](#)

Appendix 2-Pupil Specific Risk Management Plan

| | | | |
|-------------|--------------|-------------|--------------------|
| Name | Class | Date | Review Date |
|-------------|--------------|-------------|--------------------|

| | |
|--------------|--|
| Photo | Potential Triggers / Key Themes |
|--------------|--|

| | |
|---|--------------------------------|
| What we want to see | Strategies to maintain |
| First signs that things are not going well | Strategies to support |
| Where this behaviour leads next | Strategies needed |
| What we are trying to avoid | Interventions necessary |

Other Needs and Risks

| | |
|--|--|
| <p>Diagnosis and its effects to daily functions – <i>e.g. epilepsy, downs syndrome</i></p> | |
| <p>Medication or intervention required – <i>e.g. inhalers</i></p> | |
| <p>Known allergies – <i>Detail- nuts / pollen /animal hair / penicillin / etc.</i></p> | |
| <p>Mobility – <i>independent but unstable on uneven ground</i></p> | |
| <p>Strength and Stamina – <i>angry / frustrated when tired / restless when not active /</i></p> | |
| <p>Communication</p> | |
| <p>Personal Hygiene / Care</p> | |
| <p>Eating and drinking</p> | |
| <p>Other</p> | |

APPENDIX 1

We believe that all behaviour is a choice and that our role as educators is to help children choose the right behaviour for themselves and others.

Aims of the Charter

- To show how much we value good behaviour and that it is taken seriously
- To make clear the expectations of children's behaviour
- To ensure consistency in expectations and the use of rewards and sanctions
- To have shared responsibility between staff, pupils and parents with everyone understanding their role in supporting the Charter
- To be a point of reference to newcomers to the school

General Expectations in School

- to work as hard as you can
- to follow your class rules and uphold the School Values
- to maintain a neat and tidy appearance
- to respect school property and do what you can to keep it clean and tidy
- to respect other people's property and only use it with permission
- to use equipment sensibly and share it fairly
- to listen to and follow instructions from adults
- to listen to others and show respect for their point of view
- to move around the school walking quietly
- to act safely and be aware of others around you
- to use good manners including:
 - hold doors open for others
 - let adults pass
 - saying please and thank you
 - speaking politely

Expectations in the Playground and Outside Areas

- to respond appropriately to instructions from adults
- to only go inside with an adult's permission or first aid, toilet or library pass
- to respect the 'quiet area' and use it appropriately
- to encourage and allow others to join in games
- to resolve problems calmly and independently. - ask for help if you need it

Expectations in the Lunch Hall

- to maintain a conversational level when talking to friends
- to learn and use best table manners
- not to leave a mess and expect others to clean up after you
- to clear and tidy your place before leaving the table

Reinforcing the Charter

We will reinforce our Charter by a range of methods. These include:

- verbal reminders
- placing expectations clearly on display
- asking pupils to reflect on the expectations and their performance in relation to them

The Charter will also be reinforced with a clear system of rewards and consequences that pupils are aware of.

Our rewards include:

- verbal comments from adults and peers
- stickers
- Rewards (Juniors only)
- Sharing good news with another member of staff/Headteacher
- Well Done certificates received in Celebration Worship

Sanctions we may use include

- taking time off a child's playtime
- asking them to write a letter of apology
- time out of class, play or other activity
- being sent to another member of staff/Headteacher

Dealing With Unacceptable Behaviour

Children are reminded of the Charter and how their behaviour has broken it. If the behaviour persists a sanction will be imposed

In incidents of a serious nature, which may involve deliberately hurting another person or damaging property, they may be sent straight to the Headteacher or another senior member of staff.

A Behaviour Log is kept to keep a record of any serious incident, including the action taken. If a child's name has been entered in the log, the Headteacher may also notify the child's parents. If there are ongoing problems parents will be asked to attend a meeting with the class teacher and/or Headteacher to discuss a shared strategy.

Parents can of course meet any time with the class teacher or Headteacher to talk about their child and any concerns or queries they have.

Cyberbullying

Cyberbullying is a serious behaviour issue. Whilst the actions of cyberbullying may occur outside of school hours, often the repercussions of these actions can impact negatively on relationships and behaviour in school. Any school behaviour issues related to cyberbullying will be taken very seriously and dealt with in line with the sanctions set out above.

Parents will be notified of any incidents of cyberbullying that the school are made aware of with the view to dealing with it immediately.

Behaviour Charter



Bishop Perrin C.E. Primary School

Sept 2021