

# Wreningham VC Primary

**1 Corinthians 12:12, "There is one body but it has many parts. But all its many parts make up one body."**

## **Behaviour and Anti Bullying Policy - COVID-19 Amended Policy** **January 2021**

"Love one another as I have loved you that my joy might remain in you, and that your joy might be full (John 15:12)" This behaviour policy is informed by Christian Values which underpin every aspect of school life.

**Headteacher:** Mr RP Jones

**Raising Standards Committee**

**Chair Full Governing Body:** Mr. Steve Kittle

### **Introduction**

At Wreningham VC Primary School we believe good behaviour is essential for effective learning. This policy is designed to support pupils' good behaviour so that each child fulfils their highest level of personal achievement in our school. This is done through encouraging, supporting and teaching good behaviour. The school acknowledges its legal duties under the Equalities Act 2010.

### **Vision**

We are an outstanding church school where every child is valued. Christian values underpin all we do. Our vision is that everyone in our school community feels safe, confident and happy, curious to learn and able to achieve their very best.

### **Relationship to other policies**

This policy relates closely to the policies on Exclusions and Positive Handling. It also links to the Screening, Searching and Confiscation advice to Headteachers.

### **Aims**

This policy is underpinned by a strong understanding that we all have value and should give each other respect. The school promotes a Christian values-based ethos of forgiveness, friendship and compassion and one in which children are courteous, polite, and responsible, and so are able to learn and achieve, and thrive and flourish. We aim to:

- Foster a positive and compassionate environment in which all children can flourish
- Develop relationships based on respect, forgiveness, generosity, integrity and trust between all in the school community, including parents and members of the Governing Body.
- Raise awareness of desired standards of behaviour by recognising and celebrating instances when pupils have demonstrated values in practical ways
- Ensure there is clarity about the procedures and sanctions agreed by all stakeholders.
- Prevent bullying.

As a direct consequence of the Behaviour Policy:

Children will:

- Build strong relationships
- Experience what it means to live as a member of an open, generous and forgiving community
- Benefit from a calm and secure learning environment

Teachers will:

- Model forgiveness and the possibility of restoration and a new beginning in their relationships both with adults and children
- Be able to convey clearly and with confidence expectations of behaviour
- Benefit from a calm and secure environment in which to teach effectively
- Build positive relationships with parents and the whole school community

Parents will:

- Be fully informed about the school's ethos, core Christian values and the Behaviour Policy
- Feel confident that all the decisions regarding behaviour are just, unbiased, and informed by the school's values
- Be confident that their child is developing personally, socially and academically
- Feel welcome in school to discuss their child's progress in a positive atmosphere

### **Standards of Behaviour**

**In seeking to define acceptable standards of behaviour it is acknowledged these are goals to be worked towards rather than expectations which are either fulfilled or not.** Thus the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

### **School Ethos**

The adults in 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 should 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, religion, ability, orientation;
- show appreciation of the efforts and contribution of all.

### **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

### **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.

Ordinarily furniture is arranged to provide an environment conducive to on-task behaviour, materials and resources arranged to aid accessibility, displays used to develop self-esteem and overall the classroom provides a welcoming environment.

In the current Covid-19 crisis, to maintain social distances and meet government guidance, pupils' desks are spaced up to 2m apart, displays have been removed and resources are stored away.

**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.

### **Our School Rules:**

The Seven Bees of Behaviour:

- Be Ambitious** (Do your best; Challenge Yourself; Aspire to Greatness)
- Be Focused** (Work Hard; Show Resilience)
- Be a Team Player** (Respect Others; Be Caring of Their Feelings)
- Be Tidy** (Take care of your books and equipment and the school grounds)
- Be Friendly** (Forgive Others; Don't be unkind or Hurtful)
- Be Polite** (Show Respect; Don't be rude or interrupt)
- Be Truthful & Honest** (Don't tell lies or Keep a bad secret)



### **Be Ambitious**

(Do your best,  
Challenge Yourself,  
Aspire to Greatness)

### **Setting Limits – Class Rules**

The teachers will set class rules with the children (based on the Seven Bees of Behaviour). The rules should be designed to make clear to the children how they can achieve acceptable behaviour.

### **Whole School Coloured Behaviour System**

This system is integral to the schools 'Seven Bees of Behaviour.'

- Each child begins the day on the 'green' card. If they remain on green for the day they will earn a House Point.
- Exceptional behaviour is rewarded by being moved up to 'Gold' with an explanation so all pupils understand what is being rewarded. The child will also earn a house point.
- Inappropriate behaviour (not following the positive behaviour identified in the 'Seven Bees of Behaviour') results in a verbal warning.
- If the poor behaviour continues then the child will be placed on 'Amber' and encouraged to turn their behaviour around and quickly work their way back to green.
- If this behaviour improves the child will work their way back to green.
- However, if the poor behaviour continues the child will be placed on 'Red'. This will result in a sanction (e.g. losing time from their playtime). **At this point adults will ensure children are clear about their choice and the consequences of those choices.**
- Depending on the behaviour, normally the child will need to see Mr Jones at the nearest convenient time and will then complete a Face-Up To It sheet.  
Currently with the covid-19 crisis any child sent to the Headteacher remains 2m distant and the Headteacher wears a mask.
- If the child's behaviour improves the child can work their way up to green. **This system is used by all adults throughout the school day including lunchtime.**

Golden Behaviour - For one off acts of very good behaviour the child's name is moved to gold and achieves a house point

### **Rewards**

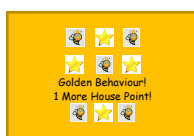
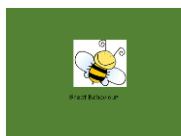
**Our emphasis is on rewards to reinforce good behaviour**, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Recognition of the following rewards are usually presented publicly during Friday's whole school assembly in which all staff attend. Currently no pupil gatherings are taking place in the school hall.

- House Points

The school has four houses; Yellowhammers, Robins, Kingfishers and Greenfinches. All children are allocated a House and Year 6 pupils are nominated as House Captains.

**A house point will be awarded to each child whose peg remains on green all day, every day.** Children moving to amber/red lose their house point. Exceptional behaviour (including learning behaviours) can mean a child's name moves to gold and a second house point is awarded. Each day is a fresh start. Each class operates an online class dojo system which the children complete online. Each term, a certificate is awarded to the individuals from each house who have received the most house points - the parents are invited in.



House points are a class system to be used by the teacher in the class. Homework, reading diary, quiet movement around the school are celebrated in other ways, especially comments to the parents about a child's work /attitude via a class certificate or a quick word after school, star of the week certificates, stickers etc.

**Pupils are presented with a bronze after receiving badge 50 house points, a silver badge 100 house points and a gold badge 150 house points.**

A trophy is presented to the winning house.

- Stars of the week: A star of the week certificate is presented to the chosen child from each class in the Friday assembly.
- Certificates of football and swimming
- Certificates for Musical Instrument exams
- Being sent to the Head Teacher for praise, share good work and receive a Head Teacher sticker – all covid19 practises are followed.

### **Sanctions**

Although rewards are central to the encouragement of good behaviour, there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school.

The use of consequences 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 sanctions.
- Group sanctions should be avoided as they breed resentment.
- Consequences will be consistent, fair and proportionate.
- It is the behaviour rather than the person that is identified.

The school understands that any sanctions must be reasonable and, in determining the sanction imposed, must be proportionate in the circumstances. The pupil's age, any SEN or disability, and any religious requirements that may affect the pupil, must be taken into account.

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. Sanctions range from a verbal warning, withdrawal of privileges and lost golden time.

Depending on the negative behaviour, **children may complete a Face-Up To It sheet** with the Headteacher/Senior Teacher as a form of restorative justice.

*Ongoing* low level negative behaviour by a pupil will be recorded on an **Ongoing Chronology Behaviour Incidents sheet** (the pupil may have a behaviour management plan i.e. **an Individual Risk Management Plan**)

If the behaviour is considered to be more than a relatively minor incident the negative behaviour is recorded on a separate incident sheet (example included in this policy).

If physical intervention has been used to restrain a pupil this is recorded on a second sheet (PART B Non Routine/Emergency Physical Interventions sheet) see Positive Handling & Physical Intervention Policy.

**Parents will be contacted if the headteacher and class teacher believe this is required.** A parent meeting record sheet is used to document the conversation.

### **Children 'beyond'**

There will be a very few children for whom the whole school coloured behaviour system does not work and extra systems are needed. In general, these children will normally have specific needs and difficulties for a variety of reasons. They will

usually already be part of the school's special needs system with their own **Individual Risk Management Plan** which will include a behavioural target.

Extra procedures that could be identified on an Intervention Plan:

- Monitoring behaviours on a weekly sheet including break times;
- Stickers on a timetable to mark good behaviour;
- Marbles in a jar – used to reward good behaviour and representing a minute of choosing time;
- Break cards – a visual support which may be used by the child to communicate the message they need some time away from an activity, task or person.

The school will:

- Monitor the consistency of all staff involved with the child and the use of procedures.
- Support colleagues who deal with children 'beyond'.
- Seek specialist help and advice from the Educational Psychologist.
- Evaluate the classroom organisation and management.

### **Containment**

On occasions even these extra procedures will not yield positive results and the child will need to spend time away from class and normal teaching and learning while advice is sought. Ultimately, and as the only remaining option, a fixed term exclusion could be triggered.

### **Exclusions**

The school is committed to providing an environment where all children feel safe, happy, accepted and integrated within which effective teaching and learning can take place. Staff work closely with parents and pupils to optimise the chances of every pupil succeeding. Fixed-term or permanent exclusion will be used as the only remaining option where school based interventions and support have not improved the situation. (To prevent a permanent exclusion, the school may explore a managed move based on NCC guidance). The school will follow the guidance set out in its exclusion policy/LEA guidelines.

Behaviour that could prompt a fixed term exclusion is listed. The exact circumstances that trigger such an exclusion will be specific to each incident and every eventuality is not listed:

- Disruptive behaviour in which there is a risk of injury to the child, other children and/or staff.
- Aggressive behaviour in which property is damaged.
- A total refusal to comply with school discipline and/or repeated violence or verbal abuse.

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

- In response to persistent breaches of the school's behaviour policy ;and
- Behaviour where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

### **Positive Handling Strategies**

All staff should attempt to de-escalate a conflict situation. If these attempts are exhausted then it may be necessary to physically guide or restrain a child to prevent the child injuring themselves or someone else or causing significant damage to property or if they are seriously disrupting the running of the lesson or the school and have not responded to verbal instructions (for example an instruction to leave the room).

Any physical intervention will be reasonable, proportionate and necessary to prevent harm.

Teachers will use Norfolk Steps techniques in accordance with training given. Staff have Norfolk Step On training (January 2016).

### **Communication and parental partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since 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 in school are aware of those concerns, and of the steps which are being taken in response.

The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

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

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be

informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

### **Peer Mediators – Playtimes/Lunchtimes**

Children in Year 6 will help other children from class 1 and class 2 to resolve their differences when a low level problem is brewing or has already occurred at break times. The Year 6 children will receive training. The following rules apply:

- Children are only peer mediated if they want to be.
- Before taken off the playground, peer mediators must confirm its appropriate with the teaching staff on duty.
- The focus is on initiating play games.
- Any conflict forms must be passed to the class teacher.

### **Bullying - Statement of Intent & Procedures**

**Bullying of any kind is unacceptable at our school and will not be tolerated.** Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a **TELLING** school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

Bullying can be physical, verbal or emotional by a single person or a gang. It can take the form of cyberbullying, be related to race, religion and culture, homophobic, bullying of pupils with SEN or disabilities. We regard bullying as particularly serious and take firm action against it. Pupils must be encouraged to work against it and to report any incidents of bullying. Methods used to help prevent bullying include:

- Circle time discussions about bullying and why it matters
- Writing a set of school rules – displayed in school
- Signing a behaviour contract – Home School Agreement
- Treat racist and sexist comments seriously, this includes homophobic bullying
- Give support to both the victim and the bully
- Follow up incidents to prevent reoccurrence
- Encourage pupils to report incidents
- Use peer pressure
- Help pupils see other points of view
- Build relationships and reward good behaviour
- PSHE

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety. The following approach is used in responding to any bullying incidents that may occur:

#### **Procedures**

1. In cases of bullying, the incidents will be **recorded** by staff and records kept by the headteacher.
2. The bullying behaviour, or threats of bullying, must be investigated and the bullying stopped quickly
3. Counselling and support for the victim of the bullying is provided.
4. An attempt will be made to help the bully (bullies) change their behaviour. Time is spent talking to the child who has bullied, explaining why the action of the child was wrong, and helping the child change their behaviour in future.
5. Parents should be informed and will be asked to come in to a meeting to discuss the problem
6. If necessary and appropriate, police will be consulted

**Bullying - Signs and Symptoms** A child may indicate by signs or behaviour that he or she is being bullied. [Appendix 6](#) has a comprehensive list of the possible signs bullying is taking place.

#### **The role of governors in responding to incidents of bullying**

The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

### **The role of the headteacher – Anti bullying**

It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

**The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.** The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong.

The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **The role of the teacher – Anti bullying**

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. Records of all incidents that happen in their class are written up and given to the headteacher.

If teachers become aware of any bullying taking place between members of a class the issue is dealt with immediately. Initially the headteacher is informed. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as the social services.

### **Screening, Searching and Confiscation**

The school follows the Department of Education non-statutory guidance with regard the searching of pupils and the confiscation of items found during a search. This is attached to the Behaviour policy.

#### Appendix

The Seven Bees of Behaviour

Bullying: Statement of Intent; Signs and Symptoms

Parent Meeting Record Sheet

Part A Behaviour Incident Sheet/

Part B Physical Interventions Recording Form

Whole School Coloured Behaviour System

Face-up-to-it forms

Ongoing Chronology

Individual Risk Management Plan

Screening, Searching and Confiscation non statutory guidance: Advice for Head teachers, staff and Governors - attached to the Behaviour policy

### **RELEVANT POLICIES**

To underpin the values and ethos of our school and our intent to ensure our children remain safe the following policies are included under our safeguarding umbrella:

- Exclusions Policy
- Positive Handling



## **APPENDIX 1 BEHAVIOURAL MANAGEMENT DURING THE CORONAVIRUS (covid-19) PANDEMIC**

### **Statement of intent**

**The school aims to act in accordance the Behavioural Policy as much as possible;** however, we understand the necessity for additional rules and considerations while the school observes social distancing and infection control guidelines. This appendix sets out what additional actions the school will take during partial closure.

The information in this appendix is constantly reviewed and kept updated to reflect any changes to national or local guidance.

- 1.1 The school ensures that infection control and social distancing rules are communicated effectively to all pupils. The school expects pupils to always uphold these rules.
- 1.2 Staff are informed about the measures in place so they can enforce these rules at all times.
- 1.3 The school informs parents of any changes to provision outlined in this policy.
- 1.4 Where required, staff explicitly teach and supervise health and hygiene arrangements e.g. handwashing, tissue disposal and toilet flushing.

### **Arrival and departure**

- 2.1 The school expects pupils to follow all arrival and departure arrangements to the best of their ability and to arrive at the correct time.
- 2.2 Pupils are expected to participate in any infection control and social distancing measures e.g. handwashing, before entering and exiting the school.
- 2.3 The school expects pupils to move immediately to their classrooms after washing their hands upon arrival
- 2.4 Upon departure from school, the school expects pupils to move immediately from the school buildings and not to linger on the school premises without good cause, e.g. they are waiting to be picked up

### **Hygiene and infection control**

- 3.1 The school ensures a risk assessment is conducted prior to reopening to more pupils in order to enforce adequate and practical measures to safeguard the health and safety of both staff and pupils.
- 3.2 The school understands that younger children cannot be expected to remain two metres apart from others and takes this into account with regards to discipline and giving rewards.
- 3.3 Pupils are expected to wash their hands for at least 20 seconds with soap and water, and/or alcohol-based hand sanitiser:
  - Upon arrival at and departure from the school.
  - Before and after consuming food.
  - After using the toilet.
  - After coughing or sneezing.
- 3.4 Pupils are expected to maintain good hand and respiratory hygiene at all times while in school, to the best of their ability.
  - 3.6 Pupils are expected to dispose of tissues using the litter bins provided.
  - 3.7 Older pupils are *discouraged* from sharing equipment or toys which pose a higher risk of infection.
  - 3.8 The school prohibits pupils from spitting, biting, purposefully coughing in another person's vicinity, or other behaviours that increase the risk of spreading infection, e.g. purposefully disposing of soiled tissues in an unsafe manner.
  - 3.9 Pupils whose behaviour is purposefully contrary to the infection control measures in place will be disciplined in line with this policy.
  - 3.10 Members of staff encourage pupils who are deemed unable to fully adhere to infection control rules to practice good infection control behaviours to the best of their ability, through teaching, praise and supervision

### **Social distancing**

#### **General**

- 4.1 Pupils adhere to the social distancing measures put in place by the school.



4.2 Pupils form orderly queues, e.g. when waiting to use the toilets and they are respectful and patient towards their peers.

4.3 Pupils are expected to refrain from close contact with people who display symptoms of coronavirus.

### **Remain within their assigned bubbles**

4.4 It is not practicable for older pupils to continually remain two metres apart from others in their bubbles; they are expected to try and maintain a distance between themselves and others as is practicable and to ensure their time in close proximity to others is limited.

4.5 Pupils are placed into bubbles of no more than 15 pupils and they are not permitted to mix with other pupils outside the bubble.

4.6 Pupils whose behaviour is purposefully contrary to the school's social distancing measures are disciplined in line with this policy.

4.7 Pupils who are deemed unable to fully adhere to social distancing measures, e.g. some pupils with SEND or younger pupils, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.

### **Lunchtime**

4.8 Only class 1 will use the hall.

4.9 Pupils do not enter the hall unless expressly told to do so by a member of staff.

### **During sports and exercise activities**

4.10 The school expects pupils to follow social distancing and infection control measures during sports and exercise activities, both indoors and outdoors, as directed by the teachers and commensurate to their age.

4.12 The school does not permit close-contact sports, play or activities at this time.

### **Moving around the school**

5.1 The school expects all pupils to move around the school following the school's arrangements e.g. using one-way systems in/out of the mobile classes.

5.2 Pupils are expected to move directly from one destination to the next at the times allotted to them in their assigned groups and not to linger, e.g. moving from the class to the toilets

### **Ill health and infection**

6.1 The school expects pupils to report to a member of staff as soon as possible if they are feeling unwell and showing symptoms of coronavirus, or believe a peer is showing symptoms of coronavirus.

6.2 Any bullying or harassment towards pupils who have had, currently have, or are suspected to have coronavirus is not tolerated – this behaviour is addressed in line with this policy and the Anti-Bullying Policy.

6.3 The school has allocated a suitable area that can be used to isolate pupils who shows symptoms of coronavirus whilst they wait for their parent or primary carer to collect them.

6.4 Pupils who have been advised to self-isolate at school while waiting to go home are expected to follow all infection control and social distancing rules in place and must not leave the area used to isolate them until their parents picks them up

### **Break time and lunchtime arrangements**

7.1 The school expects older pupils to adhere to social distancing and infection control measures, to the best of their ability, during lunchtimes and break times.

7.2 Pupils are expected take their breaks and lunchtimes within their permitted bubbles and only in designated areas.

### **Exclusions**

8.1 All poor behaviour is addressed in line with this policy and discipline remains rational, reasonable, fair and proportionate.

**8.2 Persistent poor behaviour, including the persistent, purposeful refusal to follow the school's social distancing and infection control rules, may result in the pupil being excluded from school in the interests of the health and safety of the pupil and others**

8.3 The head teacher retains the power to exclude pupils on disciplinary grounds – all exclusions and their arrangements are carried out in line with the Exclusions Policy, where practicable.

8.4 Where an excluded pupil is considered vulnerable or is the child of a key worker who cannot be safely cared for at home, the head teacher liaises with the LA and the pupil's parents as soon as possible to discuss what reasonable adjustments can be put in place, taking into consideration the pupil's safety and the safety of others.

8.5 The head teacher liaises with the LA and the parents of a permanently excluded pupil to arrange alternative provision to minimise any breaks in education.

8.6 The time frames set out in the Exclusions Policy remain in force, where practicable.

8.7 Where a deadline cannot be met, meetings and panel hearings may take place even if the relevant deadline has been missed – where necessary, the governing board decides whether any meetings should be delayed.

8.8 The governing board takes reasonable steps to ensure that meetings are arranged for a time when all parties are able to attend or attend virtually.

### **Rewards and discipline**

9.1 Rewards and discipline are given in line with this policy.

9.2 Staff ensure that any rewards given adhere to the school's infection control and social distancing measures.

9.3 The school understands that pupils may have had different experiences during the coronavirus pandemic and that this may affect how pupils re-adapt to a school environment and its routines.

9.4 Where the school recognises that a pupil's challenging behaviour may be linked to their experiences during the coronavirus pandemic, e.g. bereavement, it acts in line with relevant policies and ensures adequate wellbeing support is offered.

### **Close contact behavioural management**

10.1 Behavioural management which requires the use of reasonable force or restraint as a last resort is carried out in line with the Positive Handling Policy.

**10.2 The school recognises that social distancing and infection control measures cannot be adhered to using reasonable force or exercising restraint on a pupil to control their behaviour to prevent them posing a significant risk to themselves or others.**

10.3 Once a pupil no longer needs to be restrained for the safety of others or themselves, staff continue to adhere to the social distancing and infection control measures put in place.

10.4 If a member of staff develops coronavirus symptoms after using restraint or reasonable force, they are sent home immediately and advised to test for coronavirus.

### **Monitoring and review**

11.1 This appendix is reviewed in reaction to any new government advice by the head teacher.

11.2 The date of the next review is September 2021

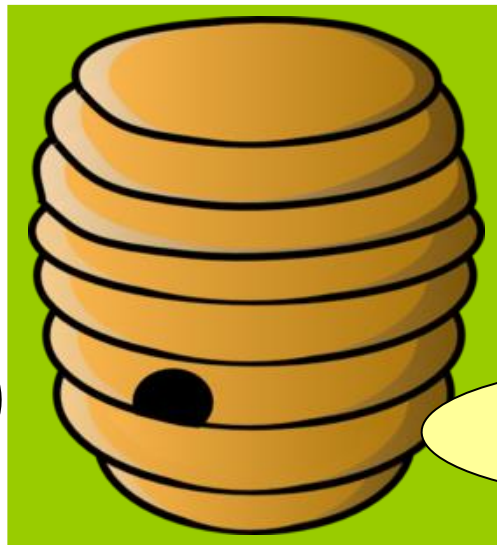
11.3 Once the school resumes regular activity, and if deemed appropriate by the head teacher, all sections within this appendix will expire.



## The Seven Bees of Behaviour

**Be Ambitious** (Do your best, Challenge Yourself, Aspire to Greatness)

**Be Focused** (Work hard, Show Resilience)



**Be a Team Player**  
(Respect others, and be caring of their feelings)

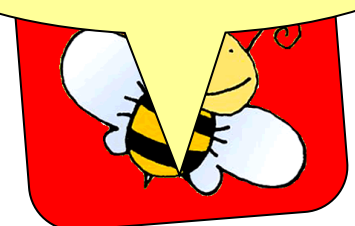
**Be polite** (Show respect. Don't be rude or interrupt)



**Be Friendly**  
(Forgive others. Don't be unkind or hurtful)

**Be Tidy** (Take care of your books and equipment and the school)

**Be Truthful & Honest**  
(Don't tell lies or keep a bad secret)



# Wreningham VC Primary School

## Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Three characteristics of bullying are:

- **Deliberately hurtful (including aggression)**
- **Repeated often over a period of time**
- **Difficult for the victim to defend themselves against**

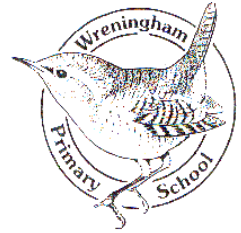
## Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received



# Wreningham V.C. Primary school Parent Meeting Record Sheet



**Pupil's Name:**

**Date:**

**Name of Parents:**

**Class Teacher:**

**Year Group:**

**Person completing the form:**

**Summary (Parent Concerns):**

**Outcomes or Any Actions to be Taken/Date to re-meet (if appropriate):**

**Parent Signature**

**Date**

**Pupil Voice recorded over page if appropriate**

**PART A BEHAVIOUR INCIDENT SHEET**

<b>NAME OF CHILD:</b>	
<b>CLASS:</b>	
<b>STAFF NAME:</b>	
<b>DATE OF INCIDENT:</b>	
<b>TIME:</b>	
<b>ANTECEDENTS</b> ( <i>events leading up to the incident</i> )	
<b>DESCRIPTION OF THE BEHAVIOR INCIDENT</b> ( <i>Include where the incident took place; reasons for any physical intervention</i> ): (Bullet Pts.)	
<b>CONSEQUENCES/OUTCOMES:</b> ( <i>How did the staff intervene, how did the child respond, how was the situation was resolved</i> )	
<b>NAMES OF WITNESSES:</b>	
<b>PARENT INFORMED</b> ( <i>any follow-up with parents</i> ):	
<b>TEACHER INFORMED:</b>	
<b>SIGNED</b> ( <i>Person completing the form</i> ):	
<b>DATE:</b>	

*Hand this form to the Headteacher*

**PART B NON ROUTINE/EMERGENCY PHYSICAL INTERVENTIONS** *(to be completed if the use of "restraining" physical controls has occurred)*

**WHAT DE-ESCALATION TECHNIQUES WERE USED PRIOR TO PHYSICAL CONTROLS:**

*(tick the appropriate box below)*

<b>Defusing</b>	<input type="checkbox"/>	<b>Time out</b>	<input type="checkbox"/>
<b>Deflection</b>	<input type="checkbox"/>	<b>Changes of task</b>	<input type="checkbox"/>
<b>Distraction take up time</b>	<input type="checkbox"/>	<b>Choices</b>	<input type="checkbox"/>
<b>Humour</b>	<input type="checkbox"/>	<b>Limits</b>	<input type="checkbox"/>
<b>Proximity control</b>	<input type="checkbox"/>	<b>Consequences</b>	<input type="checkbox"/>
<b>Hurdle help</b>	<input type="checkbox"/>	<b>Another member of staff</b>	<input type="checkbox"/>
<b>Planned ignoring</b>	<input type="checkbox"/>	<b>Other (please state)</b>	<input type="checkbox"/>

**JUSTIFICATION FOR USE OF PHYSICAL CONTROLS:**

*(tick the appropriate box below)*

<b>To prevent/interrupt;</b>	<b>A criminal offence</b>	<input type="checkbox"/>
	<b>Injury to pupil/staff/others</b>	<input type="checkbox"/>
	<b>Serious damage to property</b>	<input type="checkbox"/>
	<b>Disruptive behaviour</b>	<input type="checkbox"/>
	<b>Pupil absconding</b>	<input type="checkbox"/>
	<b>Other (please state)</b>	<input type="checkbox"/>

**NATURE OF PHYSICAL CONTROLS USED:** *(include estimate of duration of use of physical controls)*

*(please tick appropriate box)*

<b>Standing</b>	<input type="checkbox"/>	<b>Sitting/ Kneeling</b>	<input type="checkbox"/>	<b>Prone/lying</b>	<input type="checkbox"/>	<b>Duration</b> (how long physical restraint was used)	<input type="text"/>
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**DETAILS OF ANY RESULTING INJURY:** *(injury to whom and action taken as a result, e.g. first aid, medical treatment)*

**DETAILS OF ANY DAMAGE TO PROPERTY:**

**ANY OTHER RELEVANT INFORMATION:**

- Details of any follow-up, including contact with the parents/carers of the pupil(s) involved
- Any other relevant details e.g., the involvement of any other agency, e.g. the Police

<b>NAME OF SENIOR PERSON NOTIFIED:</b>	<input type="text"/>	<b>TIME/DATE</b>	<input type="text"/>
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**HEADTEACHERS COMMENTS:**

<b>SIGNATURE OF HEADTEACHER:</b>	<input type="text"/>	<b>DATE:</b>	<input type="text"/>
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Together Everyone Achieves More  
**Wreningham VC Primary School**

**Whole School Coloured Behaviour System**



2 Minutes

Make good choices and work your way back to green.



**Warning**

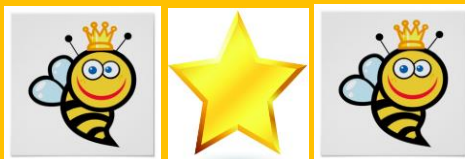
Turn it around and work your way back to green!



Great Behaviour



Golden Behaviour!  
1 House Point



Together Everyone Achieves More  
**Wreningham VC Primary School**  
Face-Up To It

Name .....

Class .....



**The Seven Bees of Behaviour**

**Be Ambitious** (Do your best)

**Be Focused** (Work hard)

**Be polite** (Show respect. Don't be rude)

**Be Truthful & Honest** (Don't tell lies or keep a bad secret)

**Be Friendly** (Forgive others. Don't be unkind or hurtful)

**Be Tidy** (Take care of your things and the school grounds)

**Be a Team Player** (Respect others and be caring of their feelings)

**What** I did

.....  
.....

**What** rule I broke against the school rules

.....  
.....

**Why** I did it (*my explanation*)

.....  
.....

**What** I think I should do to put it right - **think of 3 ways and choose (✓) at least 1**

1) .....

2) .....

3) .....

Adults Informed (Parent Meeting Record Sheet) Y/N

Teacher

Signed ..... (pupil)

Date .....

Together Everyone Achieves More  
**Wreningham VC Primary School**  
Face-Up To It

Name .....

Class .....



**The Seven Bees of Behaviour**

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**Be a Team Player** (Respect others and be caring of their feelings)

What I did

.....  
.....

How I feel



How the other person feels



How my mum and dad would feel



How to put it right

1) .....

Signed .....(teacher)

Date .....

Adults Informed (Parent Meeting Record Sheet) Y/N

## Ongoing Chronology of Behaviour Incidents

This information is gathered to provide a chronology of events and an overview of the nature of concerns and details of professional interventions.

<b>Date &amp; Time</b>	<b>Name &amp; Job title of staff member</b>	<b>Incident</b> Name of pupil involved; When and where the incident occurred; Key events and actions taken in response; Names of staff/pupils who witnessed the event	<b>Outcomes</b> Any Actions to be Taken	<b>Signature</b>



# Individual Risk Management Plan

Name	DOB	Date	Review Date:
Photo	<p><b>Potential Triggers</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> <p><b>Risk Reduction Measures</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		
<p><b>What we want to see</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>		<p><b>Strategies to maintain</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	
<p><b>First signs that things are not going well</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>		<p><b>Strategies to Support</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
<p><b>Where this behaviour leads next</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		<p><b>Strategies needed</b> (response depends on the situation and location)</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	
<p><b>What we are trying to avoid</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>		<p><b>Interventions Necessary</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	