

Shirley Heath Junior School



Behaviour Management Policy May 2026

**Shirley Heath Junior School
Whole School Behaviour Policy**

Approved Date	May 2026
Review Date	May 2027

Section 89 of the Education and Inspections Act 2006 states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

Trauma-informed principles

- All behaviour is communication.
- We use zones of regulation to provide co-regulation and to support our pupils to understand their emotions.
- Our Behaviour Policy must be enacted consistently across school.
- All rewards and sanctions will be proportionate and fair responses which may vary according to the age of pupils, and any other special circumstances which affect the pupil.
- All chosen strategies should be proportionate to the behaviour and will avoid shaming or humiliating the pupil.
- We recognise that some pupils are unable to respond to the usual range of rewards and sanctions; some pupils may require the support of an Individual Behaviour Plan.
- Sanctions provide an opportunity to provide constructive, specific and positive feedback.
- Sanctions are most effectively instigated when a child is calm and able to benefit from Emotion Coaching.
- Relationships and safety are at the heart of classroom management.
- Nurture, warmth and empathy are essential, even when a child is presenting with behaviours that may feel challenging.
- Individual circumstances are considered.
- A sense of community and belonging is promoted.

Emotion Coaching

Staff may need to self-regulate their emotions before they are able to provide co-regulation for a child.

Step 1: Recognising the child's feelings and empathising with them.

Step 2: Labelling and validating the feelings e.g. use words to reflect back the child's emotion. Affirm and empathise with the emotion, allowing the child to calm down.

Step 3: Limit Setting (if needed) by clarifying what is an acceptable expression of emotion (i.e. behaviour) and what is not – set the limit.

Step 4: Problem Solving

- Explore the feelings that give rise to the problem/behaviour/situation – be specific.
- Problematize by identifying an alternative, more appropriate way of expressing and/or managing feelings and behaviour/actions.
- Solve - agree possible solutions and scaffold suggestions where possible.

What the law says

- Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.
- The power also applies to all paid staff [unless the head teacher says otherwise] with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

- The head teacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.
- Teachers can issue detentions which could include missing break time or lunchtime, but allowing reasonable time for the pupil to eat, drink and use the toilet. Parental consent is not required for detentions.
- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property.
- Teachers can confiscate pupils' property.
- The behaviour policy should acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and respect of pupils with special needs.
- The school's behaviour policy must be published on its website.

Statement of Principles from the Governing Body

Shirley Heath Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. We endeavour to create a caring, learning environment in the school by:

- Promoting good behaviour and discipline
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring fairness of treatment for all
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school policy and associated procedures.

Roles and Responsibilities

Roles and Responsibilities of Governors

- To establish, in consultation with the Head teacher, staff and parents, the policy for the promotion of good behaviour and keep it under review.
- To ensure that the policy is non-discriminatory and has clear expectations
- To support the school in maintaining high standards of behaviour
- To ensure that there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality
- To ensure that the concerns of pupils are listened to and appropriately addressed

Roles and Responsibilities of Head Teacher

- To be responsible for the implementation and day-to-day management of the policy and procedures
- To communicate the policy to pupils and parents
- To support staff faced with challenging behaviour
- To ensure that there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.
- To ensure that the concerns of pupils are listened to and appropriately addressed

Rights, Roles and Responsibilities of Staff, including teachers, support staff and volunteers

- To ensure that policy and procedures are followed, and consistently and fairly applied
- To provide support amongst staff in the implementation of the policy

- To advise the Head Teacher on the effectiveness of the policy and procedures
- To create a high-quality learning environment
- To teach good behaviour
- To ensure that there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.
- To ensure that the concerns of pupils are listened to and appropriately addressed
- To be treated with respect, by pupils, parents and colleagues
- To be able to teach without unnecessary interruption
- To create a safe and stimulating environment in which the pupils can learn
- To treat pupils with consistency and respect at all times
- To communicate regularly with parents

Rights, Roles and Responsibilities of Pupils

- To take responsibility for their own behaviour
- To be made aware of the school policy, procedures and expectations
- To have responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.
- To be able to learn to the best of their ability
- To be treated with consideration and respect
- To be listened to by the adults in the school
- To know what is expected
- To feel safe
- To be treated fairly
- To treat others with consideration and respect
- To listen when it is others turn to talk
- To follow instructions from teachers and other staff
- To sort out difficulties without making matters worse
- To ask for help when needed
- To do their best and let others learn

Rights, Roles and Responsibilities of Parents and carers

- To take responsibility for the behaviour both inside and outside the school
- To be encouraged to work in partnership with the school to assist in maintaining high standards of behaviour
- To have the opportunity to raise with the school any issues arising from the operation of the policy
- To be sure their children are treated fairly and with respect
- To know that their children are safe
- To be able to raise concerns with staff and to be told when there are difficulties
- To get their children to school on time, ready to work with the necessary equipment
- To support school's policies and guidelines on uniform, behaviour and attendance
- To tell the teacher if their child is unhappy
- To talk to their children about the things they learn in school and support them in their homework
- To treat other people's children with respect

The aims of the school can only be fulfilled if responsibility is shared between child, parent, teaching and non-teaching staff. This means everyone must understand the rules, rewards and sanctions that contribute to our behaviour system.

Procedures

The procedures arising from this policy will be developed by the Head Teacher in consultation with the staff. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, pupils and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

School Rules

- Follow instructions
- Respect people, property and the environment
- Listen to the person who is meant to be talking
- Work at the agreed noise level
- Keep hands, feet and put-downs to yourself

In addition to these rules, a class may negotiate their own class rule.

School Values

Staff refer to the following whole-school values in reinforcing positive behaviour at school.

- Responsibility
- Equality
- Safety
- Perseverance
- Empathy
- Curiosity
- Truth

Behaviour Management Guidelines

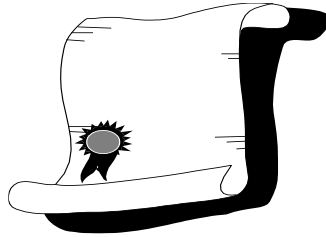
Rewards

It is recognised that to maintain good standards of behaviour great emphasis needs to be placed on rewards. Pupils will achieve more, be better motivated and better behaved when their successes are commended and their potential emphasised.

Individual rewards

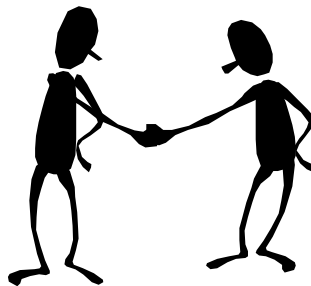
- Verbal or written praise e.g. Seesaw, email, postcard home.
- Class Dojo points to be given out for good behaviour - children following instructions at the beginning of the day, the beginning of lessons, settling down quickly for lessons, packing up sensibly, lining up well, demonstrating excellent manners. At the end of the week, two children's names will be picked out of the hat and the children will each choose a pass for the following week.
- Stickers: children are awarded "smiley face" stickers for effort in work, which are recorded in their books by an excellent stamp and on a chart. Children work towards a bronze, silver, gold and platinum award each year, these are presented in a special assembly at the end of each term and then their names are displayed in the newsletter

- Bronze: Bronze Certificate
- Silver: Silver Certificate and a prize
- Gold: Gold Certificate and a prize
- Platinum: Platinum Certificate and a book of their choice



- Weekly merit certificates are given out in assembly. One child is chosen from each class.
- Pupils sent to other staff/SLT for praise.
- Given jobs of responsibility within class, in Year 6 jobs outside the classroom are to change on a half-termly basis except for the libraries.
- 100% attendance certificate given at the end of each term and the end of each year.
- At the end of each term there is a dedicated Upper and Lower School Celebration Assembly during which children are selected to receive the following rewards:
- Outstanding Piece of Work
- Sports Personality of the Term
- Arts Award
- Improvement Award
- Kind and Helpful Award
- Star of the Term
- Wonderful member of our Class (nominated by another child in the class)

The parents of these children are invited to attend the assembly, keeping it a surprise for the child.



Class Rewards

- Class points: each class works together to be awarded class points (usually for good behaviour).
- 25 points = 5 minutes' free time
- 50 points = 15 minutes' free time
- 75 points = 30 minutes' free time (Must be a structured activity)
- 100 points = 50 minutes' free time. (Must be a structured activity)

Sanctions

An important part of the behaviour plan is the consistent use of sanctions. The children need to know that these will be strictly adhered to if they choose to disregard the school rules. Please note the whole school or class will not be given a sanction when it is the minority breaking the rules.

Unacceptable Behaviour

Behaviours that are inconsistent with the school rules have been divided into levels of seriousness.

Some examples of levels of unacceptable behaviour (this is not an exhaustive list)

For all behaviours, school staff will explore the underlying cause as well as the impact of the behaviour.

Category	Behaviours included
Disruptive / Low-Level Behaviours	Arguing, cheekiness, squabbling, white lies, taking things without asking, play-fighting/horseplay, connection-seeking/clowning around, telling tales, spitting (like a footballer), running inside, eating in class, being noisy, name calling, teasing, interrupting teacher, avoiding work/wasting time, refusal to follow instructions, pushing in, low level inappropriate language, relational conflict, low level physicality e.g. pinching, pushing, kicking, throwing objects
Persistent / Disrespectful Behaviours	Preventing other children from working, rudeness to staff (e.g. arguing back), abusive/threatening language towards others, repetitive avoidance of work, lying, spitting at someone, extortion, graffiti/vandalism, stealing
Physical Aggression / Safety Concerns	Physical aggression e.g. fighting causing injury, deliberate dangerous violence, dangerous refusal to follow instructions (putting themselves or others at risk), targeted/repeated bullying, running out of school
Serious Harm Behaviours/Safeguarding Behaviours	Sexual harassment, sexual abuse, assault on staff, verbal abuse on staff, racial abuse, homophobic abuse

NB. Connection-seeking behaviours may be need-based and associated with children who may have ACEs or childhood trauma. They will be supported by a member of staff who is trauma-informed trained to help them through this particular behaviour.

Nurturing classroom:

Staff should consider:

Pastoral intervention needs

SEND needs

Trauma-informed approaches

Whether the child has the resources and support needed to succeed

Guidance and strategies identified in the child's IEP or support plan

Use of a calm table or regulation space if needed

Reducing distractions (e.g. removing unnecessary items from desks)

The adult's tone of voice and approach when addressing behaviour

Providing clear, simple instructions

Giving processing time before repeating instructions

Using visual timetables or visual prompts

Offering movement breaks or sensory breaks where appropriate

Seating considerations and classroom environment adjustments

Positive reinforcement and specific praise

Relationship-building and check-ins with trusted adults

Emotion coaching and support with regulation

Modelling calm and respectful communication

Use of restorative conversations

Pre-correction and reminders of expectations before transitions

Providing choices where appropriate to reduce conflict

Considering unmet needs such as hunger, tiredness, anxiety, friendship issues, or overstimulation

Supporting safe regulation before discussing consequences

Behaviour should be understood within the context of the child's needs, emotional regulation, communication, and environment.

However, if the teacher feels a nurture approach has been offered and the child continues to show poor behaviour choices, the following sanctions should be employed-

Sanctions:

Reminder

- Teachers must use a script - "This is the rule that you are breaking. This is how you can make it better. Your next step is you will be recorded in the behaviour book and your consequence will be missing 10 minutes of your play".

First consequence (C1):

- Formal recording (behaviour book- page split in half- date, reminders given, consequences given).
- Miss 10 minutes of play time. This is to be taken in the first classroom (room 1). The class teacher will walk the child down to the member of staff on duty in there.
- Whilst missing play time, calm reflective activity to be offered. Silent reflection, read a book, reflection sheet from Pastoral Manager etc.
- Parents do not need to be informed at this stage.
- Class teacher to monitor re-entry to the class and use nurture step as needed.

Second consequence (C2):

This would occur if:

- Children sent back to class and still continuing
- Children refuse to cooperate at step 2
- Email sent home from office. Email needs to be no reply

- Child sent out of classroom to be isolated for one lesson or an amount of time judged by the isolator (Pack for each year group to be made available. Sheets to be given to child by the class teacher).
Isolation to be conducted by support team dependent upon the child's need-
-SEND team
-Pastoral team
- Phase leader
-SLT – avoid. Only to be used if others are in meetings etc.
- Logged on My Concern by the class teacher. SEND and Pastoral team to look at classroom strategies as needed.

Third Consequence (C3):

This would occur if the child's behaviour:

- reached step 4 in one day
- had been recorded in behaviour log 3 times in a week
- is severe and other steps are bypassed.
- Sent to SLT for behaviour meeting
- Child to stay with SLT for whole lesson but SLT to determine if they stay longer or are sent back to class after lesson.
- SLT to determine further steps for child
- Isolation/ report card/ parent meeting etc.
- Logged on My Concern by SLT

Use of card system

A **red card** will be sent to SLT if child/children are in danger or judged to be about to cause this.

An **adult support card** can be sent to any TA in school to go and check in on a class.

Severe level

Sanctions should be discrete in line with trauma-informed principles.

1. If a severe level of behaviour occurs, the pupil will be sent to the Head, Deputy or Assistant Head. Parents will be informed. A record must be kept of all incidents of severe behaviour on My Concern.
2. On occasions, a disruptive pupil may work in a separate room with a member of staff for a limited time. This allows the pupil to calm down and complete the unfinished work.
3. Exclusion. Only the headteacher, or acting headteacher, can exclude a pupil from school. A permanent exclusion will be taken as a last resort. A decision to exclude a pupil will be taken only:
 - In response to serious or persistent breaches of the school's behaviour policy, **and**
 - If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the headteacher will:

- Confirm that the exclusion is based on disciplinary grounds
- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked. The civil standard of proof will be applied which means that if something is more likely to have happened than not, it is accepted that it did happen
- Allow the pupil to give their version of events, where practical
- Consider if the pupil has special educational needs (SEND)

- Consider if responsibilities have been met under the Equality Act 2010

Playground Rules

- We play together and we look after one another
- We respect the grown-ups on duty
- We always tell an adult if there is a problem
- We stand still when we hear the first whistle and walk sensibly to class when the second whistle blows.
- We take care of our environment and our equipment
- We put our litter in the bin

Unacceptable behaviour at playtime

- Low level – dealt with in the playground by teacher on duty. Class teachers to be informed if necessary.
- Severe – child sent to Head, Deputy or Assistant Head.

Lunchtime Supervision

As a whole school we recognise and value the important part that Lunchtime Supervisors play in our whole school Behaviour Management Policy and offer the following guidance.



Sanctions

- Inappropriate behaviour is reported to the classteacher and written in the ‘Communication Book’ as necessary.
- When severe behaviour occurs the child is sent to the HT, DHT or AHT. Parents to be informed.

Each class has a ‘Communication Book’ which is completed by the supervisor when necessary. If an entry has been made a lunchtime supervisor returns it to the class teacher after lunch. After reading the book, class teachers initial, to acknowledge they have read the entry. Communication Books are kept in the office, ready for the lunchtime supervisors the next day.

If name appears in the Communication book three times in one week, child is sent to a member of SLT.

Parents will be invited to see the class teacher about any concerns.

Training

The Head Teacher and Governing Body will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy.

Involvement of Outside Agencies

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

On occasions, children with special needs will have individualised plans to support their behaviour.

Harmful Sexual Behaviour, Gender Equality and Consent

What is Harmful Sexual Behaviour?

Harmful sexual behaviour can include young people using sexually explicit words or phrases, inappropriate touching, using sexual violence or threats, penetrative sex with other children/young people. Children and young people can be exposed to harmful sexual behaviour both in person and online.

Harmful sexual behaviour is not defined by the age of children or young people. A younger child could sexually harm an older child if they have power over them, such as if the older child has a disability. Power is a key factor in the reasons why young people display harmful sexual behaviours towards peers. Both girls and boys can display harmful sexual behaviours.

Harmful sexual behaviours are.

- Not age appropriate.
- Elements of planning, secrecy or force.
- Power differentials between young people involved such as size, status and strength.
- Targeted children feel fear/anxiety/discomfort.
- Negative feelings are expressed by the young person when carrying out the behaviour, such as anger or aggression.
- The young person does not take responsibility for the behaviour and blames others or feels a strong sense of grievance.
- Incidents are increasing in frequency and the young person's interest in them is disproportionate to other aspects of their life.
- They are not easily distracted from the behaviour; it appears compulsive and is persistent despite intervention.

Sexual harassment between children/young people means 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Harmful sexual behaviour, violence or harassment can occur online.

What is gender?

Gender refers to the social construction of female and male identity, rather than biological differences between men and women. It includes the ways in which those differences, whether real or perceived, have been valued and used to classify women and men and to assign roles and expectations to them.

Gender identity is not always fixed and we must have due regard to the needs of transgender people. Gender has a major influence on the ways in which boys and girls perceive themselves in terms of their identities, their aspirations for their future, and their expectations about how people should treat them.

Gender-based harassment is verbal, nonverbal, graphic, or physical aggression, intimidation, or hostile conduct based on sex, sex-stereotyping, sexual orientation or gender identity, but not involving conduct of a sexual nature, when such conduct is sufficiently severe, persistent, or pervasive that it interferes with or limits a person's ability to participate at school. For example, persistent disparagement of a person based on a perceived lack of stereotypical masculinity or femininity or exclusion from an activity based on sexual orientation or gender identity also may violate this Policy. Examples include comments such as 'you play football like a girl'.

We aim to:

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between all genders
- Investigate and address complaints of any forms of bullying and/or harassment

Monitoring

Any incidents will be logged and actions agreed by Senior Leadership.

What impact will gender equality have in our school?

The school seeks to overcome gender stereotyping through allocation of class tasks, consideration of stereotypical roles during work-related learning, and encouraging boys and girls to participate in whatever the curriculum has to offer (e.g. boys respond well to dance and food preparation, girls to sports).

Sexist bullying and use of sexist derogatory language is not tolerated and if it were identified it would be dealt with in an effective and consistent manner.

Attainment is monitored through the school pupil progress tracking system. All pupils are expected to achieve that of which they are capable, whatever the subject/curriculum area.

Boys and girls are encouraged to take part in clubs, be ambassadors/school council members.

Acceptable Touch

Touch is used routinely within school for a wide variety of reasons and functions:

COMMUNICATION - The use of touch enables us to reinforce positive, communicative exchanges or as the main form of communication in itself. It enables staff to respond non-verbally to a pupil's own use of physical contact during interactions and social contacts. These forms of contact are most likely to occur during interaction and routine, social exchanges. **LEARNING** - Touch is an important element of teaching and learning and enables us to establish the fundamentals of communication such as enjoying being with another person and being able to attend to them or using and understanding eye contacts. It is often necessary to physically prompt during co-active, directed educational tasks and life skills activities such as learning to eat and drink. Curriculum areas such as P.E. and Music generally require varying levels of touch; these are essential in terms of giving support and guidance.

PLAY - Pupils who are at early stages of development are likely to engage in tactile and physical exchanges during their play. Staff should respond sensitively to the individual needs of the pupils and model appropriate, physical exchanges and play skills.

THERAPEUTIC ACTIVITIES AND PHYSICAL SUPPORT - A variety of therapies complement and support pupils' learning. These are carried out by therapists or by members of the school staff facilitating the therapy programmes. Physical support may be necessary for some pupils who have difficulties with independent mobility. This may include deep pressure or other touch on advice from the Occupational Therapist.

EMOTIONAL WELLBEING - Touch enables staff to offer pupils reassurance, security and comfort. In context it can be used to help them understand their emotions and feelings.

PERSONAL AND INTIMATE CARE - Some pupils require support with aspects of their personal and intimate care. This includes: eating and drinking, toileting, dressing and undressing, wiping noses and washing hands and faces.

MEDICAL CARE - This may involve giving first aid for minor accidents such as the administration of medication. Pupils with specialised needs will have care plans which are agreed with parents and carers.

It is the person seeking consent who is responsible (ethically and legally) for ensuring that consent is given by others, and for ensuring that they have the freedom and capacity to give their consent.

If consent is not clear, informed, willing and active, it must be assumed that consent has not been given.

Risk Factors

'Peer relationships are increasingly influential during adolescence, setting social norms which inform young people's experiences, behaviours and choices and determine peer status. These relationships are, in turn, shaped by, and shape, the school, neighbourhood and online contexts in which they develop. So if young people socialise in safe and protective schools and community settings they will be supported to form safe and protective peer relationships. However, if they form friendships in contexts characterised by violence and/or harmful attitudes these relationships too may be anti-social, unsafe or promote problematic social norms as a means of navigating, or surviving in, those spaces' (Contextual Safeguarding Briefing, Carlene Firmann, 2017).

Children and young people can develop harmful sexual behaviours because of trauma or abuse. They may have experienced;

- Physical abuse
- Emotional abuse
- Sexual abuse
- Severe neglect
- Parental rejection
- Family breakdown
- Domestic abuse
- Parental substance misuse

It is important to remember that being abused does not mean that children or young people will go on to abuse others.

Key risk factors and vulnerabilities of young people who sexually abuse others are that they may;

- have poor self-regulation and coping skills
- experience social anxiety and a sense of social inadequacy
- have poorly internalised rules for social behaviour
- possess a poorly developed or primitive sense of morality
- lack secure and confident attachments to others
- exercise limited self-control, and act out their emotional experiences through negative or otherwise inappropriate behaviour
- have little insight into the feelings and needs of others and, indeed, their own emotions
- place their own needs and feelings ahead of the needs and feelings of others
- exhibit a poorly defined sense of personal boundaries
- have developed strong and not easily corrected cognitive distortions about others, themselves, and the world they share
- struggle to interact socially or have issues with social competence.

Staff must remember this is not an exhaustive list. Staff must remain alert to possible signs of sexual abuse, violence, harassment or harmful behaviours by pupils in school.

Roles and Responsibilities

Designated Safeguarding Leads must be familiar with DfE guidance Sexual Violence and Sexual Harassment between children in Schools and Colleges (May 2018). They must ensure that staff understand how to report a concern regarding harmful sexual behaviour, sexual violence or harassment.

Staff must challenge any discriminatory language or inappropriate behaviour. Staff have a duty to ensure that the school environment is one which is safe and which supports pupils to understand safe relationships, grooming and consent.

Staff must report any concerns regarding harmful sexual behaviour, sexual violence or sexual harassment to the Designated Safeguarding Lead immediately and document this on MyConcern. Staff must follow up on the concern and ensure that action has been taken.

Staff must ensure that their response to sexual violence, harassment or harmful behaviours between children of the same sex is equally robust as it is for sexual violence and sexual harassment between children of the opposite sex.

School will ensure that a preventative approach is taken and that all pupils are educated around the risks associated with grooming, online safety, safe/healthy relationships, and sex education including what consent means.

Phones and internet use can be a key risk factor relating to sexual harassment and harmful sexual behaviours. If there are known risks relating to harmful sexual behaviours, wherever possible staff must supervise internet use. We do not allow phones in school except for exceptional cases in Year 6, where some children have parental consent to walk home on their own. We have procedures place for these children to collect their phones after school.

Any concerns relating to online grooming must be immediately reported to the Designated Safeguarding Lead.

Bullying

We believe all children have the right to come to school without fear of violence or intimidation from others. This can only be achieved by challenging bullying effectively by making it clear to bullies that their behaviour is unacceptable and showing all pupils school cares about them.

Aim

To create a safe and secure environment for our pupils so that parents may send their children to school knowing they are happy and will be protected from bullies.

Objectives

- For staff and governors to understand the nature of bullying
- To decrease bullying in school
- To deal seriously with all incidents of bullying using a united approach
- To publicise the policy to pupils and parents
- To help support the victim and the bully

Defining bullying

The DfE (*Preventing and Tackling Bullying 2014*) defines bullying:

Bullying is behaviour by an individual or group, repeated over time, that intentionally

hurts another individual or group either physically or emotionally.

All members of staff and a working party of parents wanted its own definition of bullying for members of the community to use. Shirley Heath defines bullying as:

Behaviour by one person or a group usually done for a long time, it is done on purpose and hurts another person or group. This can hurt them physically or by hurting their feelings.

Behaviour by one or many that causes upset or harm to others.

It is:

- *Intentional*
- *Persistent*

It can be:

- *Verbal*
- *Physical*
- *Emotional*

It can take place:

- *In person*
- *Through others*
- *Through virtual media.*

Procedures for dealing with Bullying

- All incidents of bullying must be taken seriously and investigated by Senior Leadership Team
- After two weeks, and then within the following half term, check that bullying has not started again
- If pupils expect follow up, they are unlikely to start bullying again
- Include parents as early as possible
- Take action to discourage the bullying by using sanctions that are part of the whole school behaviour policy

Strategies for Combating Bullying

- Publicise the policy through assemblies, school prospectus and on the website
- Encourage parents to contact school if they think their child is being bullied
- Make it known that bullying is unacceptable behaviour and that everyone takes it seriously
- Emphasise to children if they are not happy about something that is happening to them, they must tell an adult in school
- Be watchful and observe the relationship between pupils. Keep notes if you suspect that bullying may be happening
- Patrol known danger spots, e.g. toilets and quiet spots at lunchtime and dinnertime
- Support the victims; make yourself accessible to help and build up their self-esteem; let them know what action is being taken and the outcome
- Look at positive ways to get the message across through cross-curricular links, e.g. PSHE, assemblies, drama
- Parents of victims and bullies must be kept informed of the actions taken by the school and encouraged to help the school make sure the bullying does not recur

Please note: Shirley Heath's Anti-Bullying Policy is a separate document.

Incident Record

Referred to:		Date:
<u>Name:</u>	<u>Class:</u>	
What has happened? 1. 2. 3. 4. 5. 6. 7.		
Teacher's comments:		

..... Pupil's Signature

..... **Teacher's Signature**