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# Behaviour Policy

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## Mission Statement

At St. Mary's we believe everyone has the right to learn, the right to respect and the right to feel safe. These values are underpinned by the teaching of British and Christian values and attitudes through the school curriculum.

Our school is committed to ensuring that the school environment provides all pupils and staff with access to learning and wellbeing through an established sense of community cohesion, cooperation and mutual respect. The school strives to develop an ordered, trusting, supportive and caring school that bases its practice upon a shared understanding of others. Promoting of these commitments is through setting consistent, predictable and high expectations of behaviour throughout the school. The school is dedicated to ensuring inclusion occurs, where every child and adult feels comfortable to voice their opinions, is listened to, feels safe and fairly treated.

## Aims

The purpose of this Behaviour Policy is to encourage the highest levels of behaviour and to support pupils in their responsibility for their own behaviour management. Good behaviour and self-discipline have strong links to effective learning and are vital skills for pupils to carry with them both during and after their school years. It is important to note that teachers have the power to discipline pupils for misbehaviour which occurs in school, and in some circumstances, outside of school.

This policy aims to;

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

This policy extends to all members of the school community and has been devised in agreement with staff, pupils, governors, parents/carers and carers.



## Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on (underlined denotes hyperlink);

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

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

In addition, this policy is based on;

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

## Roles and responsibilities

### The Governing Body

The Governors of St. Mary's Primary School are responsible for reviewing and approving the written Statement of Behaviour Principles (appendix 1).

The Governors of St. Mary's Primary School will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

### The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governors of St. Mary's Primary School, giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

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



## **Staff**

Staff are responsible for;

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Listening to pupils, making it clear through their response that pupils' comments are being taken seriously and are of importance
- Recording behaviour incidents \*
- Reporting concerns related to behaviour of pupils, staff, governors and parent/carers to the relevant member of the SLT or agency as laid out in this policy or other policies (such as Safeguarding or Whistle Blowing).

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

*\*Incidents will be recorded if the use of force has been applied. A log will also be kept when an incident has occurred which has resulted in personal injury, damage to property of a serious nature, or when a pupil has been searched. Logs are also kept to monitor lunch time incidents and used to identify needs of individuals. (See appendix 4 for examples of Behaviour logs)*

## **Parents/carers**

Parents/carers are expected to;

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

School expectations will be placed in prominent places in all areas of the school and also in the Home/School Partnership Agreement information of which parent/carers are asked to sign. These agreements are reviewed regularly with parents/carers and children and are the focus for discussion in class as well as during whole school assemblies.



## **Pupil Code of Conduct**

As a school we use a set of values to guide us as we work together.

*The School Council has been involved in writing the Pupil Code of Conduct which can be found in appendix 2.*

## **Preventative and De-escalation Measures**

The school believes that preventing inappropriate behaviour is more effective and beneficial to pupils than managing situations when they occur. The aim is to create a safe, positive, and productive learning environment, based on the principles of consistency, equality and engagement. In order to provide this, the school manages behaviour through positivity. To do this, adults and pupils;

- Work to ensure positive, professional and mutually respectful relationships are developed between staff parent/carers and each pupil
- Acknowledge and celebrate the talents, gifts and differences between individuals
- Are always asked to do the best they can. Staff members' will teach and facilitate this behaviour.
- Praise and reward appropriate behaviour
- Use behaviour management strategies, such as distraction, addressing inappropriate behaviour quietly, listening to the pupil's voice
- Use restorative practices as a proactive measure to de-escalate situations and to explore, restore and repair relationships

For definitions of misbehaviour and serious misbehaviour see appendix 3

## **Rewards and Sanctions**

The school recognises that a positive learning environment can be created by recognising positive efforts, praising pupils and building mutual respect between staff and pupils, and between pupils themselves.

### **Rewards**

Positive behaviour will be rewarded. The following rewards are available for use by all staff;

- Verbal Praise
- Stickers
- Class Dojos
- Sending pupils to the head teacher or SLT member to be praised
- Class Teachers and SLT may use:
- Star of the week awarded for good learning behaviours, upholding the Christian and British values, good behaviour and effort.
- Class reward time earned by the accumulation of Class Dojos.
- End of year certificates for effort and good attendance
- Special responsibilities/privileges



## **Sanctions**

In all disciplinary actions, it is essential for pupils and adults to understand that it is the behaviour that is unacceptable, and not the child as a person.

It is also important to recognise that behaviour is often used to communicate emotions.

(See appendix 5 for Sanctions)

## **Behaviour Outside of School**

### **Off-Site Visits**

The expectations provided in this Behaviour Policy apply whilst pupils, staff, volunteers and helpers are involved in any off-site school visit.

### **Travel to and from school**

The expectations provided in this Behaviour Policy apply whilst pupils are travelling to and from school. In doing so, their behaviour will maintain the positive reputation of the school.

### **In the Community**

The school will respond to all non-criminal inappropriate behaviour and bullying which occurs anywhere off the school premises when this is reported to the school. Any responses and sanctions will be in line with this policy and will involve the pupil's parents/carers or carers. As in-line with legal requirements, staff will discipline the pupil on the school premises or in a place where the pupil is under the lawful charge of the staff member.



## **Race Equality and Equal Opportunities**

St. Mary's primary school is fully inclusive and promotes equality of opportunity for all, regardless of race, religion, gender, sexual orientation or disability. We are committed to tackling discrimination of any kind. Derogatory or discriminatory language or behaviours will be challenged. Any incidents of a racist nature will be dealt with in line with our school policies and parents/carers/carers will always be informed if their child has been involved in a racist incident.

## **Bullying**

The school will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. The school aims to combat bullying and other harmful behaviour using, amongst others, preventative strategies through active development of pupils' social, emotional and behavioural skills. Further information and advice is detailed in the school's Anti-bullying and E-safety policies; copies of which can be obtained from the school office or on the school's website. See Appendix 5 for definition & types of bullying. All forms of bullying are taken seriously and dealt with appropriately.

## **Pupil support**

Positive relationships between children and adults are key in supporting pupils. Class teachers will adapt practice to support pupils experiencing difficulties. There may also be special provision made to support pupils during the times that they find most difficult. Class teachers are also able to make referrals to the Learning Mentor and ELSA. These will be discussed with the SENDCo and an appropriate course of action taken.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified with a pupil, the school will liaise with external agencies and plan support programmes for that child. The school will work with parents/carers to create the plan and review it on a regular basis. The school recognises that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet mental health needs. If such needs are identified the school aims to ensure the pupil receives appropriate support. Further information is available in the school's SEND Policy.

## **Behaviour management**

### **Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.



They will;

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement
  - Contribute to individual's behaviour support plans

### **Physical Contact with Pupils**

In line with Positive Touch Principles the school recognises that there are occasions when physical contact (other than reasonable force) with a pupil is proper and necessary, such as;

- Holding the hand of the pupil
- When comforting a distressed pupil
- When a pupil is being congratulated or praised
- to demonstrate how to use equipment
- to demonstrate techniques
- to give first aid

### **Use of Reasonable Force**

Under Section 93 of the Education and Inspections Act 2006, all staff members and any other person whom the head has given the responsibility to be in charge or in control of pupils may use reasonable force.

These circumstances may include restraining a pupil to prevent them;

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must;

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

The school does not encourage the use of force and it will be used rarely. There is no definition of when it is reasonable to use force, as every situation is different and will have to be judged by the staff member in charge at that time. The degree of force used will be the minimum needed and proportional to the situation.

### **Confiscation**



Any prohibited items (listed in Appendix 2) found in pupils' possession will be confiscated. These items will not be returned to pupils. The school will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation. It states that staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in possession of a pupil that are illegal or banned from school, for instance, knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images and articles that have been or could be used to commit an offence or cause harm; the first priority being to ensure that pupils and adults are in a safe and secure environment when they are in school. Any items that may jeopardise the safety of others or themselves will be taken from the pupil without notice. A staff member can search a pupil with the child's permission to look for any item that are illegal or banned from the school. It is only the Headteacher, or a staff member who has been authorised by the Headteacher, who has the power to search a pupil without the pupil's consent if they suspect they are in possession of illegal items.

Section 93 of the Education Act 2011 states that staff have the legal right to seize an electronic device to examine any data or files on the device if there is good reason to do so. These data or files may be erased before returning the item to the owner if they believe there is good reason to do this.

### **Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. As part of these meetings information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year to ensure behaviour is continually monitored and the right support is in place. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

The school has good relationships with local infant and senior schools. Pupils are encouraged to attend taster days and visit prospective new schools. Relevant staff will also visit schools and liaise with the appropriate staff in order to ensure smooth transition for pupils.

### **Training**

Our staff are provided with training on managing behaviour as part of their induction and continuing professional development. Any staff with particular concerns is supported by the SLT, SENDCo and other senior colleagues. Positive Touch Training is completed regularly and based on staff turnover. Staff training is reported termly to the governing body.

### **Liaison with parents/carers and other agencies**

For the Behaviour Policy to be successfully implemented it is essential that its contents are communicated effectively to all members of the school community. The school believes that parental support and acknowledgment of how behaviour is managed within the school will enhance the effective partnership between home and school.

The school works with parent/carers and pupils so that effective learning communities can be established. The school will report behaviour, appropriate and inappropriate, to parent/carers regularly.



Parents/carers are encouraged to communicate with the school if they have a concern about their child's behaviour or well-being, initially with their class teacher.

### **Involvement with Outside Agencies**

The school will undertake reviews of the needs of pupils and involve external agencies, such as the Behaviour Support Specialist Teachers, Educational Psychology Service, Occupational Therapy and Speech and Language Therapy where it is deemed by the school to be appropriate and beneficial to the pupil to do so. This will be discussed with the parent/carer beforehand and signed consent will be necessary in order to engage outside agency involvement.

### **Complaints and Allegations Against Staff**

The school has a standard complaints procedure. Parents/carers are encouraged to take any complaint or concern to a staff member in line with the policy. The school will work towards resolving complaints and concerns as fairly and as quickly as possible, taking into consideration its policies, procedures and ethos.

Allegations against staff will be taken seriously and will be dealt with quickly and in a fair and consistent manner which provides effective protection for the pupil and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported. Appropriate pastoral care will be provided to any member of staff who is subject to a formal allegation.

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

### **Monitoring arrangements**

This behaviour policy will be reviewed by the Headteacher and the governing body every three years. At each review, the policy will be approved by the Headteacher. The written Statement of Behaviour Principles (appendix 1) will also be reviewed and approved by the governing body every three years.

Information and feedback regarding the effectiveness of this policy across the school is sourced from informal discussions and reports from members of the school community; from classroom and playground observations; questionnaires from parent/carers, staff and pupils; formal data such as the number of pupils receiving sanctions; number of individual behaviour plans in place and through specific monitoring by staff and governors.

School expectations will be reviewed at the beginning of each academic year in conjunction with all staff and pupils, to ensure that all staff and pupils are fully aware of its contents and are implementing it consistently.



## Appendix 1

### St Mary's CofE Junior Oxted - Statement of Behaviour Principles

Section 88(2) of the Education and Inspections Act 2006 requires the governing body to:

- A. make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
- B. notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

This statement is to be taken in conjunction with the school behaviour policy and home school agreement which are reviewed and approved every 3 years by the governing body.

Our principles are that;

- Staff and pupils will be polite and respectful at all times, to each other and to visitors.
- Any form of discrimination or bullying will be addressed promptly.
- Staff and the governing body will provide opportunities for pupils to take responsibility and be involved in decision making.
- Expectations of both staff and pupils will be explicit and consistent.
- Staff will be fair and consistent and foster a culture in which pupils' achievements are recognised and celebrated.
- Staff will be empowered to take prompt and effective action when pupils behave inappropriately.
- The school will work in partnership with home and external agencies to maximise the chances of every pupil behaving responsibly.



## Appendix 2

### Pupil Code of Conduct

Pupils are expected to;

- Think about others not just yourself
- Be kind and polite
- Respect each other and the environment
- Be responsible for your things
- Work together collaboratively
- Be curious
- Be true to yourself and others
- Do the best you can
- Be mindful
- Stay optimistic
- Be resilient
- Challenge yourself and have fun!



## Appendix 3

### Definitions of misbehaviour

**Misbehaviour** is defined as;

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

**Serious misbehaviour** is defined as;

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Cigarettes, Tobacco and cigarette papers
  - Fireworks
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)



## Appendix 4: Behaviour log for Higher Level Inappropriate Behaviours

<b>Pupil's name:</b>	
<b>Name of staff member reporting the incident:</b>	
<b>Date:</b>	
<b>Where did the incident take place?</b>	
<b>When did the incident take place? (Before school, after school, lunchtime, break time)</b>	
<b>What happened?</b>	
<b>Who was involved?</b>	
<b>What actions were taken, including any sanctions?</b>	
<b>Is any follow-up action needed? If so, give details</b>	
<b>People informed of the incident (staff, governors, parents/carers, police):</b>	



## Appendix 4 (Continued)

### Star Analysis Behaviour Log

**Name:**

**Date:**

Date + Time:	Severity:	Context:	Trigger:	Behaviour:	Pro-active Response:

**Severity key: Mi = minor, not disturbing others; Mo = moderate, some disruption or minor risk to others or to self; S = serious, high risk of damage to self, others or equipment.**



## Appendix 4 (Continued)

Date.....

### In Room Incident Sheet

<ul style="list-style-type: none"><li>Name of child and class:</li></ul>	<ul style="list-style-type: none"><li>Sent in by:</li></ul>
<ul style="list-style-type: none"><li>Brief outline of incident:</li></ul>	
<ul style="list-style-type: none"><li>Actions taken which support the restorative approach:</li></ul>	



<ul style="list-style-type: none"><li>• Dealt with by:</li></ul>



## Appendix 5

### Sanctions

Stage	Behaviour	Interventions and Sanctions
<p>1. Low level inappropriate behaviours inside the classroom and outside on the playground</p> <p>(Most the behaviours which occur fall in this category)</p>	<p>Examples;</p> <ul style="list-style-type: none"> <li>• Calling out</li> <li>• Interrupting when the others are talking</li> <li>• Ignoring instructions such as stopping when the whistle blows</li> <li>• Making inappropriate noises</li> </ul>	<p>Apply positive strategies to encourage appropriate behaviours in-line with the school's ethos</p> <p>For example;</p> <ul style="list-style-type: none"> <li>• Reminder of school expectations</li> <li>• Catch them being good</li> <li>• Praise – happy face</li> <li>• Pre-empting the situation</li> <li>• Talking quietly to children</li> <li>• Restorative conversations</li> <li>• Give an object to fiddle with</li> </ul> <p>Possible sanctions if necessary;</p> <ul style="list-style-type: none"> <li>• A verbal reprimand</li> <li>• Standing by a member of staff for a given time e.g. 5mins</li> <li>• Sending the pupil out of the class to a pre-arranged 'buddy' class</li> <li>• Work missed to be completed at home, or at break or lunchtime</li> </ul>
<p>2. Medium level inappropriate behaviours inside the classroom and outside on the playground</p>	<p>Examples;</p> <ul style="list-style-type: none"> <li>• General refusal follow requests</li> <li>• Persistent disruptive behaviour</li> <li>• Deliberately creating a disturbance</li> <li>• Petty theft</li> </ul>	<p>Apply positive strategies and sanctions to encourage appropriate behaviours in-line with the school's ethos</p> <p>For example;</p> <ul style="list-style-type: none"> <li>• Class teacher to talk to parent and pupil</li> <li>• Record incidents/log</li> <li>• Give choice/expectation with timescale use visual timer</li> </ul>



		<p>Possible sanctions if necessary;</p> <ul style="list-style-type: none"> <li>• Lose time at break time</li> <li>• Time in the 'In Room' if the problem has occurred outside</li> <li>• Refer pupil to a senior member of staff</li> <li>• Work missed to be completed at home, or at break or lunchtime</li> <li>• Behaviour Plan</li> </ul>
<p>3. Higher level inappropriate behaviours inside the classroom and outside on the playground</p>	<p>Examples;</p> <ul style="list-style-type: none"> <li>• Serious challenge to authority</li> <li>• Harming someone</li> <li>• Persistent disruptive behaviour</li> <li>• Repeated refusal to do tasks</li> <li>• Harmful, offensive name calling including racist &amp; homophobic language</li> <li>• Continuing to leave the class without permission</li> <li>• Fighting and intentional physical harm to others</li> <li>• Malicious allegations against staff</li> </ul>	<p>Apply positive strategies and sanctions to encourage appropriate behaviours in-line with the school's ethos</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Personalised provision/plan put in place</li> <li>• Advice sort from outside agencies upon targets, strategies and interventions</li> </ul> <p>Possible sanctions if necessary:</p> <ul style="list-style-type: none"> <li>• Behaviour log put in place -involve parents/carers in monitoring</li> <li>• Personal Risk Assessment put in place</li> <li>• Behaviour Plan</li> </ul> <p>NB-homophobic and racist language will be reported in line with Surrey's guidelines</p>
<p>4. Serious inappropriate behaviours</p>	<p>Examples;</p> <ul style="list-style-type: none"> <li>• Bullying – physical and emotional</li> <li>• Deliberately throwing objects with the intention of harming someone</li> <li>• Repeated challenge to authority</li> <li>• Extreme danger of violence</li> <li>• Leaving school boundaries</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Risk Assessment put in place</li> <li>• Fixed term exclusion</li> <li>• Permanent exclusion</li> </ul>



	<ul style="list-style-type: none"><li>• Bringing banned substances or items into school</li><li>• Involvement of outside agencies</li></ul>	
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SLT may use isolation in response to serious or persistent breaches of this policy. They will arrange a venue and support to facilitate this.

As with all other sanctions, the school will ensure health and safety, safeguarding and the pupil's welfare are addressed. Periods of isolation will be decided by the Head. The time spent in isolation will be used constructively, with class teachers preparing work for pupils to complete.



## Appendix 5 Sanctions Continued

### The 'In' Room

Children sent to the 'In' room will have demonstrated behaviours outside which mean for their safety and the safety of others they can no longer spend time outside.

This might include;

- Physical aggression done deliberately to cause injury or in a temper
- Severe verbal aggression towards another child
- Verbal aggression towards a member of staff
- Repeated non-compliance with instructions from staff

N.B. Where the children have been non-complaint with their learning time the class teacher should supervise any time owed themselves.

### **When a child arrives in the 'In' Room;**

- Record the short date against their name on the relevant class list.
- Record their name date on the incident sheet.
- IF they are calm enough or are escorted in by a member of staff, briefly record the nature of the incident.
- They should sit in silence until the staff member on duty feels they can talk about the incident calmly.
- During the conversation, the staff member should try to use the language associated with our Christian and British values to explore what when wrong. The restorative approach for making, maintaining and repairing relationships and for fostering a sense of social responsibility and shared accountability is a model that shares our School ethos and Christian values.
- Staff should record a brief outline of the conversation.

### **The Restorative Approach**

When harm has been caused by inappropriate, sometimes thoughtless, negative behaviour then all sides need;

- A chance to tell their side of the story and feel heard
- To understand better how the situation happened
- To understand how it can be avoided another time
- To feel understood by the others involved
- To find a way to move on and feel better about themselves

**The length of time spent in the 'In' room is at the discretion of the member of staff on duty.**

**Children who have been sent to the 'In' room more than three times may forfeit another lunch time at the discretion of staff.**



## Appendix 6

### Bullying

#### Bullying – A Definition

Bullying occurs as when someone is deliberately being hurtful to another person and where the power is all on one side (i.e. with the bully). **It should not be confused with 'relation conflict' whereby two or more children get into conflict but the dispute is equally provoked and each side has been hurtful to the other.** *These instances are always taken seriously and are dealt with in line with our behaviour policy.* Bullying is usually persistent.

Bullying can include;

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching  This also includes homophobic bullying: because of, or focusing on the issue of sexuality.  <i>This will be reported in accordance with Surrey's guidelines</i>
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites