



## Surlingham Primary School

### BEHAVIOUR POLICY

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## **Behaviour and Exclusion Policy**

The overarching aim of this policy is that it will support teachers to help children become aware of their behaviour and how the consequences of this affect their learning, others and their environment. This will be achieved by teaching children awareness of behaviour and the impact on themselves and others and through using Norfolk Steps to involve all stakeholders in dialogue that helps children understand they are responsible for their own behaviour and the choices they make.

Our policy will constantly be evolving and needs to reflect the current situation in the school.

### **Aims and Values**

- To provide a safe, caring and nurturing environment where everyone feels valued and respected.
- To use a whole school Norfolk Steps approach to managing behaviour
- To enable pupil voice and develop lively questioning minds through an inquiry based curriculum.
- To develop purposeful and enjoyable learning opportunities.
- To enable pupils to become independent self-motivated life-long learners.
- To develop positive parent and community partnership.
- To enable pupils to benefit from a professionally developing and reflective staff.

We can achieve these aims:

- By creating a safe, secure and purposeful environment.
- By developing working relationships with children.
- By promoting, through positive reinforcement and reward, acceptable behaviour and attitude.
- By respecting the fact that everyone has rights and responsibilities.
- By recognising achievements of excellence and effort.
- By maintaining and enhancing self-worth.
- By encouraging children to take responsibility for their own actions and developing their maturity.
- By raising both teachers' and pupils' standards and expectations.
- By raising awareness of, and celebrating racial, religious and cultural differences among pupils and staff within our school.

Behaviours that challenge or harm in school are not unusual. Children are learning and testing the boundaries of acceptable behaviour. It is how we deal with them that is the main concern of this document. Where sanctions are used, we feel that the certainty, rather than the severity of sanctions will be more effective in improving behaviour and in this respect a whole school approach is clearly vital. Our success is measured not so much by the absence of problems but rather by how we deal with them.

The following important considerations in dealing with behaviour issues are agreed by all staff and apply both in school and when out and about representing Surlingham Primary School.

- The raising of self-awareness of staff and children is central to issues of attitude. Children have the right to learn and teachers have a right to teach.
- Making specific expectations clear, reminding and positively reinforcing are crucial to success.
- Involving children in the decision making process about behavioural aims and sanctions helps them take responsibility for their actions and increases the chances of maintaining good learning.
- Children realizing that school exists for their own benefit is a key issue in behavioural problems relating to attitude.
- Teacher reinforcement of children's self-worth at all times is vital.
- Awareness of the standards we as teachers set in, for example, tidiness, noise and time keeping means children have a role model for conduct in and around school.
- Respectful talking with and not at children and listening to what they mean and not necessarily what they might say are important skills to develop.
- The use of appropriate behaviour as a teaching tool helps children to understand what they are doing wrong and how to put it right.
- Separating the child from their behaviour avoids resentment building up and can develop more objective self-awareness.
- Allowing the child cool off time gives them the opportunity to try to reflect and modify their behaviour.
- The fair and consistent application of sanctions is effective in behaviour management.
- Maintaining attention on the noted behavioural issue and not being drawn into other issues; this keeps behaviour management clearer and attention to learning.
- Clear expectations about non-disruptive movements throughout the school are important. This applies particularly to movement around cloakrooms, toilets, playground and entrances.

**Norfolk Steps Framework to Promote Positive Behaviours**

<b>Stage</b>	<b>Skills needed</b>
Before a crisis – positive behaviours	Preventative measures to avoid triggers Strategies to support regulation Praise and recognition of positive behaviours Modelling and teaching of new skills

During a crisis – first signs of escalation	<ul style="list-style-type: none"> <li>Identification of 'warning signs'</li> <li>Reminders of coping strategies</li> <li>Use of distraction techniques</li> <li>Offering limited choices</li> <li>Validating emotions</li> <li>Disempowering behaviours</li> </ul>
During a crisis - Behaviours that challenge	<ul style="list-style-type: none"> <li>Clear, simple language</li> <li>Disempowering behaviours</li> <li>Tactical ignoring of secondary behaviours</li> <li>Moving other pupils</li> <li>Risk assessing the environment to make it safer</li> <li>Contacting key staff</li> <li>Use of physical intervention techniques</li> </ul>
During a crisis - Behaviours that harm	<ul style="list-style-type: none"> <li>Using limited language and scripts which are simple, short and clear</li> <li>Use of physical intervention techniques</li> <li>Moving other pupils</li> <li>Risk assessing the environment to make it safer</li> </ul>
After a crisis – reflect, repair and restore	<ul style="list-style-type: none"> <li>Use of restorative approaches</li> <li>Use of specific restorative script</li> <li>Implementation of protective consequences</li> <li>Implementation of educational consequences</li> </ul>

Further action may also include; support for staff (time out, completing AIR1 form if injury has occurred, debriefing with member of SLT) reporting (make family aware of the situation in line with the behaviour policy) and recording (MyConcern, Pupil Asset behaviour logs).

Examples of skills:

<p><b>Positive Phrasing</b></p> <ul style="list-style-type: none"> <li>Stand next to me.</li> <li>Put the book on the table.</li> <li>Walk in the corridor.</li> <li>Switch off the computer.</li> <li>Walk beside me to the kitchen.</li> <li>Stay seated in your chair.</li> </ul>	<p><b>Limited Choice</b></p> <ul style="list-style-type: none"> <li>Where shall we talk - here or in the kitchen? Put the pen on the table or in the box.</li> <li>I am making a drink - orange or lemon?</li> <li>Are you going to sit on your own or with the group?</li> <li>Are you starting your work with the words or a picture?</li> </ul>
<p><b>Disempowering the Behaviour</b></p> <ul style="list-style-type: none"> <li>You can listen from there.</li> <li>Come and find me when you come back.</li> <li>Come out from under the table in your own time.</li> </ul>	<p><b>Positive Scripts</b></p> <ul style="list-style-type: none"> <li>Take turns.</li> <li>Walking feet.</li> <li>Listening ears.</li> <li>Kind words.</li> <li>Kind hands.</li> </ul>

Now you are in my office you can use those bad words if you need to express yourself.	
<p><b>Educational Consequences</b></p> <p>A letter to parents/carers/child to explain what they did, why it was inappropriate and what they should do next time to make the right choice.</p> <p>Completing tasks.</p> <p>Rehearsing expected behaviour</p> <p>Assisting with repairs.</p> <p>Educational opportunities.</p> <p>Restorative meetings.</p>	<p><b>Protective Consequences</b></p> <p>Isolation/removal from an area.</p> <p>Increased staff ratio.</p> <p>Limited access to outside space.</p> <p>Escorted in social situations.</p> <p>Differentiated teaching space.</p> <p>Removal from classroom.</p> <p>Exclusion.</p>

## **ORGANISATION AND PROCEDURES**

### **Behaviour Expectations**

At Surlingham Primary School, we believe that everyone in our school community deserves to feel safe, respected, and ready to learn. Our behaviour expectations help make sure this happens every day.

#### **Be Ready**

- Begin the day by checking all equipment/packs so you are ready to learn
- Sit up straight and look at the speaker
- Remove hats and other outerwear in class
- At the end of a session, stand quietly behind your chair and wait to be dismissed
- Line up row by row when instructed
- Follow the teacher's visual and verbal cues (e.g. "Eyes this way" with raised hand)

#### **Be Respectful**

- Raise your hand and wait to be chosen to speak during teaching and class discussion and follow respectful conversation rules; do not talk over others
- Do not leave your seat without permission
- During focused work – voices off
- During quiet work – whisper voices only
- During group work – quiet indoor voices
- Use kind words at all times

- Share and take care of all equipment

### **Be Safe**

- Sit calmly and appropriately:
  - On the carpet – legs crossed, hands in laps
  - On a chair – feet on the floor, chair legs on the ground
- No playfighting
- If you hurt someone you will need to report to an adult and miss a full playtime. In these instances, parents will be informed
- Use kind hands – keep hands and feet to yourself
- Walk through school quietly and in silence when required

### **Behaviour Consequences**

To support a positive and respectful learning environment, our behaviour policy includes a clear verbal warning system. This stepped approach gives students the opportunity to reflect on their behaviour and make positive changes before further consequences are applied. Staff will follow the schedule consistently, ensuring fairness and clarity for all pupils. It is important to note that once a consequence is put in place, it cannot be earned back or removed—this reinforces accountability and the importance of making positive behaviour choices at every stage.

1. 1st Verbal Warning – Reminder of expectations.
2. 2nd Verbal Warning – 5 minutes of playtime lost.
3. 3rd Verbal Warning – 10 minutes of playtime lost.
4. 4th Verbal Warning – Parents to be informed at the end of the day
5. 5th Verbal Warning – Move to another classroom - Parents to be informed at the end of the day
6. Further Disruption – Referred to Headteacher (HT) - Parents to be informed at the end of the day

## **REWARDS AND RECOGNITION**

### **Class Dojo**

#### **EYFS/KS1**

Class dojo is used as a daily recognition of positive learning behaviours and attitudes. Points are accrued throughout the week and are celebrated on a Friday during our celebration of learning assembly.

## **KS2**

It is recognised that by Key Stage 2 children should be able in general to regulate their behaviours better. Short term sanctions will be used such as missing some of morning play or lunchtime. When behaviour is not showing signs of improvement, the teacher will arrange to meet with the parents/carers to discuss what is happening and agree a shared approach. The meeting may include the head teacher. These meetings will be recorded.

In KS2 the pupils work towards bronze, silver, gold, and jewel awards, with the intention of reaching gold in Year 6. Points are awarded to pupils for recognition of going above and beyond usual class expectations, so are not given daily. Stickers are used more frequently to celebrate positive learning behaviours and achievements.

### **For whole class (to promote shared responsibility)**

Each class teacher, along with their children, may decide to make use of class rewards. They may alter or be changed on a termly basis to maintain interest and engagement from the class. Class reward systems may include:-

- Filling a pasta jar
- Golden time

### **For whole school:**

'Celebration Assembly' - A weekly assembly is held each Friday, to which parents and carers are invited once per term. It recognises significant learning in individual classes. Children have the opportunity to share their successes with the school. Certificates are awarded to one child in each year who has shown consistency across the week in the promotion of one of the values contained in our school vision and values '*Believe Explore Achieve*'. We also welcome the opportunity of celebrating achievements from outside school hours.

### **Lunchtime Supervision**

It must be stressed that our safe environment is actively monitored for throughout the year by all staff. Incidents of behaviours that challenge or harm at lunchtimes are dealt with using the same Norfolk Steps approach. Where required, the class teacher will be informed at the end of lunchtime but this should not interfere with the afternoon learning time.

Lunchtime staff use the same individual rewards as Class Teachers, stickers and dojo points to promote positive behaviours.

For the behaviour policy to be effective it needs to be transparent, fair and consistently applied by all adults. Children need to know about all rewards and sanctions. Every adult in the school is responsible for behaviour across the school. There needs to be clear expectations of ALL staff whenever there is an issue.

### **Persistently Challenging or Harmful Behaviours**

Where there are continuing or increasing issues a meeting will be held with the parents/carers, class teacher and child. The outcome of the meeting may include a positive behaviour support plan, which will set out clear targets for improvement plus a behaviour log for monitoring behaviour. The Special Educational Needs lead (SENCo), may be asked to support the writing of this plan and they, along with the Teacher, will be responsible for implementing it.

Steps positive behaviour support plans are created for individual pupils and designed to support that pupil to behave in a more positive way through personalised provision and support. A behaviour plan will include both proactive and responsive strategies. The plan should have more proactive than responsive strategies.

A behaviour plan includes: -

First part of the plan

- Context around the pupil
- Differentiated proactive measures to promote / support positive behaviours

The first part of the plan contains important information about the pupil including what has been learned from analysing their behaviours. The proactive approaches outlined on the first part of the plan are integral in supporting a pupil to stay regulated, avoid triggers and lessen the chance of behaviours that challenge or harm occurring.

Second part of the plan

- Detailed information about the pupil's positive behaviours, first signs of escalation, behaviours that challenge, behaviours that harm and how they present when they are de-escalating.
- Guidance for adults on what to say and do to at each stage.

The second part of the plan is the reactive or 'responsive' part of the plan. Behaviours and strategies are divided into 'stages', this helps to ensure that the strategies being used are proportionate to the behaviours being demonstrated and therefore the level of risk. It can be useful to consider the crisis cycle when planning how we will respond to a pupil's behaviour. Depending on where they are on the cycle should impact how we respond including which scripts we choose to use.

Behaviour plans will benefit a small number of pupils have needs or lived experiences which mean they find it consistently difficult to follow whole school rules and expectations, or display behaviours that challenge or harm. These pupils may need a different plan to support them to display positive behaviours at school. - The

format of the behaviour plan can be adapted to suit each individual pupil. The most important thing is that the plan is accessible for staff and individualised to that pupil.

### **The aims of a positive behaviour plan**

- Supports the pupil to succeed. Supporting the pupil to stay regulated and meeting their needs more effectively will mean they are more able to engage in learning and wider school life.
- Reduction in behaviours that challenge. As triggers are identified and addressed and needs are better met, the frequency and severity of the behaviour which challenges will decrease.
- Consistency. Behaviour plans promote consistent approaches across all staff, helping them to respond rather than react.
- Shared understanding. Behaviour plans should help staff better understand the behaviour of individual pupils. Sharing the behaviour plan with parents ensures that they are aware of the strategies that are being used in school.
- Builds a clearer picture of provision. Documenting a pupil's support and provision and reviewing this regularly helps to build a clear picture of what works well and what doesn't.

The effectiveness of the behaviour plan will be continuously monitored. For example, some strategies might work at certain times of the day, but not at others. Other strategies may seem successful for a while but then you notice that their impact declines. Pupils will grow and change over time and their behaviour plan should too. Plans will be formally reviewed every half term (or after an incident) as a minimum.

If, after an agreed time frame, there has been no further improvement, the school (via the SENCo) would consider requesting external agency involvement.

The possibility of either fixed term or permanent exclusion may also be discussed (see *Exclusions* on following page)

### **Physical Contact with Children:**

Staff have the authority to apply reasonable force as a measure to prevent a child from harming themselves, others or causing damage to property. Staff undertake training to equip them to do this in a safe manner. Please refer to the Positive Handling Policy.

### **The use of Restrictive Physical Intervention**

The use of restrictive physical intervention is permitted within our school, when it has been determined to be necessary, reasonable, proportionate and as a last resort. Staff will receive appropriate training on the use of restrictive physical intervention techniques. When staff have used a restrictive physical intervention, they must record the incident, using the Trust template. Parents should be informed of all use of restrictive physical intervention. Reasonable adjustments will be made for disabled children and children with special educational needs.

### **Confiscation of inappropriate items**

Under guidance provided in Searching, screening and confiscation Advice for headteachers, school staff and governing bodies January 2018, the law allows school staff to search a pupil for any item if the pupil agrees. We would recommend two staff work together. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff 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).

Staff may confiscate a pupil's property if it is inappropriate in school. The school will hand any confiscated items back to the parent of the child at the end of the day. Note - Weapons and knives would be handed over to the police.

## **ANTI-BULLYING**

### **Ethos**

The whole community of Surlingham Primary School is committed to dealing with all incidents of bullying. We do not want any member of our community to suffer any form of bullying behaviour. Therefore, we endeavour to create an ethos that regards all kinds of unkind behaviour as unacceptable. All members of the Surlingham Primary School community need to feel secure within it and should never have to feel fear due to the actions of any other person within the school. By effectively preventing and tackling bullying, we can help to create safe, disciplined environments where children are able to learn and fulfil their potential.

### **What is bullying?**

Bullying is defined as persistent behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent, and happen over a period of time.
- Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations

Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is our first priority but emotional bullying can be more damaging than physical and our teachers will make their own judgements about each specific case. Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

### Forms of Bullying

Examples of forms of bullying could include:

Physical- direct	Physical – indirect	Verbal	Non-verbal
Hitting Kicking Spitting Throwing things	Getting another person to assault someone	Verbal insults, Name calling, Spreading malicious rumours, Getting another person to insult a victim	Threatening gestures, Obscene gestures Removing or hiding belongings, Deliberate exclusion from an activity

All incidents of bullying should be defined from the victim's point of view. For example, a child may be prevented from joining in a group game at playtime because one child in the group initiates a collective barrier. This may not seem too serious to an

onlooker, but it can be devastating to the child if it continues on a daily basis. Bullying is not when children fall out or don't get on with one another.

### **Cyber-bullying**

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

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a child's mobile phone.

If an electronic device that is prohibited by our school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they will give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, will not be deleted prior to giving the device to the police.

If a staff member finds material that they do not suspect contains evidence in relation to an offence, they will decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

For more information on how to respond to cyber-bullying and for further guidance on e-safety, please visit the school website where we will post links to organisations that can help.

### **Prejudice based bullying**

This includes bullying that is motivated by prejudice towards any protected characteristic group including:

Age	Sexual orientation
Disability	Pregnancy and maternity
Gender	Religion or belief
Gender reassignment	Race

### **Prevention**

We aim to prevent bullying from occurring by educating our children as follows:

- we talk to children;
- we have opportunities built into the curriculum to develop their understanding e.g. Anti-bullying week;
- we educate through circle-time, assemblies, PSHE lessons;

- we create an ethos of good behaviour where children treat one another with respect; and
- we ask children to move around school sensibly, to use their manners and to show respect for adults and peers.
- we celebrate and promote diversity, difference and respect for others.

### **If Bullying takes place**

However, if bullying takes place, Surlingham Primary School staff:

- will involve parents and ensure there is a clear message that the school does not tolerate bullying;
- will speak to the individual children to identify what has been happening;
- will ensure that the bully/bullies and any of their supporters are brought together and the issue discussed;
- will consider, at the discretion of the member of staff dealing with the incident, whether or not the victim will be present at any meetings with the bully/bullies;
- will ensure that the member of staff will explain to the other children why they have been summoned and exactly the effect that their behaviour has had and that, where appropriate, they must share the responsibility to put things right.

### **Disciplinary sanctions**

The consequences of bullying reflect the seriousness of the incident so that others see bullying is unacceptable. This does not however mean a bully will be automatically permanently excluded from school. There are three stages at which bullying will be dealt with. If appropriate, the allegations of bullying may proceed straight to stage two or stage three below if warranted upon consideration of all the circumstances.

#### **Stage one (initial stage)**

Context: unkind behaviour by a pupil or pupils towards another pupil (e.g. name-calling), which appears to have come to light for the first time (i.e. not a repeated offence).

Sanctions: A caution for unkind behaviour.

Surlingham Primary School seeks to apply a 'no blame' policy at this stage, spelling out the unacceptable behaviour to all involved.

Ensuring that they:

- face up to the harm they have done
- learn to behave in ways which will not cause harm in the future
- develop their understanding of how others think and feel
- learn how to take steps to repair the harm they have caused

- A caution for unkind behaviour for the harm they have done and thus held accountable for their actions.

Staff, acting in a sense as mediators, work to put a stop to the bullying behaviour. The pupil is confronted with the potential effects of their behaviour on the victim, and the consequences of any repetition are spelled out. The reasons for this approach, and the need to report immediately any renewed or repeated bullying, are discussed with the victim. The situation is monitored in the short term and form tutors of the victim and the wrongdoer are consulted. Parents will be consulted based on the level of upset caused.

### **Stage two**

Context: persistent/repeated bullying or a more serious isolated incident, possibly following on from stage one, or undiscovered and prolonged.

Sanctions: Sanctions may include (but are not limited to) the following:

- contact with parents, by phone, letters or meetings;
- requirement that apologies are made in writing;
- warnings that a repeat of such behaviour may lead to a pupil's place at the School being jeopardised;
- face-to-face meetings between bully or bullies and victim, in the presence of staff, if the victim agrees.

The response is most likely to be effective if parents, of both the victim and the bully or bullies, are involved promptly. Parents of the victim will be invited to be involved in monitoring the situation. The situation is monitored in the short term, and then reviewed after two or three months to ensure that the victim feels safe again.

### **Stage three**

Context: repeated bullying following written warnings; a sense that avenues in stage two have been exhausted or that an individual is impeding other pupils' ability to lead a full part in the School as a result of his/her behaviour.

Sanction: suspension or expulsion

Pupils have to prove by their behaviour that they can stop bullying. If they cannot, they run the risk of forfeiting their place in the school community. Any stage three allegations will be dealt with under the School's Behaviour Policy. In the event that a pupil is expelled or suspended for more than five days during term time because of his or her bullying behaviour, this decision can be appealed through the School's Appeals Procedure.

### **Intervention - Support for children who are bullied**

The school will support children who are bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the child well, asking the Sapientia Educational Trust team to provide

support, providing formal counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).

### **Where bullying has a severe impact**

In some circumstances, the consequences of bullying may lead to a child experiencing pronounced social, emotional or mental health difficulties. We will ensure that provision is available to meet a child's short term needs, including setting out what actions they are taking when bullying has had a serious impact on a child's ability to learn. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then school will consider whether the child will benefit from being assessed for SEN.

### **Intervention support for pupils who bully**

The child who bullies often has social and emotional needs themselves. To support them we:

- talk to the child;
- discuss issues with parents / carers;
- offer the family Early Help Support; and
- assign the child to group or individual support to address the issues identified.

### **Safeguarding children and young people**

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident will be addressed as a child protection concern under the Children Act 1989. Where this is the case, Surlingham Primary School staff will discuss with the school's designated safeguarding lead (DSL) and report their concerns to their local authority children's social care and work with them to take appropriate action.

### **Criminal law**

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order 5 Act 1986.

If Surlingham Primary School staff feel that an offence may have been committed they will seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

### **Bullying which occurs outside school premises**

Surlingham Primary School staff members have the power to discipline children for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address children's conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate children's behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to Surlingham Primary School staff, it may be investigated and acted on. The headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed. While school staff members have the power to discipline children for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the child is under the lawful control of school staff, for instance on a school trip.

### **Training:**

We are committed to keeping our staff updated with any changes to our Anti-bullying Policy and strive to model consistency in all our approaches.

In addition to an induction programme for all new staff which outlines our behaviour policy, positive handling policy and anti-bullying policy, there will be ongoing review and development of our Anti-bullying policy as a part of the professional conversation between all staff. The sharing of experiences and evaluation of class date is considered to be an integral part of professional development within the school.

### **Monitoring:**

Class teachers will be expected to monitor the anti-bullying policy within their own classrooms, record, in line with the policy and raise concerns that may arise about behaviour patterns either of individuals or groups of children within their class.

The Headteachers will monitor bullying across the school and through termly reports will inform both the governors and the trust about patterns of behaviour, bullying and any serious incidents. Reporting will require evaluation by different pupil groups and characteristics.

The Headteacher's monitoring of behaviour will be evaluated through external reviews commissioned by the trust on an annual basis. It may also feature as a focus of regular monitoring visits by the Trust's central team.

## **EXCLUSIONS**

### **Fixed term Exclusions**

A child who gets into serious trouble at school can be excluded for a fixed period of time. Schools can exclude a child if:

- They have seriously broken the school rules
- Allowing them to stay in school would seriously affect their / other pupils' education or welfare.

Most common reasons for excluding a child would be

- Racial abuse
- Physical assault
- Verbal abuse
- Theft
- Damage to property (school and others)
- Sexual impropriety
- Bullying
- Disruptive behaviour

**Any child, including Special Needs children**, assaulting a member of staff will receive a Fixed Term, or Permanent Exclusion from school, depending on the severity of the attack. Assault includes hitting, pinching, kicking, punching or any other action intended to harm the member of staff including verbal attacks.

It is only the Headteacher or Deputy Headteacher who can exclude a child. The Chair of Governors would be informed immediately of the decision to exclude.

The school will contact the parents/carers on the day the exclusion is given. A letter explaining

- the period and reason for exclusion,
- the parent's duty during the first 5 days of any exclusion to ensure that the child is not present in any public place during normal school hours.

If a child is excluded for longer than one day, the school will set work for them and mark it on return to school.

### **Strategy for dealing with uninhibited dangerous behaviours**

Some categories of behaviour will come into categories that bypass the procedure as outlined above. When this occurs staff will need to follow the procedure above and those following.

- When the incident occurs, an immediate assessment of the effects of the behaviour on the pupil, other adults and other children must be made.
- Medical aid, if needed, is a priority
- A risk assessment is carried out and if appropriate the child must be isolated from other children.

- Full accounts must be written, dated (including year) and signed by all concerned including any pupils.
- The head teacher/most senior teacher present will make the decision as to whether the incident requires sanctions as follows
  1. Withdrawal from lessons/playtimes for a specified period commensurate with the severity
  2. Exclusion from school for a limited period
  3. Exclusion from school permanently
- For pupils with a known problem it would be expected that a programme of support in place where particular behaviours are targeted for action and where monitoring is happening, for example a PSP (pupil support programme), identification of a key person to co-ordinate and maintain links with the home.
- It is important that parents are aware of incidents and that they are involved in the support programmes being used.
  - The chair of Governors and/or the designated child protection governor should be informed.
  - Following an incident of this nature pupils and staff will need a debriefing session and paperwork, policies and procedures will need to be reviewed.
  - The incident should be resolved and measures put in place so that the risk of re-occurrence is minimised and all parties can move forward in a positive way.

### **Taking Account of SEN, disability and the circumstances of vulnerable pupils**

The school will seek to make reasonable adjustments to the application of this behaviour policy where it is felt that a child's behaviour is a consequence of his or her SEN condition. Children with a Personal Education Plan (previously known as IEP)/Statement of Special Educational Needs/Pupil Support Programme (PSP) will be supported with reference to these documents and sanctions will be used with reference to the pupil targets set for an individual. These targets should not be used to undermine this policy but to reinforce the aims set out in it.

### **School Contract**

We strive to work in partnership with parents to encourage all our pupils to grow and develop personally and socially as well as academically. Parents/Carers and their children are asked to sign a Home/School Agreement which defines acceptable standards of behaviour between individuals. This contract makes clear exactly what is expected of pupils and is kept in the pupil's file. Children will be reminded of this contract at the beginning of each term and teachers will go over it carefully with new pupils so that everyone knows what they can and cannot do and to ensure consistency.

### **LINKS TO OTHER POLICIES AND GOVERNMENT ADVICE**

1. The behaviour policy runs in tandem with our Safeguarding Policy.
2. Any incidents of bullying, including homophobic bullying will be dealt with as described in our Anti-bullying policy.
3. The school and LGB follow DfE advice on behaviour and discipline in schools Jan 2016 <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
4. The school follows the advice given in Norfolk LSCB protocol 27 "Allegations against staff, carers and volunteers"  
[http://www.nscb.norfolk.gov.uk/documents/protocol\\_27.pdf](http://www.nscb.norfolk.gov.uk/documents/protocol_27.pdf)
5. The school follows the DfE advice 'Screening, Searching and Confiscation', September 2016.
6. The school follows the advice given by the DfE in the 'Use of Reasonable Force' document, July 2013. (Crown copyright 2013).  
<https://www.gov.uk/government/publications/use-of-reasonable-force-inschools>
7. The school follows DfE guidance on exclusions <https://www.gov.uk/school-discipline-exclusions/exclusions>