

Mickleton Primary School

Behaviour Policy

Introduction

We are a THRIVE school. For us, this means that we have THRIVE embedded within our ethos and THRIVE approaches are followed across our whole school setting.
The THRIVE approach supports and encourages the development of confident, curious, creative and capable children and young people, who are open to learning and better equipped to deal with life's ups and downs.
We have a commitment to continually deepen our understanding of how social and emotional learning develops and how this can be supported in school.
We recognise that behaviours can be learnt and be held within our cognitive awareness, but also that they can be unconscious, patterned, non-problem-solving defence or discharge responses.
Attentive, observant adults working with children are required to recognise behaviours, identify underlying needs and respond in appropriate ways.
Our staff regularly have CPD in order to deepen knowledge and our school ethos, environment, resources, learning approaches, timetable and planning are all informed by our understanding of how importantly each impacts on social, emotional and academic development and learning.
This policy works alongside the Behaviour Principles and Written Statement.
Drawing all these elements together has been a long-term vision for our school.

Legal framework

This policy has been developed with reference to the following legislation and statutory guidance:

- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 2004
- Education Act 2011
- School Information (England) Regulations 2008
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012 (where applicable)
- Searching, Screening and Confiscation: Advice for Schools (DfE, September 2022)
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement (DfE, August 2024)
- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, September 2022)
- Keeping Children Safe in Education (DfE, current edition)
- Working Together to Safeguard Children (HM Government, December 2023)
- SEND Code of Practice: 0 to 25 Years (2015)
- Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies (DfE)

Roles and responsibilities

The governing board has overall responsibility for:

- Making a statement of behaviour principles and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- Determining the school policy, restorative practice and any consequences.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- Whereas we hope all types of behaviour can be covered in this policy. The Headteacher is responsible for the safety of the children. Therefore, they hold the right to act in a professional and considered manner when dealing all behaviour that is deemed unsafe. Making a judgement on how this is best managed. On occasions this may be acting outside of normal policy of procedure, however always in line with the code of practice.

The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- Supporting subject teachers in the further assessment of a pupil's strengths an areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Following the school visions outlined in this policy.
- Developing positive relationships with pupils by taking the time to get to know them and using a playful, accepting, curious, empathic (PACE) approach.

- Remaining calm
- Adopting the right tone of voice. A raised voice should be rare and used to support a safe environment.
- Seeking to de-escalate situations through action and mannerisms
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Providing clear class rules and boundaries in order that the needs of all children can be met.
- Supporting pupils to follow the rules using a relational and restorative approach, which fosters their social, emotional and problem-solving skills and supports them to take responsibility for their behaviour.

All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- As authorised by the headteacher, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff. Using the school's THRIVE approach to support pupils to behave according to the school's values and rules i.e. through positive relationships, supporting emotional regulation and using restorative practice and natural consequences when necessary.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for the behaviour of their child(ren) inside and outside of school.

Aims

At Mickleton Primary School, we want all our children to develop and learn to the best of their ability in partnership with our parents.

We believe, as in Maslow's Hierarchy of Needs, that children learn best when their basic (physiological requirements and feeling safe) and their psychological needs (their sense of belonging and accomplishment) are met before we address their cognitive needs. This includes learning about their behaviour and emotions.

We need to ensure that we have an effective approach to securing high quality personal development and well-being through:

• Teaching and supporting children to understand, regulate and manage emotions

• To apply thinking between feeling (sensation and emotion) and action.

• To increasingly show empathy and understanding to others.
• Being taught the skills to develop resilience and responsibility in readiness for them taking their place in society.
• Being encouraged to take a sense of pride in themselves and to build self-awareness
Just as in other curriculum areas, these skills need to be directly taught in a 'right time' age-appropriate way. For some children, this may not be their chronological age.
We are very clear that everyone has the right to feel safe, special and to have their needs met. We understand the important social and emotional learning that each child needs to develop in order to feel 'safe enough' to learn in lessons. We need to ensure that we have an effective approach to securing high quality personal development and well-being through the learning values contained within our Relationships and Health Policy:

- Communication - Caring relationships which grow and develop through talking and problem solving.
- Understanding difference in the self, others and the wider world
- Trust - Positive and purposeful relationships based on trust.
- Hard work inspired by engaging learning activities leading to achievement.
- Respect at the heart of everything we do.
- Independence- building responsibility as we grow and learn.
- Vitality - Productive energy from making the most of opportunities leaving us feeling happy, well and fulfilled.
- Expectations- a cycle of high expectation set up in those opportunities resulting in personal best, leading to praise and constructive self- evaluation and reflection that keeps telling us more about our learning, behaviour and emotion.

Our Expectations.
• Walk quietly round school at all times. (Respect/ Trust/ Independence)
• Keep hands/feet to yourself. (Respect)
• Be kind to others. (Respect)
• Use good manners. (Respect)
• Be a good listener (Compassion)
• Allow others to learn. (Respect/ Tolerance)
• Respect others/property. (Respect)
• Complete assigned learning. (Pride and Resilience)
• Keep spaces neat and tidy. (Pride and Respect)
• Always do your best. (Pride)
• Use time wisely. (Resilience)
• Be interested. Ask questions. (Curiosity)

The School's Code of Conduct The school has a Code of Conduct for all pupils, staff, parents and visitors to the school to follow. Within the code are clear and simple list of expectations, which will ensure that everybody can work and learn in a safe, respectful and fair environment and ensure that positive relationships are developed and maintained.

Approaches to developing positive relationships.
• High quality, differentiated education which involves pupils, builds on success, ensures progression and involves and informs parents.

• Social, emotional and academic learning to be recognised, planned for and with explicit descriptive feedback across the day.

• Whole class THRIVE screenings and use of online tools to enable a strategic response to individual, group and class development.

• A planned programme of Citizenship and PSHE used in conjunction with specific THRIVE class targets.

• To encourage children to recognise sensations and therefore emotions, to manage their feelings by separating them from actions and allowing opportunities for thinking to take place between the two. Staff supporting children to learn how to regulate their emotions by helping them to do so in the moment when they are having difficulties doing it for themselves.

• For staff to support children to become increasingly self-aware, taking responsibility for themselves and their actions. This is irrespective of their chronological age, focusing on reflective conversations.

• Where need is identified, for structured, tailored group and individual programmes to be incorporated into action plans using the THRIVE online tool.

• For children with additional needs to be recognised within our relational systems. They are provided appropriate, scaffolded support to ensure they can operate within boundaries that are recognised as fair and consistent for all.

• By reinforcing positive behaviour choices based on clear and consistent responses within boundaries that offer safe containment.

• By recognising that supporting some pupils appropriately may require adults to develop and
employ new skills.

• Through positive relationships and using restorative practice, children are supported who are behaving in ways that causes harm to others. This may include a variety of methods.

Praise

The school will always look to praise positive attitudes to learning and examples of the school values. At Mickleton we believe that children respond better to immediate accreditation. Therefore, we reward using the following but not exclusive to:

- Public praise – this is our easiest and most effective tool in maintaining a positive ethos and encouraging good behaviour
- Stickers to highlight good behaviour, good work and a positive ethos.
- House points - given out readily in conjunction with praise for effort and achievement for meeting school values.
- Merit award tickets – given out readily in conjunction with praise for effort and achievement for showing positive learning attitudes. Merit tickets are placed in the raffle box. Winners are draw at the end of each week. The more merit tickets in the raffle the bigger chance of being drawn. Chosen children are then able to choose from a range of class specific rewards.

🎓 Whole School Reward Points System

🎯 Purpose:

- Motivate students to engage positively with their learning and school environment.
- Encourage consistent effort, good behaviour, attendance, and contributions to school life.
- Foster a positive, inclusive school culture.

🏫 Whole-School Incentives

Class Dojo

Mickleton Primary School uses Class Dojo as part of its positive behaviour and rewards system. The platform enables staff to recognise and record positive behaviours, attitudes to learning and achievement in a consistent manner across the school.

Class Dojo points may be awarded for demonstrating the school's values, positive learning behaviours, effort, resilience, kindness, cooperation, leadership and other behaviours which contribute positively to school life.

Points awarded through Class Dojo contribute towards individual reward milestones and other recognition activities operated by the school. The award of points remains at the professional discretion of staff and is intended to encourage and reinforce positive behaviours.

Parents and carers may access their child's Class Dojo account to view points, achievements and communications from school. Whilst the school aims to apply the system consistently, professional judgement will always be exercised and not all positive behaviours will necessarily result in points being awarded.

Class Dojo forms one part of the school's wider behaviour, recognition and rewards framework and is used alongside house points, certificates, praise, merit awards and other recognition opportunities.

The school reserves the right to amend the operation of Class Dojo, including point values, reward thresholds and recognition arrangements, in order to support the needs of pupils and the effective implementation of this policy.

House Points and School Values

House points are awarded to recognise behaviours, attitudes and achievements that reflect Mickleton Primary School's values and behaviour expectations.

The school's values and behaviour expectations are displayed prominently throughout the school and are regularly referenced by staff to promote consistency and help pupils understand the behaviours expected within the school community.

House points provide a means of recognising pupils who consistently demonstrate these values through their conduct, learning behaviours and positive contribution to school life.

Additional Recognition Opportunities

In addition to the school's formal rewards system, individual year groups may operate supplementary recognition activities to celebrate positive behaviour, effort and achievement. These may include merit-based prize draws, recognition boards, class rewards, special responsibilities or other age-appropriate incentives.

These initiatives are organised at year-group or class level and are intended to complement the school's whole-school behaviour and rewards systems. Arrangements may vary between year groups and may be amended to meet the needs of individual cohorts.

✅ Reward commitments

- Ensure **fairness and transparency** in how points are awarded.
- Celebrate **effort, not just achievement** – reward growth and improvement.
- Review and refresh rewards annually with **student voice involvement**.
- Points reviews we be taken regularly.

Behaviour as Communication
Behaviour as communication. At Mickleton, we believe that all behaviour is communication. Mickleton Primary School works alongside Headsight to ensure all behaviour is fully understood.

We understand that a child's inappropriate behaviour is a sign that they are upset or that something is not right. As adults, we should be assisting the child to appropriately deal with these behaviours.
Inappropriate sanctions can often lead to a worsening of the situation or create a sense of shame for the child who may be unable to regulate the way they are behaving. In line with this belief, Mickleton does not believe in the corporal punishment either in or outside of school.

Headsights three Cs- calm, connect and communicate are used in order to deal with a child’s inappropriate behaviour. This is supported by the research from Dr Bruce Perry:

- Calm: While a child is dysregulated, they will be unable to control their behaviour. An adult will need to be alongside them as co-regulator at this time in order to model how calm down and take them out of flight/fight mode.

- Connect: The adult needs to understand what the behaviour is trying to convey by building bonds with the child to show them that we are interested in helping them and that we care.
- Communicate: Once the child is feeling regulated and knows that we want to help, we can work together to solve the issue in a calm way. This may be a personal or written apology or an agreed helpful act.

Restorative Practice

Our positive approaches are based on understanding that pupils are learning how to manage themselves with the added complexity that they are doing so within a community of other learners who might not yet be skilled. This clearly suggests that triggers and challenge will arise, which will need to be managed. Children will be supported in self-regulation, and this represents that good learning has taken place.

We understand that children will, at times struggle to regulate their emotions and this can lead to unwanted actions.

Our restorative approach gives children the opportunity to learn from these. Therefore, following an incident, the adult involved will have a restorative conversation with the child based around 5 key questions:

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?

This is the point when there will be an agreement between the pupil and adult about what should happen consequently. It is important that any consequences are natural and developmentally appropriate and are designed to support children to learn about both their physiological response to challenge and difficulty and how better to manage this in the future.

The school may choose to include the pupil in a range of supportive practices to support the three R's.

3Rs Process

3R's stands for Reflection, Repair and Restitution. These are used to support the children through the process of negative actions. This can be done in variety of ways including Thrive or circle time.

The 3R's process involves Reflection, Repair and Restitution which aims to assist students in understanding their behaviour and how it affects everyone in our school community.

What we understand (reflection)

Consequence: The effect that behaviour has on oneself and other people.

Our focus is on educating students to understand how their behaviour can affect themselves and others and reflect on the possible outcomes before deciding to act. Consequences and punishments are not one and the same.

What we do next (repair)

Restitution: A means to undo the damage and reconnect with your community. A means to rebuild trust.

When students misbehave inappropriately, they are given the opportunity to reflect upon their decisions and how those decisions have affected themselves and others. This will be supported by and adult where appropriate. As a natural consequence, they are also provided with an opportunity to make amends and/or restore the damage.

Delivered after the event (restitution)

Our focus is on educating pupils to change their behaviour based on their understanding of how it affects others, rather than the fear of punishment. We are here to help the children, not hurt them.

The 3Rs Method is a behaviour education methodology that builds self-awareness and self-management skills for children having difficulty with their behaviour. It strengthens relationships, develops empathy, addresses bystander behaviour and makes a genuinely safe school achievable.

Disruption to Learning

We know that the quality of teaching and learning has a direct impact on a good learning environment. At Mickleton, we aim to make our lessons lively, stimulating and high-quality experiences which engage and interest the children and effectively meet their individual needs.

We acknowledge the important role that we play as a school in helping children to learn how to behave in an appropriate way and how to form positive and productive relationships with each other and with adults. From time to time however, some children exhibit actions which is disrespectful to others around them or disruptive to learning. Actions which are disrespectful against the school values or disruptive to learning will be considered unacceptable.

Unacceptable actions include but is not exclusive to the following:

- Acts of physical or verbal aggression
- Calling out in class
- Making rude or inappropriate comments to adults or other children
- Refusing to complete a learning task
- Persistently disturbing other children who are working
- Persistently getting up and wandering about the classroom
- Making tapping, clicking or whistling noises intended to disturb others
- Not using learning resources appropriately
- Leaving the classroom without permission

This is not an exhaustive list and there may be other situations where the class teacher makes a judgement that a child's behaviour is unacceptable.
A discussion may be had around the school values to allow the child to make the best choice, thrive and feel confident about themselves. (Guidance from SEND, Individual Education or Individual THRIVE plans should be considered here).

Classroom Management

Objectives

- Create a safe, inclusive, and respectful classroom.
- Promote student responsibility, independence, and cooperation.
- Minimise disruptions and maximise learning.

Classroom Rules and Expectations

1. **Respect yourself, others, and the classroom.**
2. **Follow directions the first time.**
3. **Raise your hand to speak or leave your seat.**
4. **Keep hands, feet, and objects to yourself.**
5. **Try your best and never give up.**

Note: Display these rules prominently in the classroom with visuals.

Routines and Procedures

Teach, model, and practice these at the start of the year and revisit as needed.

Routine	Procedure
Morning Arrival	Walk into school, greet teacher, hang up bag and coat, start morning tasks quickly and quietly.
Transition Between Learning	Signal, instruction, tidy up, move to next activity quietly.
Asking for Help During quite learning	Raise hand and wait patiently.
Lining Up	Stand quietly in number line order, facing forward, hands to yourself.
End of Day	Pack up, clean desk area, dismissal by instruction.

Positive Reinforcement

- **Verbal Praise**: “Great job using your quiet voice, Sarah.”
- **Class Dojo**: Award points for following rules and showing effort.
- **Rewards**:
    - Outlined below (Appendix 1)

Consequences for Low-Level Disruption

Low-level disruptions include behaviours such as:

- Calling out without permission
- Fidgeting excessively or distracting others (without a recognised reason)
- Not following directions promptly
- Minor off-task behaviour

- Talking during instruction

Progressive Consequences Approach:

Important Notes:

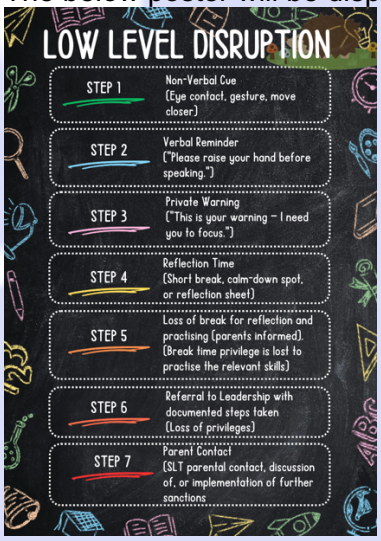
- Keep tone calm, neutral, and consistent — not punitive.
- Reinforce and acknowledge improvement quickly after redirection.
- Document repeated issues if patterns emerge.

Low-Level Disruption: Response Flowchart

Start
↓
Low-Level Disruption Occurs
↓
🔹 Step 1: Non-Verbal Cue
(Eye contact, gesture, move closer)
↓
Did behavior stop?
→ Yes → Continue teaching ✅
→ No ↓
🔹 Step 2: Verbal Reminder
("Please raise your hand before speaking.")
↓
Did behavior stop?
→ Yes → Praise redirection ✅
→ No ↓
🔹 Step 3: Private Warning
("This is your warning — I need you to focus.")
↓
Did behaviour stop?
→ Yes → Acknowledge positive change ✅
→ No ↓
🔹 Step 4: Reflection Time
(Short break, calm-down spot, or reflection sheet)
↓
behaviour improves?
→ Yes → Rejoin class, praise effort ✅
→ No ↓
🔹 Step 5: Loss of break for reflection and practising (parents informed) with the following message…
Unfortunately, you child has moved through the low level disruption flow chart and reached Stage 5, this has resulted in the receiving reflective break.
(Break time privilege is lost to practise the relevant skills)
↓
Pattern persists?
→ Yes ↓
🔹 Step 6: Referral to Leadership with documented steps taken
(Loss of privileges)
↓
Continued disruption?

→ Yes → Rejoin class
→ No ↓
🔷 Step 7: Parent Contact
(SLT parental contact, discussion of, or implementation of further sanctions
✅ End

The below poster will be displayed in all classrooms and referred to by staff and pupils.



Monitoring & Communication

- **Behavior tracking sheets** for individual students (if needed).
- **Weekly communication** via class newsletter, app (e.g., ClassDojo), or planner.
- **Student-Led Conferences** to review progress and set goals.

School Uniform
As part of positive behaviour, we also expect children to wear an appropriate uniform for learning. This is outlined on the Mickleton Wreal Sports website. https://wrealsports.co.uk/
In addition, children are only permitted to wear stud earrings with no other jewellery for safety reasons. Hair of length must also be tied back.

De-escalation strategies
Where negative actions are present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Natural Consequences

Despite all the measures taken to ensure positive behaviour, sometimes children make choices which are not in line with our expectations and staff will need to refer to this Consequence section of the Policy. 'Consequences' work in conjunction with our school values, THRIVE principles, behaviour guidelines and Headsight.

For children to experience consistency in expectations and consequences the school has an agreed set of the thresholds which outline which types of behaviours may be displayed and the appropriate level of consequence.

These thresholds are guidelines and when applying them staff should take account of children's individual needs and chronological and/or developmental age.

The school does not believe in a collective punishment. Whole cohorts support will only be included for the reasons below.

This may be used but not exclusively for.

- The class teacher has determined all members of the cohort have displayed unacceptable actions.
- To support in investigating an incident.
- To remind the whole cohort of the school values and ethos.

This is not an exhaustive list and any staff members who are in doubt of the Threshold level should seek guidance from a member of the Senior Leadership Team.

Physical intervention

In line with the school's Policy, **trained members of staff** have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.
The school will impose the same approach (for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only intervene once the pupil has returned to the school premises or when under the supervision of a member of staff.
Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data (CPOMS), including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed **termly** by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Bullying

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, we can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential. Bullying threatens the happiness and achievement of the whole school community. Everybody needs to work together to deal with it.

Bullying Definition

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. 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. Children, young people and adults can all bully, be bullied or switch roles. They may be bystanders while others are bullied.

Bullying Section: Protected Characteristics

Prejudice-based and discriminatory bullying may be related to:

- Race, ethnicity or nationality
- Religion or belief
- Disability
- Special educational needs
- Sex
- Gender reassignment
- Sexual orientation
- Family circumstances or caring responsibilities
- Any other actual or perceived difference

Cyber Bullying- Cyberbullying is bullying and harassment using technology. This includes trolling, mobbing, stalking, grooming or any form of abuse online.

'There is no "hierarchy" of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately'.

- We work with children in PSHE lessons and online safety lessons to ensure they know what is acceptable and what to do if they have concerns.
- We regularly speak to children to get their perspective about any concerns including use of safeguarding questionnaires.
- We have pupil leadership roles such as online safety ministers to reinforce messages
- We have developed a whole school approach to tackle bullying which triggers a quick response to any issues or potential issues.
- Where bullying outside of school is reported to staff, it will be investigated and acted on.

<u>Procedure for dealing with an incident of bullying</u>

What to look for:

Pupils who are bullied may show changes in behaviour, such as becoming shy or nervous, feigning illness, becoming aggressive, taking unusual absences or clinging to adults. There may be evidence of changes in work and concentration patterns. All members of the school community must be alert to the signs of bullying and act promptly and firmly against it.

What to do:

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Sometimes this can take a lot of investigation work as it is important to find out all the facts. Any concerns staff have or allegations of bullying that have been made are logged on CPOMs and followed up by senior leaders. Actions taken by senior leaders are recorded on CPOMs.

What will happen:

- A decision tree is to be followed to achieve a consistency of approach (Appendix 2)

- The victim will be interviewed using the Thrive approach by their Class Teacher, KS2 Lead or Senior leader on their own and asked to describe and an account of events which will be recorded.
- A two week watch recommendation may be implemented as part of the investigation
- Once senior leaders are clear that a bullying offence has been committed, the bully and any others involved will be interviewed individually and a record of events will be recorded.
- Support and advice will be given as appropriate to all pupils involved.
- Details of the incident will be recorded on all the pupils' files on CPOMS.
- Parents of all pupils involved will be contacted and letters send home. A meeting may be arranged if deemed appropriate by the senior leaders.
- A review will be undertaken after each incident logged as a bullying incident to determine whether or not a pattern can be identified and to evaluate the effectiveness of the approach adopted.
- Those involved in supporting the pupil will continue to monitor the situation and speak to the senior leaders if there are further concerns or if they feel that the victim or bully require further support.
- Staff list children who need to be carefully monitored in terms of needing extra care or for behaviour. The list is in the staff room. This information is only accessible to staff members.

Peer on Peer Abuse

We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm; staff must never tolerate or dismiss concerns relating to peer on peer abuse.

Where the abuse is physical, verbal, bullying or cyber-bullying, sanctions will be applied in line with our school policies. Where a child discloses safeguarding allegations of a sexual nature against another pupil in the same setting, the DSL will refer to the Gloucestershire Safeguarding Children procedures website and seek advice from the MASH or Community Social Worker before commencing its own investigation or contacting parents. This may mean, on occasions, that the school is unable to conduct its own investigation into such incidents.

Support for the victims of abuse will be in line with support outlined in the school policies. For victims of sexual abuse, the school should follow advice given by Children's Social Care and consider using external agencies, such as Early Help or Gloucestershire support.

Depending on the nature of abuse, the school may need to consider providing measures to protect other pupils in the school by means of a risk assessment (see the LA's Safeguarding Children in Education)

Phones and social media

Mickleton Primary School believes that all social media platforms are not appropriate for Primary aged children. Therefore, will only intervene if we believe section 14 of this policy has been met.

Children are permitted to bring phones onto school site. They are sorted safely buy the class teacher during the school day. Children are not permitted to access the phone during the

school day. The school hold no responsibility for any damage caused a device during the school day. All devices are brought to school at the owners own risk.
Any breaches to this will result the individual's phone not being permitted on the school premises.

Breaktime and lunchtime

See Breaktime Supervision and Behavioural Policy

Monitoring and review

This policy will be reviewed by the headteacher and mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.