Behaviour Policy
(including Anti Bullying Policy)
– Primary

Approved by:	Board of Trustees	**Date:** March 2025
Next review due by:	March 2026	

Contents

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-primary approach to maintaining high standards of behaviour that reflect the values of the schools in the 5 Dimensions Trust
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils in the trust primary schools
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Guiding Principles

These are our fixed, guiding principles by which we make all decisions, these are central to our behaviour policy and drive the way in which we form and implement procedures.

- Collaborating to ensure truly holistic education.
- Rising together to the rigour of academic challenge
- Sharing to create a positive, high performing environment for staff.
- Creating a supportive partnership with parents, carers and families
- Crafting a meaningful partnership with our wider community

IN THE 5 DIMENSIONS TRUST, WE:

- Cheer for the other schools, and they cheer for us.

- Know that the differences between us make us even stronger.

- Are excited by challenges and embrace calculated risk.

- Create clarity of intent in all that we do and through this we can allow our creativity to truly make a difference.

- Understand honest mistakes occur and learn from them together.

- Are positive in our communications and understand their power.

- Reward cooperative and positive relationships but understand that sometimes new levels can only be reached through dialectic.

- Are humble enough to give and receive support.

- Gain fulfilment by playing a positive role in our community.

- Grow purposeful networks to share and shape best practice.

- Aspire for every child to achieve excellent academic progress.

3. Approach to developing a culture of positive behaviours

In the 5 Dimensions Trust we have very high expectations of the behaviour and attitudes of everyone. We aim to positively promote genuine, meaningful relationships and good behaviour. We view parents as important partners in establishing, improving and maintaining high standards of behaviour and conduct. We view our schools as integral to the community and recognise that our responsibilities can extend beyond the school boundaries especially on the way to and from school, and online.

We recognise that positive attitudes, values, excellent standards of behaviour and a purposeful learning environment are important factors in promoting high attainment and in raising standards.

Our approach to managing and promoting positive behaviours is based on the 6 key recommendations set out by the Education Endowment Foundation in their report 'Improving Behaviour in Schools':

1. Know and understand pupils and their influences
2. Teach learning behaviours alongside managing misbehaviour
3. Use classroom management strategies to support good classroom behaviour
4. Use simple approaches as part of regular routine
5. Use targeted approaches to meet the needs of individuals in school
6. Consistency is key.

The underlying principles which form the basis of our policy are:

- We value and care for every individual in our schools and there is a culture of mutual respect.
- Good behaviour is a collective responsibility for everyone in our schools.
- Good behaviour is modelled and taught, recognised and praised.
- Good behaviour is reinforced, and high self-esteem is promoted.
- Boundaries are clear and consistent.
- There is a strong culture of positive values that pervade the whole of our schools.
- Everybody has the right to feel safe.
- Children are treated as individuals.
- All staff are nurturing, warm and approachable.
- Staff have high expectations of themselves and the children.

3.1 Positive Learning Culture and Environment

We understand that the organisation, quality of relationships and learning environment all play a vital role in promoting good behaviour in our schools.

We will:

- Create a school environment where children's successes are celebrated.
- Promote the building of positive and meaningful relationships between everyone.
- Teach and model good behaviour, values and attitudes.
- Conduct daily 'check-ins'/'check-outs'
- Provide opportunities for collaborative and co-operative work.
- Include discussions on moral values through assemblies, PSHE and the wider curriculum.

- Listen and respect the views of others – throughout all aspects of school life including curriculum time, circle time, PSHE, assemblies and during break times.
- Expect children to take responsibility for some roles or tasks around the school and actively encourage good citizenship in the school and local community.
- Encourage children to take responsibility for their own learning.

3.2 Possible strategies

Possible strategies to encourage good behaviour and deal with inappropriate behaviour may include:

- Helping partners or buddies – using other children as positive partners in helping children to behave more appropriately. This might be particularly useful for playground behaviour.
- Using positive role models.
- Reinforcing good behaviours and drawing attention to these rather than focussing on negative behaviours.
- Involving children in discussion – taking time to listen and communicate with them.
- Making time to deal with behaviour as soon as possible.
- Being proactive – perhaps moving children away from each other, giving 'time-out' at an early stage and trying to de-escalate a situation.
- Giving a child a choice may sometimes help to avoid a confrontation.
- Spending a short period away from the rest of the class can sometimes give 'breathing space' and help diffuse a situation.
- Employing a range of restorative practices – talking, discussing with children the positive strategies and approaches to restore relationships and to learn from mistakes made.
- Acknowledging and celebrating children's positive behaviour and moving their names in the stepped approach.
- The use of celebration comments sent home to parents

3.3 Positive Behaviour Curriculum

Positive behaviours are explicitly taught and embedded across the curriculum and, specifically, through our PSHE curriculum, where we aim to teach children strategies to support wellbeing and happiness, whilst teaching the expected behaviours, respect and empathy in order to learn and function in society and our community.

This aspect of the curriculum includes:
• understanding children's own identities and how they fit within the class, school and global community each year and for every class.
• anti-bullying (cyber and homophobic bullying included) and understanding of this;
• how to contribute positively to society;
• drug and alcohol education, self-esteem/confidence, wellbeing and aspects of healthy lifestyle choices;
• understanding friendship, family and other relationships, conflict resolution and communication skills;
• coping positively with change;
• understand our feelings and reactions then use strategies to regulate emotions;
• to respect other people, their rights, property, beliefs and feelings and to respect difference;

• to be assertive, express their views and feelings and be constructive - but always be respectful and to resolve disagreements peacefully;
• to understand what 'being inclusive' means and looks like.

3.4 Restorative Practice

Restorative Practice is a way to be, not a process to follow or a thing to do. It is a term used to describe principles, behaviours and approaches across 5 Dimensions schools which build and maintain healthy relationships and a sense of community alongside resolving difficulties and repair relationships where there has been conflict. **Its practical goal is to strengthen relationships through open and honest dialogue.**

Sanctions alone do not change behaviours. Whilst 5 Dimensions schools do at times use formal sanctions, it is the conversations and personal growth through restorative approaches that leads to the greatest progress.

5 Dimensions schools allow time to listen to the voice of individuals, staff and families. It wants to hear people to help clarify the key issues and needs and empower students to find their own solutions to what is concerning them.

Basic principles of restorative conversations include:

1. What happened?
2. What were you thinking at the time?
3. Who has been affected?
4. What should we do to put things right?
5. How can we do things differently in the future?

What is being restored depends on the context and on the needs of those involved. What is being restored is often something between the people involved such as:
• effective communication;
• relationships/friendships;
• empathy and understanding for the other's perspective;
• respect;
• understanding the impact of one's own behaviour on others;
• reparation for material loss or damage.

However, something may also be restored within an individual – for example, a sense of security, self-confidence, self-respect or dignity. Overall, the process often results in the restoration of someone's sense of belonging to a community.

3.5 Stepped approach

All 5D primary schools use a 'stepped approach' (a cloud behaviour management system) to ensure consistency in promoting positive behaviours and discouraging negative behaviours. The restorative follow-up conversation to each behaviour incident is of optimum importance.

The stepped approach is cumulative within a school day and recognises that children can restore their place on the 'cloud' system if they recalibrate and make positive choices. All children have a fresh start to each day. Positive behaviour choices are recognised and praised.

There are some behaviours which by-pass the stepped approach because they are significantly more serious. This behaviour will be managed with no warnings issued, and senior leaders will be informed straight away.

This behaviour includes:
- bullying/racism/sexism/homophobia or discriminatory language or action against other protected characteristics
- swearing or obscene language
- physical violence or intention to physically harm
- vandalism
- stealing
- throwing objects with the intention of hurting others or damaging property
- serious challenge to authority of any member of staff/arguing with a member of staff/verbal abuse to staff
- refusing to follow instructions as part of the stepped approach - for example, refusing to have time-out or go with a member of staff to take part in a restorative conversation.

If an incident of serious negative behaviour occurs – a member of the SLT will be called upon to attend the scene and provide support to staff in attendance.

See Appendix 2 and 3 for specific behaviour procedures at Emerson Valley School and Merebrook Infant School
See Appendix 4 for specific behaviour procedures at Priory Rise School

4. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

> Behaviour in schools: advice for headteachers and school staff 2024

> Searching, screening and confiscation: advice for schools 2022

> The Equality Act 2010

> Keeping Children Safe in Education

> Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

> Use of reasonable force in schools

> Supporting pupils with medical conditions at school

> Special Educational Needs and Disability (SEND) Code of Practice

> Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

> Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires

the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

> [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

5. Definitions

Misbehaviour is defined as:

> Disruption in lessons, in corridors between lessons, and at break and lunchtimes

> Non-completion of classwork or homework

> Poor attitude

> Deliberate incorrect uniform

> **Serious misbehaviour** is defined as:

> Repeated breaches of the school rules

> Any form of bullying

> Verbal or physical abuse.

> Behaviour which constitutes a serious health and safety risk to children and/or adults in the school.

> Serious actual or threatened violence against another pupil or a member of staff.

> Wilful and deliberate damage to school premises or property.

> Persistent and/or defiant and disruptive behaviour including persistent failure to follow instructions from staff.

> Theft

> Fighting

> Smoking

> Racist, sexist, homophobic or discriminatory behaviour

> Possession of any offensive, banned, dangerous or illegal items or substances. These are:

- Knives or weapons

- Alcohol

- Illegal drugs

- Stolen items

- Tobacco and cigarette papers

- E-cigarettes or vapes

- Fireworks

- Pornographic images

- 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)
    - Mobile phones and smart watches (however, it is recognised that these items may be brought into school and submitted to adults to lock away safely at the start of the school day and collected at the end of the school day)
- **Sexual violence**, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- **Sexual harassment**, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour such as interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content

Bullying is idefined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

See Appendix 1 for specific Anti-Bullying policy

6. Roles and responsibilities

6.1 The headteacher

The headteacher is responsible for:

- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

> Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

> Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

6.2 Staff

Staff are responsible for:

> Creating a calm and safe environment for pupils

> Establishing and maintaining clear boundaries of acceptable pupil behaviour

> Implementing the behaviour policy consistently

> Communicating the school's expectations, routines, values and standards through explicitly teaching behaviour and in every interaction with pupils

> Modelling expected behaviour and positive relationships

> Providing a personalised approach to the specific behavioural needs of particular pupils

> Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations

> Recording behaviour incidents promptly in accordance with school procedures

> Challenging pupils to meet the school's expectations

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

6.3 Parents and carers

Parents and carers, where possible, should:

> Familiarise themselves with the behaviour policy and reinforce it at home where appropriate

> Support their child in adhering to the behaviour policy

> Inform the school of any changes in circumstances that may affect their child's behaviour

> Discuss any behavioural concerns with the class teacher promptly

> Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)

> Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school

> Participate in the life of the school and its culture

The school will strive to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle any behavioural issues.

6.4 Pupils

Pupils in all schools will be made aware of the following during their induction into the behaviour culture:

> The expected standard of behaviour they should be displaying at school

> That they have a duty to follow the behaviour policy

> The school's key rules and routines

> The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards

> The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are new arrivals.

7. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to the individual school child protection and safeguarding policy for more information.

8. Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

> Causing disorder

> Hurting themselves or others

> Damaging property

> Committing an offence

Incidents of reasonable force 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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

9. Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

> Taking part in any school-organised or school-related activity (e.g. school trips)

> Travelling to or from school

> Wearing school uniform

> In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

> Could have repercussions for the orderly running of the school

> Poses a threat to another pupil

> Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

10. Educational visits

Schools at 5 Dimensions schools reserve the right to ask parents or carers to accompany their child on an educational visit if the school considers the child's behaviour at school to be inappropriate and/or unpredictable enough that their own or others' safety may be at risk if they attend the visit unaccompanied. In discussion with senior leaders, visit leaders may also request that a child does not accompany their class on an education visit, and instead remains in school under the supervision of another year group, if their presence on the visit endangers other children or staff.

During educational visits, school staff have the right to continue to enforce the school's behaviour policy with the same sanctions regarding reflection time. If children choose behaviour on a visit that endangers the safety of themselves or others, the staff on the visit may decide to bring the child back to school or contact their parents to collect them.

11. Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

> It poses a threat or causes harm to another pupil

> It could have repercussions for the orderly running of the school

> It adversely affects the reputation of the school

> The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member. See appendix 5 – Cyber Bullying

12. Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher of appropriate member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

13. Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

> Proportionate
> Considered
> Supportive
> Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

> Responding to a report
> Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to the individual school's child protection and safeguarding policy for more information.

14. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to the individual school's child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

15. Serious breaches of the behaviour code

In cases where there is a serious breach of the behaviour code schools will immediately contact the parents and conduct a thorough investigation. In some circumstances the school may ask the parents to collect the child immediately: for example, if the continued presence of the child on the premises constituted a risk to the safety, well-being or education of others. Our schools have a firm commitment to helping children, in partnership with parents, to improve behaviour. Any form of exclusion or suspension is a serious step and is not undertaken lightly. However, the schools must consider the health, safety, well-being and education for the whole school community when dealing with serious breaches of conduct. Where there has been a serious breach of the behaviour code the school will consider exclusion or suspension.

There are four types of responses to serious breaches of the behaviour codes which the school may use:

- **Internal suspension** – this is where a child is not permitted to work in their usual class. They may work alongside an adult on a one-to-one basis or work in another class away from their peers.
- **Lunch time/breaktime suspension** – this may be used where the behaviour is confined to incidents within the break/lunch time period.
- **Fixed term suspension.** A child may be suspended for a period of time. During this period the school sets work for the child to complete, and arrangements will be made to mark any work returned. The parents have a duty to ensure the supervision of their child during a fixed term exclusion and the child is not permitted to come onto the school premises for the period of the exclusion.
- **Permanent exclusion.** This is a very serious step and is very much a last resort. Statutory regulations apply to permanent exclusions and the governors must meet within a specified time to decide whether or not to uphold the exclusion. Reference must be made to the relevant government guidance.

16. Suspension and Permanent Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher (or the Deputy Head/Assistant Head when acting as Headteacher) and only as a last resort.

We do not wish to exclude any pupil from school, but sometimes this may be necessary. The school will always follow the guidance below.

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England August 2024

Only the Headteacher (or the Deputy Head/Assistant Head) when acting as Headteacher) has the power to suspend a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion if the circumstances warrant this.

If the Headteacher suspends/excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
The Headteacher informs the LA and the governing body about any permanent exclusions and about any fixed-term suspensions beyond five days in any one term. The governing body itself cannot either suspend a pupil or extend the suspension period made by the Headteacher.
The governing body will form a discipline committee, which is to be made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling

17. Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

> Restore order if the pupil is being unreasonably disruptive

> Maintain the safety of all pupils

> Allow the disruptive pupil to continue their learning in a managed environment

> Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

> Meetings with learning mentors

> Teaching assistant support

> Short-term behaviour report cards

> Long-term behaviour plans

> Multi-agency assessment

Staff will record all incidents of removal from the classroom on our recording system – CPOMS -

along with details of the incident that led to the removal, and any protected characteristics of the pupil.

18. Responding to misbehaviour from pupils with SEND

18.1.   Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

> Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)

> Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

> If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Schools adopt a range of strategies to anticipate or remove triggers of misbehaviour. These may include examples such as:

- Short, planned movement or brain breaks, for pupils with SEND who find it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher or other adult
- Adjusting uniform requirements for a pupil with sensory issues or who has eczema
- Staff training in understanding a wide range of SEND conditions
- Use of separation spaces (sensory zones/nurture rooms) where pupils can regulate their emotions during times of sensory overload.

This is not an exhaustive list, as we recognise that pupils may require a range of adaptations to support their individual needs and that strategies adopted may change over time.

18.2. Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

> The pupil was unable to understand the rule or instruction

> The pupil was unable to act differently at the time as a result of their SEND

> The pupil was likely to behave aggressively due to their particular SEND

> The pupil was out of their 'normal' routine/circumstances

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

18.3. Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may 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 in a pupil, schools will liaise with external agencies and plan support programmes for that child. Schools will work with parents/carers to create the plan and review it on a regular basis.

18.4. Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If a school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan at EHCP@milton-keynes.gov.uk

18.5. Positive Handling

The aim of positive handling is to bring temporary assisted control to a pupil who has lost self control and is engaged in behaviour that is dangerous or damaging to self, others or the environment. A selected number of staff have been appropriately trained in this using the TeamTeach method. Across our schools, positive handling will only be carried out by trained staff and this will be done in a sympathetic way that provides a caring and safe situation for the pupil.

The methodologies which are taught are highly effective and underpinned and set in the context of maintaining and sustaining positive relationships with children. In particular, the focus on personalised de-escalation strategies means that physical restraint will only be carried out as a last resort in a manner that preserves the dignity of the pupil; where possible, it must not take place in public.

All positive handling that takes place in school must be recorded and reported by staff involved in the process. This process is overseen by the SENCO. Parents will also be informed that these measures have had to take place to ensure the safety of their child.

Children that demonstrate behaviour that may need positive handling will have a Positive Behaviour Plan in place. This will be organised by the SENCO and put together with the parents of the child. School staff working with the child will also be involved in putting together the plan so that appropriate strategies are suggested. The plan will be reviewed as often as needed, but at least once per half term.

On the rare occasion where a child is endangering themselves or others in school and a positive handling plan is not in place, trained Team-Teach staff may need to restrain this child without a plan being in place. Following this incident, the parents will be invited in so that a Positive Handling Plan can be drawn up with the school so that strategies are in place for any future incidents.

Reasonable force may be used by any member of school staff in exceptional circumstances, where staff trained to use Team-Teach are not available, in line with Section 93 of the Education & Inspections Act 2006 which allows 'teachers and other persons who are authorised by the Headteacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

● causing injury to his/herself or others

● committing an offence

● damaging property

● prejudicing the maintenance of good order & discipline'

This policy has been written in line with DFE 'Use of reasonable force' advice for Headteachers, staff and governing bodies July 2013.

19. Pupil transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for 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.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

20. Confiscation

Any prohibited items (listed in Section 5) found in pupils' possession will be confiscated**.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to positive behaviours. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

21. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

> The needs of the pupils at the school

> How SEND and mental health needs can impact behaviour

> Behaviour management will also form part of continuing professional development

> The proper use of restraint

22. Monitoring

Behaviour patterns are monitored and regularly assessed to identify and address any particular trends by senior leaders in schools.

This behaviour policy is reviewed by the Director of Primary, headteachers and the board of trustees at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Board of Trustees.

23. Links with other policies

This behaviour policy is linked to the following policies:

> Exclusions policy

> Child protection and safeguarding policy

> Physical restraint policy

> Mobile phone policy

Appendix 1 ANTI-BULLYING POLICY

Principles

Everybody has the right to feel safe in 5 Dimensions Trust schools including when travelling to and from school. Everybody has the right to an education without being fearful that their work will be mocked, that they cannot speak freely or protect their own space, provided that in so doing they do not harm others.

Everybody has the right to expect the 5DT community to protect them from those who would hurt, threaten or torment them. If one has the right to be safe one also has the responsibility to help towards the safety of others. 5DT schools recognise that the stresses placed on those that are bullied can have a detrimental effect on making progress. This has far-reaching effects on their emotional health, wellbeing, attendance, educational successes and subsequent life chances.

We aim to work with children, staff and parents/carers to create an inclusive learning community where bullying is not tolerated, where we value relationships and work restoratively with young people. At all times we endeavour to be telling schools; bullying continues when it is not reported or when it is not acted upon. 5DT schools will as far as practicable possible work proactively and restoratively to deal with the effects of bullying.

This policy has been written to reflect the Department for Education latest guidance on preventing and tackling bullying 2017 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventi n g_and_tackling_bullying_advice.pdf

Definition and Response to Bullying

What is bullying?
Bullying is a conscious and willful act of aggression and/or manipulation by one person or people.

Bullying is when a group of people or an individual pick on someone with a deliberate, conscious desire to hurt, threaten or torment someone else. It is usually recurring.   This can be in the form of verbal abuse, physical intimidation or interference with property, or any combination.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:
• Deliberately hurtful
• Repeated, often over a period of time
• Difficult to defend against

NSPCC define bullying as

Bullying is when individuals or groups seek to harm, intimidate or coerce someone who is perceived to be vulnerable. It can involve people of any age, and can happen anywhere – at home, school or using online platforms and technologies (cyberbullying). This means it can happen at any time. Bullying encompasses a range of behaviours which may be combined and may include the behaviours and actions we have set out below.

** We are clear to recognise and establish the differences between occasional minor disagreements that occur between children and those of bullying.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting, constantly criticising or spreading rumors
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Why are people bullied?

o   People are bullied for a variety of reasons – and for no reason.
o   Bullying can happen anywhere and usually when there is a difference or perceived difference between the person being bullied and the bully
o   Bullying can take place by individuals or groups; face to face, indirectly or using a range of cyber-bullying methods.

o   Prejudice-based bullying – where people are treated with discrimination.

How do 5 Dimensions schools respond to bullying and the promotion of Anti-Bullying behaviour?

To prevent bullying from occurring, we actively promote a bullying free culture in our schools. We do this in the following ways:
- Staff teach positive behaviour
- Staff model positive behaviour.
- Staff consider children's concerns and take them seriously.
- Positive behaviour is noticed, acknowledged, and praised.
- Circle times or class discussions are used to reflect on and promote positive relationships.
- Anti-Bullying Week is recognised and promoted in November each year through assemblies and PSHE
- Children use 'caring hands'/wellbeing bubbles to identify adult support.
- Weekly time is dedicated to regular circle time and PSHE lessons.
- Assemblies are used to promote positive relationships.
- Special programs are used to help and support individuals and groups.
- Schools have an On-line Safety Policy

The following strategies are in place across our schools to reinforce the Anti-Bullying ethos.

- Avoid the use of teaching materials or equipment which gives a bad or negative view of any group because of their ethnic origin, sexual orientation or gender.
- Encourage children to discuss how they get on with other people and to form positive attitudes towards other people. This includes a review of what friendship really is.
- Encourage children to treat everyone with respect, a key feature in our schools ethos.
- At whole school level – through assemblies, PSHE lessons and class discussions when pupils are informed of the school's approach to, and the actions that will be taken to prevent bullying taking place.
- Anti-Bullying Week in November is used as an opportunity to raise the profile of this issue.
- In class discussions – especially through PSHE lessons - the focus is on developing strong Anti-Bullying messages - "**be an upstander-not a bystander**" as a key theme.
- 5DT schools recognise that there are times when children may be more vulnerable to bullying – lunch and break times and the beginning and end of the school day and deploy duty staff carefully to have a high presence at this time.
- Arrangements are made to ensure that at such times there is adequate supervision available to reduce the risk of bullying incidents.
- Learning mentors are available for those children requiring extra support
- Stereotypical views and 'banter' are challenged by all staff and pupils are encouraged to appreciate and view positively the differences in others whether arising from race, culture, gender, sexuality (including LGBTI), ability or disability.
- Staff training in recognising bullying and how to act, including reporting systems.
- Recognising and celebrating the diverse nature of our community and ensuring that this is represented in all facets of life in schools
- Regular monitoring and analysis of patterns of behaviour through CPOMs regarding the reporting of bullying.

Possible signs of bullying

Children who are being bullied may show changes in behaviour, such as becoming shy and nervous, or feigning illness. They may also show a reluctance to go out at break and lunchtime or into an unsupervised area. These pupils may also be reluctant to walk home when others do. They may show changes in their work patterns, may lack concentration or may even truant from school.
In all 5DT schools we do not tolerate any form of bullying at and take firm action to deal with any incidents of any form of bullying.

Our principles in dealing with bullying are as follows:

• We all have the right to feel safe at all times.

• There is nothing so big or so small that we cannot talk to somebody about it.

• We are all responsible for our actions and must accept the consequences of those actions.

Signs of Bullying

We impress on our children that if they feel unhappy or threatened, they need to speak to someone as soon as possible. We also ask parents to contact the school immediately if they suspect or know that bullying is occurring. Sometimes children do not report bullying, however, their behaviour may indicate that they are unhappy at school and may be being bullied. Signs to look out for:

• A child is unwilling to come to school or even make the journey to school.

• A child's behaviour changes – they become withdrawn, aggressive, or even appear depressed.

• A child is reluctant to join in activities which they have previously enjoyed.

• A child seems to have things go missing such as items of school equipment

The Anti-Bullying Alliance notes the following key signs:

- a reluctance to go to school;
- unexplained tummy upsets or headaches;
- showing signs of distress on a Sunday night or at the end of school holidays;
- becoming either quiet or withdrawn, or playing up;
- torn clothes and missing belongings;
- seeming upset after using their phone, tablets, computers etc;
- wanting to leave for school much earlier than necessary or returning home late.

Taking Positive Action

When alerted of bullying we take immediate positive action and appropriate measures to ensure that this stops. This will always involve discussion with parents at the earliest opportunity and all incidents are fully investigated. A range of strategies are used to support any victims of bullying and children are supported throughout by their class teacher, senior staff, and where appropriate other members of staff in the school. Where appropriate, outside agencies may be involved to provide further advice and/or support.

We also support children who have been responsible for bullying others and help them to appreciate the impact their behaviour has had on others.

Our approach to dealing with bullying behaviour is as follows:

- We separate the child from the behaviour – it is the behaviour that has been a problem not the child.
- We focus on the child taking responsibility for their actions and that there is always a choice about how to behave and what actions to take
- We talk to the child about how they felt when they were bullying and what led to this behaviour.
- We help the child to cope with situations in different ways, helping them to find different ways of dealing with difficult emotions or situations.

In our 5D schools we help children to develop preventative strategies to avoid bullying situations and this is underpinned by our Behaviour Policy. In all cases of bullying, details of the incident and the action taken in response are recorded in detail on CPOMS.

Bullying is a serious breach of the behaviour code the school and is responded to in line with the Behaviour Policy.

Bullying can have an impact on a child's mental health so if your child is showing signs of serious distress - such as depression, anxiety and self-harm always see a GP.

Parents are encouraged to inform the school immediately if they are concerned that their child is being bullied. Concerns are taken seriously, and appropriate action will follow.
The following agencies are available for support and advice:

Childline: www.childline.org.uk/explore/bullying/pages/bullying.aspx or call 0800 1111 (open

24hrs a day)

Kidscape: Offers advice and guidance, visit https://www.kidscape.org.uk/advice/

National bullying helpline Information and advice about all forms of bullying

(nationalbullyinghelpline.co.uk)

Helpline 03003230169   Telephone 08452255787

Promoting Positive Behaviour

We recognise and promote good behaviour as we believe that this will develop an ethos of kindness, respect and cooperation.

We praise and reward children for demonstrating positive behaviours in school in a variety of different ways:

Celebration Assembly

At Emerson Valley School, once a week, the whole school meet to celebrate positive behaviour across all year groups. During this assembly a child/children from each class receive a Gold Award, chosen by the class teacher. Class teachers share the reasons for the award with the school and children collect a certificate. Each week, the PE and Music team also choose a child from each year group to receive a certificate. The names of these children are also shared with parents in our weekly newsletter 'Inform' on that Friday.

At Merebrook Infant School, once a week, the whole school meet to celebrate positive behaviour and achievements across all year groups. During this assembly, children are rewarded for being on the star 3 times during the week and being in the school Golden Book. These assemblies are also a time to celebrate any achievements outside of school. These may include music examinations or sports awards. Children are encouraged to share these achievements with the rest of the school during this assembly.

House Points

When children join Merebrook Infant School, or Emerson Valley School, they will be allocated a 'House' (Neptune, Mars, Saturn or Jupiter). Each house will have children from every class across the schools. Children are awarded house points for demonstrating good behaviour or for any form of academic achievement. This may include demonstrating our core values of Community, Pride and Aspire

Children that remain on the 'sun' in the 'cloud management system' will be awarded 1 house point at the end of each day.

Children who consistently and independently follow our three core values of Community, Pride and Aspire will be moved to the 'Rainbow' and will receive 2 house points.

Children who demonstrate exceptional behaviour or complete outstanding work will be moved on to the 'star' and awarded 3 house points. Examples of such behaviour can be found in Appendix 3.

House points will be logged throughout the week on the Rewards Log. During Celebration Assembly, the winning house for that week will be announced. The winning house each half term will receive a reward which will be launched at the beginning of each half-term.

Children can earn house points to achieve individual rewards. When children earn a certain amount of house points, they will receive a certificate which can be exchanged for Merevalley Money and used to buy items from our school shop. Children can choose to save up their House Points to buy a larger reward.

In addition to the above, children may also receive the following rewards for demonstrating good learning behaviour:

● Verbal praise;

● Being sent to another member of staff to reinforce praise given;
● A conversation with the parent or carer at the end of the day;
● Stickers
● Positive phone call home
● Pencils for moving onto the star 3 times per week
● Class rewards

Roles & Responsibilities
Another way in which we promote positive community values is by giving our children the
opportunity to apply for roles and responsibilities within the Emerson Valley an Merebrook Infant
School Communities. A selection of some of the opportunities available to our children include:
• School Councillors
• Junior Road Safety Officers
• Prefects
• Mental Health Champions
• Librarians
• House Captains
• Young Leaders
• Antibullying Ambassadors

Sanctions
Sometimes it is necessary to discourage pupils from making poor choices about their behaviour. We
do this through a system of logical consequences or sanctions. It is very important that these are
used fairly and consistently and with regard to the underlying principles outlined. These sanctions
must be applied alongside a restorative conversation about the child's behaviour choice.

The Cloud Behaviour Management System
At the heart of managing behaviour effectively is a strong partnership between parents and the
school staff, as recognised in our 'Home / School Agreement'.
For the vast majority of our children a gentle reminder is all that is needed. However, there are
some occasions when it is necessary for a child to have reflection time. Staff will praise the
behaviour they wish to see and will not pander to attention seeking behaviour. Our school
behaviour management system is based on a cloud system as detailed in Appendix 3 - The Cloud
System.
At each stage there is a reward or sanction as a result of a child's behaviour. These symbols are
visually displayed in all classrooms and learning areas. All children have a name label that is then
moved up or down depending on their behaviour. Merebrook Infant School and Emerson Valley
School staff aim to support children that get moved down to the clouds on their journey back to the
Sun during the day. This is following a restorative conversation.
Use of praise and recognition of appropriate behaviour encourages children to improve their
behaviour so that this can happen. Our values of Community, Pride and Aspire are used in the
restorative conversations that we have with the children regarding their behaviour.
Children will be held accountable for their behaviour and staff will endeavour to teach
responsibility as a life value.
Staff will use the stages below for dealing with poor conduct. At times it is appropriate to
implement reasonable adjustments to this system, for example when a child has significant

emotional needs or special educational needs. In these cases, the individual needs of the child may explain their behaviour, but it does not excuse it. Such adjustments will be discussed with the Senior Leadership Team and the child's parents or guardian but will not distract from the ultimate purpose of this policy.

Individual Behaviour Plans may be used for children with special educational needs.

Staying on the sun (Stage 1)

We expect everyone to be on Stage 1 and while on Stage 1 a child can access all the wonderful rewards for following our school rules and displaying our school values. This stage is exemplified by children being ready to learn, respectful and safe in their behaviour. We recognise that everyone might need a reminder from time to time – a positive encouragement to follow our school rules. From time to time on this stage, children may need a gentle reminder. If needed, this script will be used, by all staff, at Stage 1:

Script: I am giving you a rule reminder. When you (describe behaviour here) you are not showing us that you are following our school values of Community, Pride & Aspire. (refer to the value they are now showing here). Thank you.

White Cloud Behaviour (Stage 2)

Children will move down to the white cloud for low level disruption or distracting others' learning. This may include (but is not limited to) calling out, running when they are supposed to be walking, choosing not to listen, interrupting other's learning, distracting themselves or others during learning time, refusing to follow instructions or complete work. The consequence of this is that 5 minutes of reflection time will need to be completed. This can be completed during social times or at a time that is more suitable. Where possible, reflection time will be on the same day that the behaviour has occurred. If this is not possible, reflection time will be completed the following day.

Grey Cloud Behaviour (Stage 3)

Children move down to the grey cloud if their behaviour does not improve and further white cloud behaviour is seen. The consequence of this is that a 10-minute reflection time will be carried out at a suitable time.

Thunder Cloud Behaviour (Stage 4)

Merebook Infant School and Emerson Valley Schools have a zero-tolerance policy on physical or verbal-abusive behaviour and children failing to adhere to this will be immediately moved down to the thunder cloud and will consequently complete a 15-minute reflection time at a suitable time. Children will be expected to complete an age-appropriate written reflection.

A phone call home will be made by a member of staff to the parents of children moved down to the thunder cloud to explain what has happened and the consequence of this behaviour. An electronic log of this behaviour will be made by the member of staff dealing with the incident, unless otherwise agreed that another member of staff will do this. Following a discussion between the staff member and SLT, a decision will be made as to whether a member of the SLT needs to have a conversation with the child.

Persistent misbehaviour

Teachers may notice that some children will repeatedly be completing reflection time due to white and grey cloud behaviour. Over the course of each half term, it is the class teacher's responsibility

to monitor this on the Rewards Log and share these concerns with their team/phase leader during team meetings and at Emerson Valley, the Learning Mentors.

The class teacher is responsible for speaking to parents about this concern and supporting the child in improving their behaviour.

Exclusions (Stage 5)

If a child displays thunder cloud behaviour three times during one half term, a meeting will be called by the year group Team Leader/Phase leader or a member of Senior Leadership. Parents will be invited into school to discuss their child's behaviour and a Report Card will be put in place (agreed by the staff member, child and parent) for one week to allow the child opportunities to turn their behaviour around. If the behaviour has occurred during lesson times, an internal exclusion may be given. This will take the form of the child spending 1 hour during the next school day working in a class in a different year group to their own.

If behaviour has occurred during lunchtimes the Headteacher may choose to issue the child with an internal lunchtime exclusion for up to 5 days. During this time the child will not be allowed to take part in lunchtime social time with their peers and instead will spend their time with a member of the Senior Leadership Team.

At this stage a conversation will be had with parents, a report card will be put in place and a meeting may be organised to support the child and family and help to avoid a formal lunchtime exclusion. However, if behaviour does not improve using the report card, the Headteacher may choose to issue an external lunchtime exclusion of up to 5 days. This will be discussed with parents and will take effect from the next school day. Parents will be asked to collect their child at the start of lunchtime and return them back to school for the start of afternoon lessons.

Following this period of lunchtime exclusions, a reintegration meeting will be held with a parent or carer before the child is allowed to spend lunchtimes in school again.

We have a Zero Tolerance policy for Bullying, violence or threatening behaviour to pupils or staff and any such incidents will immediately trigger a meeting with parents and an internal exclusion. Children may also be internally excluded for purposefully using inappropriate sexual behaviour, racist, homophobic or sectarian language. The child will be put on a report card to support them in making the right choices. The Headteacher reserves the right to exclude children for fixed periods of time or permanently.

Fixed Period Exclusions or Permanent Exclusions are the ultimate sanction of the school. The decision to invoke these most serious of disciplinary measures will not be taken lightly and, in most cases, will not be used unless a range of support and other sanctions have been exhausted.

Sporting events, school events and residentials

The schools reserve the right to exclude a child from taking part in sporting events, school events organised by the Merebrook Infant and Emerson Valley Schools and Friends of EVS (e.g. Sleepovers, Prom & Discos) and residentials if the schools believe the child has been choosing and demonstrating behaviours that do not follow our school vision and values.

If an event is taking place during a half-term and the child has received an internal exclusion or

fixed term exclusion as a result of their behaviour, they will not be allowed to attend any such event during that half-term. It is at the discretion of the Headteacher and SLT to decide upon whether or not they feel a child is able to attend an event outside of school particularly if the behaviours shown by the child, whilst in school, are inappropriate and/or unpredictable enough that their own or others' safety may be at risk if they attend the event. Children who are choosing negative behaviours are choosing not to be part of the wider school community.

Pupils absconding from school
If a pupil leaves the school premises via any exit door, window or gate, then the member of staff responsible for that child would alert a member of the pastoral or SLT team or the SENCO. The alert would be made using a 'walkie-talkie'. If the member of staff did not have a 'walkie-talkie' then they would stop the lesson urgently and alert a member of staff to ensure the safety of the child. This includes if the child is safe and can be seen by the responsible adult but has still left the school premises.
The child's parent would be notified and/or the police depending on the child's state of wellbeing and willingness to come back into the school premises. A restorative conversation would take place and the dangers of leaving the school premises would be discussed with the child and an action plan put in place to try and stop this from happening again. A sanction will be put in place at the discretion of the Headteacher. This could result in the child going on the thunder cloud or in more severe cases, receiving an internal exclusion. This would be logged on our online monitoring system: CPOMs.

Social Times
We recognise the importance of consistency across all areas of school life. All morning break times are supervised by Teachers or Teaching Assistants working within each year group. Lunchtimes are supervised by Midday supervisors/Teaching assistants. At Emerson Valley, the Learning Mentors are also on hand to support with behaviour.

Any inappropriate behaviour will result in children moving down clouds and having reflection time. This time can be completed during the social time. Equally, positive behaviour during social times is rewarded either with house points or by a child moving up the cloud system. This will be communicated to the child's class teacher so the Rewards Log can be updated.

Sometimes children find playtimes and breaks difficult to manage. There are a lot of issues that can impact upon the success of playtime and the positive experiences children can gain from. We are sensitive to the needs of all children and aim to provide children with opportunities for positive play and develop their social interaction skills. Senior Leaders may need to consider alternative lunchtime provision, for example by offering structured lunchtime clubs, for children that repeatedly do not seem able to manage 'free play' at these times. If we feel this is a necessary step for a child, it will be communicated to the parents/carers.

Partnership with Parents
At Merebrook Infant and Emerson Valley Schools we aim to work closely with parents in order to support children's social and emotional development and their behaviour both in school and at home. We recognise that positive relationships with Parents are an integral part of supporting a child's development and expect Parents to support and work in conjunction with the school in

order to improve their child's behaviour.

At Merebrook School, class teachers and teaching assistants are available to support parents with their children's behaviour at home and work alongside to support and encourage positive behaviour in school.

At Emerson Valley School, our learning mentors are available to support parents with children's behaviour at home and work alongside class teachers and parents in order to support and encourage positive behaviour in school.

A Fresh Start

At the start of each day, children's names begin on the sun, however any reflection time that was not able to be taken during the previous day will be missed during that day. At the end of each half term, any 'thunder cloud' behaviour is archived; the number of times the child has been on the thunder cloud is not rolled over to the next half term.

Pupils will be supported where necessary through conversations and restorative practice with their teacher, learning mentor or another member of school staff, in order to change their behaviour decisions.

Appendix 3 THE CLOUD SYSTEM for Merebrook Infant and Emerson Valley Schools

Star	Children are moved up to the star for exceptional behaviour or outstanding work. This is when children go 'Over and above' what is expected of them. Children are awarded 3 house points for moving to the stars.
Rainbow	Children can be moved up to the Rainbow for displaying our school values of Community, Pride & Aspire e.g. helping out a friend or looking after our school community, taking pride in their presentation, aspiring to do their best in a piece of work.
Sun	STARTING POINT: At the beginning of every day children start on the sun. If they remain on the sun all day they are awarded 1 house point at the end of the day. Children remain on the sun for following our school rules and expectations.
White cloud	Children move down to the white cloud for low level disruption or distracting others' learning. This may include (but is not limited to): calling out, talking at inappropriate times, running when they are supposed to be walking, choosing not to listen, interrupting other's learning, distracting themselves or others during learning time, refusing to follow instructions or complete work and making unkind remarks. **5 Minutes Reflection Time.**
Grey cloud	Children move down to the grey cloud if their behaviour does not improve and further white cloud behaviour is seen. **10 minutes Reflection time.**
Thunder	Children move down to the thunder cloud if their behaviour still does not improve and further white cloud behaviour is seen. Children are also immediately moved down to the thunder cloud from any other stage for any of the following behaviours: swearing, hitting, punching or being verbally abusive to other children or adults as well as damage to school property, spoiling another pupil's work, persistently goading another child, using inappropriate language, taking property that does not belong to them, showing threatening behaviour and throwing equipment at another child or adult. **15 minutes Reflection time. Children at EVS have to fill out a Reflection Form which is kept by the class teacher and referred to if the child was toe ever display such behaviour again.**

Priory Rise Golden Rules:
- We show respect and care for each other and our school environment.
- We try our best at all times and take pride in our achievements and our school.
- We are polite, kind and helpful with each other.
- We are positive in everything that we do.
- We work and play together safely.

In Practice

In order to achieve our key principles and aims, in practice this means:

- All children are introduced to the Priory Rise Golden Rules.
- Golden Rules are displayed in every classroom and regularly revisited and reinforced in class, in assemblies and throughout the school day.
- Staff consciously give meaningful praise linked to the Golden Rules.
- The 'value' of the month is displayed centrally in school and in all classrooms.
- This value is explored throughout the course of each month in assemblies, PSHE and throughout the curriculum where appropriate.
- Staff are proactive in organising clear routines and seating which enable children to remain on task and focussed on their learning.
- Staff manage and organise their classrooms and teaching to ensure children are focussed on their learning.
- All staff establish a positive learning ethos and build positive meaningful relationships with the children in their care.
- Teaching is interesting, pacy and interactive.
- PSHE, circle times and assemblies are used to teach and reinforce models of appropriate behaviour.
- Classes identify adults for support using 'caring hands', where children use five fingers to represent five named adults that they could go to for support.
- The system of incentive and sanctions are made clear for all children. (Rewards that are earned are never taken away.)
- Time is made for discussion and listening.
- Building a culture of restorative practice, by engaging in restorative discussions with the children.

Incentives

- There is a key focus on intrinsic rewards.
- Staff give positive, meaningful praise – 'catch the children being good'- to celebrate positive choices and actions.
- Class corporate tokens (stickers, marbles etc.) are rewarded when the class adhere to the Golden Rules positively, demonstrate school values and when individuals make a notable contribution.

- Each year group sets their own targets for the number of tokens to be achieved in order to earn their class 'reward'. Class rewards occur about every half term although for younger children this may need to be more frequently. The reward is discussed and negotiated with the children and may include – additional play time, a board games afternoon etc.
- 'Rising Stars' certificates are awarded each week to be presented in weekly Rising Stars Assemblies for those children who have 'excelled' in particular areas.

Sanctions

To encourage children to accept responsibility for their behaviour, procedures are clearly and regularly taught, explained and reinforced in the classroom and during school assemblies. We believe that every member of our Priory Rise community has a fundamental right to learn in a safe, supportive environment and to be treated with respect.

Our behaviour system is clearly explained to all children and the behaviour chart is clearly displayed in each class – see examples:

All children start each day on 'the Sun'. If children demonstrate positive behaviours, either social or academic, children's names may be moved up to the rainbow/star/hot air balloon/double rainbow (depending on each individual class). This represents acknowledgement of positive behaviours and choices made that are also acknowledged verbally and recognised with other class members. In addition, adults may send personal messages via Marvellous Me to share/celebrate these positive behaviours with parents.

Under normal circumstances, if a child displays challenging or inappropriate behaviour such as being rude, defiant, disruptive to the learning of others or disrespectful, then the behaviour chart should be used as follows:

- A verbal warning will be given
- If inappropriate behaviour continues, another warning will be given and the child will move their name down to the first cloud. A discussion will be had with the teacher, referring to the school Golden Rules and about making the right choices to improve behaviour. A sanction may be actioned e.g. move the child to another table within the class or allow the child time to reflect within the class. Discussions will be age appropriate. If the child makes the right choices and resumes appropriate behaviour they will return to 'the Sun'.
- If inappropriate behaviour continues and further warnings are needed, the child's name will be moved to a further cloud – and finally onto the thunder cloud. At this point the child will be given time in a different classroom and a reflection sheet will be completed (either by the child or with an adult in the case of younger children). Sanctions may also include withdrawal of privileges – e.g. missing break or lunch time.
- Children missing break time/lunchtime, complete a personal, age-appropriate reflection form following any particular incident and discuss this with an appropriate adult – e.g. senior teacher, class teacher, learning mentor – ensuring understanding of positive behaviours that can be employed on future occasions.

- If children demonstrate improved behaviours during the course of the session or across the day, they are able to move their names back onto the Sun.
- The child's name will return to 'the Sun' at the end of the school day ready for a new start every day.
- If a child is demonstrating behaviours where closer monitoring may be appropriate (i.e. a child is close to being put onto behaviour report monitoring), parents are informed that their child's behaviour has deteriorated and a discussion takes place to seek parental support and involvement.
- If a child has been on the 'thunder cloud' three times in the course of one week, they are referred to a senior teacher, parents are informed and they automatically go on report for a minimum of two weeks. Parents are informed at this stage, and once again, a discussion takes place to seek further parental support and involvement.
- Whilst 'on report', behaviours – both positive and negative - are recorded on a Behaviour Report Monitoring Sheet which is monitored by a senior teacher at various key points throughout throughout the school day. The Headteacher will also be involved at this stage.
- At the end of each week on report, children's behaviour is reviewed for the following week. Parents are regularly involved at this monitoring stage.
- If behaviours have significantly improved following two weeks of careful monitoring, support and encouragement, children will no longer be monitored in this way and return to daily practice.

In some extreme circumstances, children may be automatically referred to a senior teacher or the Headteacher and put on report immediately where appropriate.

Appendix 5 - CYBER-BULLYING

Cyber-bullying can be defined as "the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else". More specifically, it can be defined as:

• Actions that use information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm another or others.
• Use of communication technologies for the intention of harming another person
• Use of internet service and mobile technologies such as web pages and discussion groups as well as instant messaging, SMS text messaging or apps such as Snapchat with the intention of harming another person.

It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; the profile of the person doing the bullying and their target.

Cyber-bullying takes different forms including: threats and intimidation; harassment or "cyberstalking" (e.g. repeatedly sending unwanted texts or instant messages); vilification or defamation; exclusion or peer rejection; impersonation; unauthorised publication of private information or images; spreading rumors or "gossip"; manipulation; posting threatening, abusive, defamatory or humiliating material on websites, including blogs, personal websites or social networking sites; the use of mobile phone cameras to cause distress, fear or humiliation.

Some cyber-bullying is clearly deliberate and aggressive, but it is important to recognise that some incidents of perceived cyber-bullying are known to be unintentional and the result of simply not thinking about the consequences. What may be sent as a joke may not be received as one, and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver. There is also less opportunity for either party to resolve any misunderstanding or to feel empathy.

It is important that pupils are made aware of the effects of their actions. In cyber-bullying, bystanders can easily become perpetrators, e.g., by passing on or showing to others, images designed to humiliate, or by taking part in online polls or discussion groups. They may not recognise themselves as participating in bullying, but their involvement compounds the misery for the person targeted. It is important that pupils are aware that their actions have severe and distressing consequences, and that participating in such activity will not be tolerated.

It is important to state that cyber bullying can very easily fall into criminal behaviour under the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could be deemed to be criminal behaviour. Section 127 can be used as an alternative offence to such crimes for example as hate crime (including race, religion, disability, homophobic, sexual orientation, and transphobic crime),

hacking offences, cyber bullying, cyber stalking, amongst others.

If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, schools will have no choice but to involve the police to investigate these situations.

There are particular features of cyber-bullying that differ from other forms of bullying which need to be recognised and taken into account when determining how to respond effectively. The key differences are:

- **Impact** – the scale and scope of cyber-bullying can be greater than other forms of bullying.
- **Targets and perpetrators** – the people involved may have a different profile to traditional bullies and their targets.
- **Location** – the any time and any place nature of cyber-bullying.
- **Anonymity** – the person being bullied will not always know who is attacking them.
- **Motivation** – some students may not be aware that what they are doing is bullying.
- **Evidence** – unlike other bullying, the target of the bullying will have evidence of its occurrence.