

RAYNHAM  
PRIMARY SCHOOL



# **Behaviour and Anti–Bullying Policy**

## **BEHAVIOUR and ANTI-BULLYING POLICY**

Children have a right to a safe, sociable, predictable, orderly, non-threatening environment in which to work and play. Good behaviour is fostered in a variety of ways. Clear guidelines, reinforcement of positive aspects of children's behaviour and the children's own sense of self-worth will all contribute to their willingness to behave in an appropriate manner.

**All adults**, parents and members of the school staff have a responsibility towards the emotional and social development of all children.

**We aim to:**

### **HELP CHILDREN TO RESPECT ALL MEMBERS OF THE SCHOOL COMMUNITY AND ITS ENVIRONMENT.**

- 1) **Listen** to each other and be **sensitive** to each other's needs. (staff, parents and children)
- 2) **Co-operate** and learn to **take turns**.
- 3) Speak **politely** and **calmly** at all times.
- 4) Take **care** of our school by keeping it clean and tidy so that it is a welcoming place of which we can be proud.
- 5) Show **respect** for and value other children's property.
- 6) Take **pride** in and value their own and others' work.

### **HELP CHILDREN TO DEVELOP SELF CONTROL AND UNDERSTAND THE CONSEQUENCES OF THEIR BEHAVIOUR.**

- 1) **Move gently and quietly** in the classroom and also in other parts of the school building.
- 2) **Manage tempers** and feelings of anger by talking to a friend or seeking the help of an adult.
- 3) Support children in the development of skills needed to deal with aggressors by **being powerful** without using violent or abusive retaliation-  
e.g. By teaching children to challenge 'aggressors' verbally by using language such as 'Do not do that, I don't like it' and likewise to **develop a respect for that challenge** from all children.

### **HELP CHILDREN TO BECOME INDEPENDENT AND ABLE TO TAKE RESPONSIBILITY.**

- 1) **Involve** children in the organisation of their own work within the classroom.
- 2) **Involve** children in the planning and organisation of resources within the classroom.
- 3) Ensure that children have a **clear understanding** of routines and procedures.
- 4) Encourage children to **remind each other** of the agreed code of conduct.  
e.g. You are supposed to walk on the stairs

## **STRATEGIES AND REWARDS TO SUPPORT POSITIVE BEHAVIOUR.**

### **Use Positive Language**

We will use positive reinforcement to promote and encourage good behaviour e.g. "Thank you for walking."

### **Draw attention to achievements/Individual Responsibility**

We will acknowledge children who are behaving well by drawing attention to their achievements. This will be done in a variety of ways depending on the age of the children. In the case of younger children, a smile or a clap might be appropriate. All children who are working well and behaving appropriately will be given plenty of praise and encouragement. Teachers send children to the Leadership Team with their work which reinforces our acknowledgement of their positive attitude to learning. Some classes have individual and table points. Some children have an individual chart to support them in staying focused in class.

### **Whole Class responsibility/Reward**

As well as individual responsibility, children are expected to take some collective responsibility for the conduct of their class – in class, moving around the school and on external visits to museums etc. Marbles are awarded for this whole class responsibility as follows: at the end of the day teachers and children review the behaviour and achievements of the class throughout the day. 1 marble is rewarded for generally good behaviour with no or few incidents. 2 marbles for a calm, purposeful day with no incidents of inappropriate behaviour. 3 marbles for an exceptional day e.g. where the class has a supply teacher and behave to the standard expected of them, a child or group supported a distressed child, or other exceptional events as determined and agreed by class. A discussion takes place to justify the allocation of 1, 2, or 3 marbles. Children are rewarded with an in-house creative activity as agreed by the teacher and children. The reward must be of minimum cost.

### **Achievement Assemblies**

We have developed some systems for acknowledging and sharing achievements. We have a weekly 'Well Done Assembly' for children throughout the school. The emphasis is always on children who have improved or sustained high standards of learning, behaviour, and support for others. In Assembly, we emphasise the words ready, respectful and safe to create the best learning environment.

### **Sharing with parents**

We feel it is important to share 'Good News' with parents so that children know that we do not only write to parents to tell them when things are going wrong. Teacher grams are available to be sent home to parents. Department leaders contact some parents each term if they need to share the good news.

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## STRATEGIES TO REDUCE NEGATIVE BEHAVIOUR.

# *Remember our School Rules*



**READY**



**RESPECTFUL**



**SAFE**



### **3 keywords to remind children of expectations:**

**READY:** to learn, listen and respond.

**RESPECTFUL:** respecting all, respecting equality, respecting different opinions, showing kindness, respecting our learning environment.

**SAFE:** following health and safety and the behaviour policy.

### **EXAMPLES OF UNACCEPTABLE BEHAVIOUR**

1. The use of violence.
2. The use of abusive, racist or sexist language intended to upset someone.
3. Violent or abusive retaliation- Children will be taught to use a strong verbal message like ' Don't do it, I don't like it "and seek adult help.
4. Disruptive behaviour or negative responses to the achievement of others.
5. Bullying and the use of threat (actual or implied)
6. Uncooperative and defiant behaviour which makes it difficult for the teacher (or other adults) to carry out their duties effectively.

### **Violence**

Any sort of violence is unacceptable at school. Children will be taught that pushing, hitting, slapping, spitting, kicking is wrong and likely to hurt someone. Staff will explain to children that it is impossible to see who started a fight and that to say he or she started it is not an acceptable excuse for the use of violence. Some children come to school having been told that if someone hits you, hit them back. This completely contravenes our behaviour policy (See section Parents). Children often play fighting games or act out parts of violent TV programmes. These games often start as fun but end out of control and someone gets hurt.

Children will be taught that 'play' and 'fighting' do not go together and play fighting is therefore not allowed at school.

### **Abusive Language**

We recognise that name calling and the use of abusive language is just as hurtful to children as physical violence. Children will be taught that this is unacceptable behaviour.

### **Bullying**

At Raynham Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advances equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Fosters good relations between people who share a protected characteristic and people who do not share it

We discuss with all pupils what bullying is, as well as incidents we would not describe as bullying. These discussions take place in/during assemblies and PSHE lessons.

We agree that:

- Bullying is usually; physical hurting, name calling, giving unkind looks or leaving people out of activities/games.
- Bullying usually happens when the relationship is imbalanced – someone has more 'power' or 'control'.
- Bullying is usually repeated behaviour and on-going.

### **Types of Bullying**

**Cyber-Bullying:** The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

**Racist Bullying:** This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

**Homophobic Bullying:** This occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

**Vulnerable Groups:** We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals

- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian or bisexual

### Signs of Bullying

Staff and parents should be vigilant in looking out for signs of bullying or other child protection issues including:

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

### Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

E-safety is an important and on-going part of the school Curriculum and information for parents is included in newsletters and on the School's website. E safety workshops are held to raise parents' awareness of cyber-bullying.

### Responding to Bullying

All cases of alleged bullying should be reported to SLT. In any case of alleged bullying, a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, SLT will seek to use a restorative approach with the perpetrator(s) and victim(s) both individually and, if the victim agrees, together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation and accept a sanction, which may include; losing play times, exclusion etc. Both parties should be clear that a repeat of these behaviours will not be acceptable. All bullying incidents must be recorded on MyConcern. Parents of both parties should be informed of the agreed actions.

If the situation does not improve, SLT will meet with the parent(s) of the bullying child(ren) again and agree clear expectations and likely further sanctions if the behaviour continues, this should be shared with the pupils involved. Any further incidents will lead to intervention, this may include a fixed term exclusion and referral to outside agencies.

Further monitoring, support and sanctions as deemed necessary will be put into place. Any necessary action should be taken until the bullying has stopped.

Further information on protecting children from bullying is available at [Protecting children from bullying and cyberbullying | NSPCC Learning](#)

### **Positive Handling**

On very rare occasions, children may behave in a way that puts themselves or others in serious danger. A child might intend to use a weapon or put their own life or another child's life in danger.

In these instances, once staff have tried all other strategies and informed SLT of the escalating situation, staff may use 'reasonable force', in line with government guidelines, to protect all children.

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### **Inappropriate behaviour linked to online safety and the use of mobile technology**

Children are expected to follow the rules when using the internet in school. It is our policy to have access to the web through services and monitored sessions to replicate their world outside of school. Children are taught how to use the internet safely both through online safety lessons which are part of the computing and PSHE curriculum and through external training using CEOP trainers.

Children are allowed to bring their personal phones or smart watches to school, however, they are not allowed to use personal phones during school hours or have them in their bags, classroom or playground. Phones need to be handed into the office at the beginning of the school day and can be collected at the end of the school day. If children use their personal phones during school hours, they will be confiscated and returned to a parent.

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### **Inclusion Team**

Inclusion is at the heart of everything we do. Our staff, the SENDCO, Pastoral Officer, Learning Mentor and Senior Leaders work to ensure that all of our pupils feel valued and supported in order for them to achieve their individual goals and potential.

This approach allows the team to make reasonable adjustments where necessary to ensure all children can access the full curriculum and provide resources and activities to suit the needs of individual learners. They are given the opportunity to make use of the outdoor environment, inclusion suite or other areas in the school as needed.

Our inclusion suite provides a safe and calm environment for vulnerable children who find the lunch break difficult for a variety of reasons. The children are supervised, learning social skills, playing games, role-playing, taking part in creative activities and having the opportunity to talk to an adult.

### **SENDCO**

The role of the SENDCO is to assist with the identification of children who may have Special Educational Needs or Disability (SEND), and coordinate support for these children. This involves collaborating with parents, classroom staff and external sources (e.g. an Educational Psychologist or Speech Therapist) where necessary to ensure that individual needs are met. Children's needs are regularly reviewed to ensure that provision remains effective and appropriate for each individual. The SENDCO works closely with the Learning Mentor, Pastoral Officer and Senior Leadership Team to ensure appropriate support is provided.

### **Learning Mentor**

The role of the Learning Mentor is to help and support vulnerable children and staff working with those children. Children are identified by the SENDCO, Safeguarding Officers, Learning Mentor and class teachers. The parent's permission is sought. Children's progress is reviewed termly. The Mentor meets regularly with parents and outside agencies and attends review meetings.

### **The Lead Child Protection/Pastoral Officer**

The officer works closely with the Senior Leadership Team to organise support 'around the family'. For example, should a child or parent/carer present with distressing situations she meets with the parents, contacts and liaises with a range of agencies (e.g. doctors, hospital, social services, CAMHs) to ensure that the families receive the appropriate levels of support and advice. This enables children to be less distressed in school and enhances their access to learning. This usually has an immediate positive impact on children's behaviour in the class and the playground.

The officer, in consultation with the Leadership Team, makes referrals to Social Services and attends all CP meetings, reporting back to the team as appropriate. The Deputy Headteacher (CP) also attends all major conferences.

### **In class**

Children are given several opportunities to settle and focus on their learning. Teachers are encouraged to speak to children calmly and quietly even when the behaviour is extremely challenging. All staff are expected to speak in a quiet manner when working with children (no shouting).

This whole school approach results in a calm learning environment as children can see that it is fair and applies to all – everyone has an opportunity to redeem his/herself as they have 3 opportunities to think about their behaviour and learning.

**All Behaviour is Communication**

We understand that children's behaviour is a form of communication. Children are trying to communicate their feelings to you through their behaviour and it is up to us to determine the root and the cause of these behaviours. Once we ascertain this, then we can introduce strategies to support and encourage the child in order to improve their behaviour. This will take some time and you will probably need to seek advice from colleagues, SLT, the Inclusion team and parents.



Our strategies will be based on positive reinforcement, building on the child's strengths and interests.

We divide inappropriate behaviour into **three phases**:

1. **Phase one**: Misconduct that can be effectively managed by the class teacher in the classroom.
2. **Phase two**: Persistent phase one behaviour. Behaviour that has escalated and not easily managed in the classroom. Class teacher to notify AHT then complete a Behaviour Concern sheet to be forwarded to the Learning Mentor. Parents to be informed and future meetings to be arranged.
3. **Phase three**: Persistent phase two behaviour and very serious misbehaviour. Formal involvement of the Headteacher and parents. Additionally, other outside agencies may also become involved.

Phase One	
Not on task	Stopping and waiting for the children/child to desist from distracting behaviour
Disrupting another child	
Chatting in class	Waiting patiently
Answering back	Making your displeasure clear through non-verbal communication (the look)
Not following instructions	Stopping the lesson and explaining expectations (as frequently as needed)
Verbal abuse	
Unsafe movement around the school	A constant reminder of the class rules 1 minute deducted from playtime
Telling lies /getting others into trouble	

Phase Two	
Failure to complete tasks	AHT to speak to the child about their behaviour
Deliberate destruction of another child's piece of work	
Refusal to follow instructions	Communicating child's concerning behaviour to parents
Defiance	Submit a Behaviour Support form: Learning Mentor to observe the child
Direct verbal abuse	Submit and Inclusion Support form: Pastoral Officer to meet with the child
Intent to steal	

Minor Vandalism	Meet with Inclusion team for guidance and support  SLT involvement
Persistent name calling (Bullying)	
Destruction of property	
Sexual harassment	

<b>Phase Three</b>	
Major disruption of class activity	Child to attend behaviour support group
Aggressive, violent behaviour causing deliberate injury towards adults	Child to attend Inclusion support group
Leaving school premises without consent	Communication book agreed with parents / regular meetings with parents
Dangerous refusal to obey instructions	HT involvement
Verbal/racial abuse	SWERL referral
Stealing	CAMHS referral
Vandalism of school property	MASH referral
Carrying offensive weapon or illegal substances	Counselling
Sexual violence	Fixed term exclusion Permanent exclusion

There are a small number of children across the school for which the above process has no impact on their behaviour. These children are likely to be already identified through working with the Learning Mentor, Pastoral Officer and SENDCO. Additional strategies need to be put in place for these children. Please discuss with AHTs and the Inclusion team about how to meet the needs of this small number of individuals.

### **Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding policy of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

## **LUNCH TIME SUPERVISION**

Senior Leaders and Teaching Support Assistants are responsible for the children during the lunch break along with the Learning Mentor who is also on lunch duty each day to support children with concerns about behaviour during lunchtimes. The Pastoral Officer and SENDCO are available in the Inclusion Suite to support children with wellbeing and social issues. The same code of conduct applies during the lunch break as at any other time. A Child may be excluded from school during the lunch break (very rarely) and this needs to be reported as fixed term exclusion. Children are expected to show respect to all staff at playtimes and dinner times. The Senior Member of staff on duty on the day will record incidences of unacceptable behaviour and these will be followed up immediately.

Lunchtime can be a very difficult time for some children. As already stated we will inform parents if a child's behaviour is unacceptable. Children may be taken out of the playground for a time and work with the Pastoral Officer on activities at lunchtime if the behaviour persists. A child may be excluded from school during the lunch break. Parents will be informed if there is a possibility that their child will be excluded from school during the lunch break. This is a very rare event. Very often at this stage if parents and staff work together the exclusion will not be necessary. Parents will be given notice about lunchtime exclusion and the exclusion will be for one week in the first instance.

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## **EXCLUSIONS**

### **FIXED TERM EXCLUSION**

In extreme circumstances, a decision may be made to exclude a child from school. Fixed term exclusion will be for no more than five days. The Head Teacher would inform the parents of the exclusion and their right to make representations to the Governing Body. If parents are concerned about the outcomes of their representation to the Governing Body, there is recourse to an Ombudsman.

All information and meetings will be recorded and stored on MyConcern & Scholarpack.

Parents of an excluded child will be asked to attend a meeting **before** the child returns to school. All parties will need to agree on a plan of action that will help the child deal with his/her behavioural difficulties. The plan of action will be recorded and a date will be set for a review meeting. Other professionals will be invited to the meeting if appropriate. (Social Worker, Educational Psychologist)

### **PERMANENT EXCLUSION**

The Head Teacher can exclude a child from school permanently if in her judgement **the pupils return to school would seriously prejudice the education of other pupils or would place the safety of the pupils and/or staff at risk.**

As in the case of fixed term exclusion the parents will be informed in writing and advised of their right to make representations to the Governing Body and the Ombudsman.

A meeting will be held to discuss the exclusion. The Head Teacher will write a report which clearly states the reason for the exclusion and the events which led up to the exclusion. The following people will attend the meeting; the Head Teacher, the child's parents, an official representative of the LEA and three governors. The governors will have been identified as governors who are prepared to be an Exclusion Panel. The child is also invited, although this is not usually appropriate at the Primary School level.

The Head Teacher's report is sent to all members of the panel as well as to the parents and LEA. The meeting is formal in nature and a minute will be taken of the decision reached and the reason for the decision. If the governors and the LEA agree to the exclusion the parents have the right to appeal. The parents have fourteen days in which to lodge an appeal with the Borough Secretary and Solicitor. The appeal is heard by an independent panel and their decision is binding. Has this changed

#### Supporting Wellbeing Emotional Resilience and Readiness Learning (SWERRL)

Any form of exclusion is extremely rare, thanks to the partnership between the school, and other agencies; in particular, the SWERRL, who is extremely supportive and offer a range of strategies and hands-on support.

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### **GUIDELINES FOR STAFF.**

#### **STAGE 1**

- Attempt to modify behaviour by using positive strategies listed.
- Use sanctions as listed. Colleagues support each other
- Try to communicate with the parents on an informal basis.
- If the behaviour does not improve go to stage 2.

#### **STAGE 2**

- Discuss the child with Deputy Headteachers, Assistant Headteacher (AHT) for your phase or Pastoral Officer. A Senior Leader will contact parents and invite them to a meeting.
- Meeting to discuss issues that may be impacting a child's experiences/behaviour.
- Fill in the **Record of Concern**. Arrange to meet the parents in one month's time (or less)
- It might be appropriate at this time to start a WEEKLY RECORD OF BEHAVIOUR and a GOOD BEHAVIOUR REWARD CHART
- Pastoral Officer or AHT to inform relevant Deputy Headteacher of outcomes of meetings
- If the behaviour does not improve go to stage 3

#### **STAGE 3**

- To be used if all other methods have been tried **or** if there has been a **very serious** incident of inappropriate behaviour.
- Pastoral Officer or AHT to inform Headteacher or Deputy Headteachers of persistence of challenging behaviours.
- A phone call, followed by a letter to be written to the parents asking them to attend a meeting as soon as possible.
- It may be appropriate at this stage to start a DAILY RECORD OF BEHAVIOUR. The Daily Record identifies times, patterns of behaviours (positive and negative) so that a more detailed analysis can be made of possible triggers.
- The child may be placed on the High Profile programme and SWERRL involved for guidance/ additional strategies.

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### **PARENTAL INVOLVEMENT**

We feel that it is very important to work closely with parents. Parents are invited into school to concerts and other special occasions to share their children's achievements. Parents are encouraged to take part in the reading partnership by writing regularly in the Home/ School notebook. Some parents help in the classroom.

We hold 'Parent Consultation' days. Sometimes staff or parents may need to meet at other times and we urge parents and staff to contact each other if there are any concerns. The best time for staff and parents to meet is at the end of the school day; however, it is necessary to make an appointment as staff sometimes have to attend meetings at 3.30 pm. Parents and staff are 0-d m

to communicate in writing rather than by telephone and if arrangements have been made on the telephone they should be followed up with a written confirmation. If a teacher would like to talk to a parent he/ she will ask the office to arrange the meeting.

We recognise that we need to be consistent with children. Children need to know that we are being 'fair'. However it is also important to recognise that there could be extenuating circumstances that affect a child's behaviour; e.g. a death in the family, separation of parents, a child witnessing an act of violence, a child subject to some form of abuse. Parents/ carers are urged to inform the Head Teacher if they know of anything which may be having a detrimental effect on a child's behaviour. This information will be treated as private and confidential. The Pastoral Officer will contact the family to offer support

We need parent's full co-operation if our behaviour policy is to be effective  
It is essential that parents support us in the ' **No hitting back policy**'.

Parents and carers have a very strong influence on children. Should an incident occur in school, parents are encouraged to come to the office and not approach the other child or parent directly, either in the playground or visiting them at home.

In a busy school, misunderstandings do sometimes occur. If a parent or carer is unhappy about anything that has happened on the school premises they are asked to speak to the Headteacher or if she is not available to one of the Deputy Headteachers, a senior member of staff or Pastoral Officer.

If a child continues to be a cause for concern after informal consultations have taken place, parents will be invited to a meeting where a 'Record of Concern' will be completed. At this stage, it is essential that we have parents' full cooperation and that they attend **all** the meetings.

In certain circumstances where a child has been involved in a serious incident of inappropriate behaviour, the Head Teacher will contact the parents immediately and ask them to come to the school to discuss the matter with her. If possible, the child will be involved in the discussions.

If a child's behaviour is not modified and continues to be unacceptable the ultimate sanction will be to exclude them from school.

### **COMMUNICATION BETWEEN HOME AND SCHOOL.**

The first method of communication between home and school should always be informal. The parent or teacher may request a meeting.

#### **Letter to Parents.**

A letter will be sent to parents if a child has been involved in unacceptable behaviour. However, parents respond well to a phone call and request for a face-to-face meeting.

#### **Weekly Report**

**This method will be used if initial communication between home and school has failed to lead to an improvement in behaviour or the behaviour of a child has suddenly deteriorated**

A meeting will be called between the class teacher, Deputy Headteacher, Pastoral Officer and/or Headteacher and the parent and the special needs coordinator will be informed. The child's difficulties will be discussed at the meeting and the child will be involved if possible. 'The Record of Concern' will be completed.

The child will be asked to see the Pastoral Officer or Deputy Headteacher or Headteacher at the end of the week to continue to monitor the child's behaviour.

### **GUIDELINES FOR PARENTS**

Explain to children that our rules are made in order to **protect** children and make school a safe and happy environment.

Use praise and positive language when speaking to your child.

Please support us in our 'No Hitting Back Policy'

Don't send children to school **too early** in the morning. They should not be in the playground before 8.30 am. Three members of staff are in the playground from 8.30. If you need your child to come to school earlier, please talk to the admin staff about them attending the breakfast club.

**Check** that your child does not have sweets or money or toys in his/ her pockets.

**Tell a member of staff** if your child is experiencing any problems at school.

**Never** take matters into your own hands. If you feel that something serious has happened in school please ask to speak to the Head Teacher, Deputy Headteachers, AHT for your child's year group or Pastoral Officer.

**Attend all meetings and keep all appointments** that are made for you to discuss your child.

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### **LEGISLATION AND STATUTORY REQUIREMENTS**

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

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

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

In addition, this policy is based on:

- 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

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