



### **Vanguard Learning Trust**

*As a group of local primary and secondary schools, Vanguard Learning Trust's mission is to serve its local community by providing outstanding, inclusive education. The Trust has a collective purpose and responsibility to provide effective teaching through a curriculum based on equality of opportunity and entitlement that allows children to shine both in and out of the classroom. Each school in the Trust has its own ethos, which also complements the Trust's vision and values, with the common aspiration that all children can achieve their potential.*

## **Behaviour policy**

### **Part B: Hermitage Primary School 2023-2024**

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## **Part B: Hermitage Primary School**

### **Section 1: How the behaviour policy is implemented in our school**

#### **1.1 Our aims and approaches**

The primary aim of our school is that every member of our community feels valued and respected. We endeavour to ensure that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way.

Our policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the community. This policy is designed to promote good behaviour and good relationships, so that we can work together with the common purpose of helping everyone to succeed both socially and academically. We expect every member of our community to behave in a considerate way towards each other.

Central to our approach is celebrating success and rewarding good behaviour, as we believe that this develops a true sense of kindness and cooperation. Our aims also refer to the school's commitment to a genuine partnership with parents/carers in helping children to realise their potential and become successful in every aspect of their school life.

#### **1.2 Broad principles**

We support children in developing the skills to maintain positive relationships with others and work towards resolving disagreements and problems themselves. It is our role to educate our children to understand how their behaviour affects others and its impact on others. Children are supported to identify ways that they can put right the harm they have caused.

We believe that implementing the principles of Restorative Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected.

This approach ensures we are not teaching children that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate people who have the skills to avoid and resolve problems independently.

Being 'restorative' focuses on building positive relationships based on responsibility, respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour. The Restorative framework is based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidents and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions. Children and adults are encouraged to put things right together.

All members of staff are trained in the key principles of restorative practice and we understand the importance of modelling positive language, behaviour and taking the time to develop positive and meaningful relationships with colleagues and children. When positive relationships are developed and connections are made individuals are less likely to cause harm to others or choose to damage relationships.

#### 1.4 Whose responsibility is it?

This policy applies to:

- children
- parents/carers
- teaching and support staff
- school governors
- peripatetic teachers/coaches, supply teachers, child teachers
- visitors
- volunteers
- voluntary, statutory or community organisations using the school's facilities

#### 1.3 Promoting success

Our **SUCCESS** framework for behaviour management focuses on celebrating children's efforts and achievements as well as developing their wellbeing. Our school promotes positive behaviour by using the following strategies:

- making expectations clear and sharing them regularly
- regular online e-safety lessons that promote positive behaviour online
- giving descriptive praise and encouraging peer to peer praise
- whole school approach 'Zones of Regulation' and the wider curriculum
- daily 'Mindfulness' completed after lunchtimes in class
- dojos across the whole school by all staff, in lessons, at lunchtime as well as in breakfast and after-school clubs
- developing intrinsic motivation
- kindness jars
- focused team building and pastoral week each September
- class celebrations walls
- use of immediate rewards – e.g. stickers, marbles in a jar, dojos etc
- earning class privileges
- explicit teaching through the PSHE Jigsaw curriculum
- negotiating and agreeing classroom expectations/rules with children
- celebration and awards assemblies
- targeted 1:1/small group interventions which support social and emotional well-being
- restorative practice model to promote positive communication and reflection
- child wellbeing champions (two children from each class from Yr1 upwards)
- school council
- Home-School agreement – promoting positive partnerships with parents/carers
- child voice and well-being questionnaires
- providing play equipment and structured play opportunities at lunchtimes
- continued professional development of the social curriculum
- termly significant achievement awards
- termly VLT awards linked to trust values

#### 1.4 Behaviour sanctions

Our **STEPS** framework for behaviour management focuses on encouraging children to take ownership for their behaviour and actions. There is a separate break times/lunchtimes STEPS framework (see appendix). We recognise that we cannot expect our children to behave in a certain context, if they have not been taught how to behave in a certain context.

Our school actively discourages unacceptable behaviour by:

- sharing and consistently following the whole school STEPS
- being fair, clear and explicit about what is unacceptable
- using reflection sheets to restoratively help children understand and reflect on the choices that they have made
- using 'I Statements' to model appropriate responses
- using principles of growth mindset when discussing behaviour with children and encouraging them to apply themselves
- regular discussions at Wellbeing Team meetings
- being preventative and proactive in our approaches to effectively support children with social and emotional needs
- firmly and promptly dealing with misbehaviour beyond the school gates with the support from parents/carers
- applying 'Lunchtime Strategy' (structured lunchtimes) for children who find it difficult to manage their behaviour at break times/lunchtimes and who need careful support from adults
- preparing personalised Behaviour Support Plans and Risk Assessments alongside parents/carers for children who require additional support and reviewing them systematically
- a letter may be sent home on the day of a Step 2 or Step 3 taking place. Parents are expected to sign and return the reply slip to acknowledge that they have discussed the school's caring code with their child. The purpose of these letters are to inform parents that this sanction has taken place. If another form of communication had been utilised to do so, the letter will not be necessary

#### **1.4.1 Acceptable forms of sanctions**

The following are examples of some of the sanctions available to the school:

- a verbal reprimand and reminder of the expectations of behaviour;
- the setting of written tasks such as an account of their behaviour;
- loss of privileges – for instance, the loss of a prized responsibility;
- being placed "on report" for behaviour monitoring;
- internal seclusion
- fixed term exclusion; and
- in the most serious of circumstances, permanent exclusion.

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary. When dealing with behaviour, staff should be clear about their approach and in which category any action falls.

#### **1.4.2 Seclusions and exclusions**

An internal seclusion means that a child will spend a period of time with a member of the senior leadership to complete their learning. A fixed term exclusion means that a child is not allowed to attend school or go on on the school premises for a period of time. A seclusion is for a set number of school days, between one and 45 days in an academic year. The number of days will be stated in the letter that the Headteacher has sent you. The seclusion is temporary and your child will return to school at the end of the seclusion. Please note that the number of days stated by the Headteacher relates only to school days and not weekends, holidays and teacher training days. A permanent exclusion means that, due to unacceptable behaviour, they may be permanently unable to attend the school.

As part of our positive behaviour approach and, depending upon the severity of a misdemeanour, the school expects to use supervised internal seclusions as much as possible before moving to the formal terms outlined in Part A of this policy. The school adheres to the statutory DfE guidance 'Exclusion from maintained schools,

academies and child referral units in England' (September 2017). A link to the document is listed at the end of this policy.

The decision to exclude rests with the Headteacher and will always be linked to disciplinary reasons. A decision to exclude a child permanently will only be taken:

- In response to a serious or persistent breaches of the school's behaviour policy
- Where allowing the child to remain would seriously harm the education or welfare of the child or others in the school

#### **1.4.2.1 Who secludes or excludes a child?**

Only the Headteacher can decide to exclude a child from school. If for any reason the headteacher is offsite, they will be informed immediately by the member of the senior leadership team making the decision. The Executive Headteacher will also be required to authorise the exclusion or suspension of a child.

### **1.5 Support following sanctions**

Following a sanction of any type, strategies should be considered to help all children to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- a reintegration meeting following a child's seclusion and exclusion with the parents, child and members of the senior leadership team present
- targeted discussion with the child, including explaining what went wrong, the impact of their actions, how they can avoid this happening in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- a phone call with parents, and the Virtual School Head for looked after children;
- inquiries into the child's conduct with staff involved in teaching, supporting or supervising the child in school;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a member of the senior leadership team;
- considering whether the support for behaviour management being provided remains appropriate.

### **1.6 Recording of incidents**

Behaviour incidents are logged and recorded on the school's online monitoring portal CPOMS. Exclusions are recorded in SIMs to provide an ongoing record of a child's behaviour. This may also be recorded on CPOMS. Letters pertaining to seclusions and exclusions are also added to the child's file. Behaviour is monitored very closely, both on a school and trust level. The Chair of Governors and Local Authority are informed of all exclusions. The Governing Body will review all permanent and certain fixed-term exclusions. Further details can be found in Part A of this policy.

Any punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all circumstances and that account must be taken of the child's age, any special educational needs or disability they may have, and any religious requirements affecting them. The school will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the school's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary.

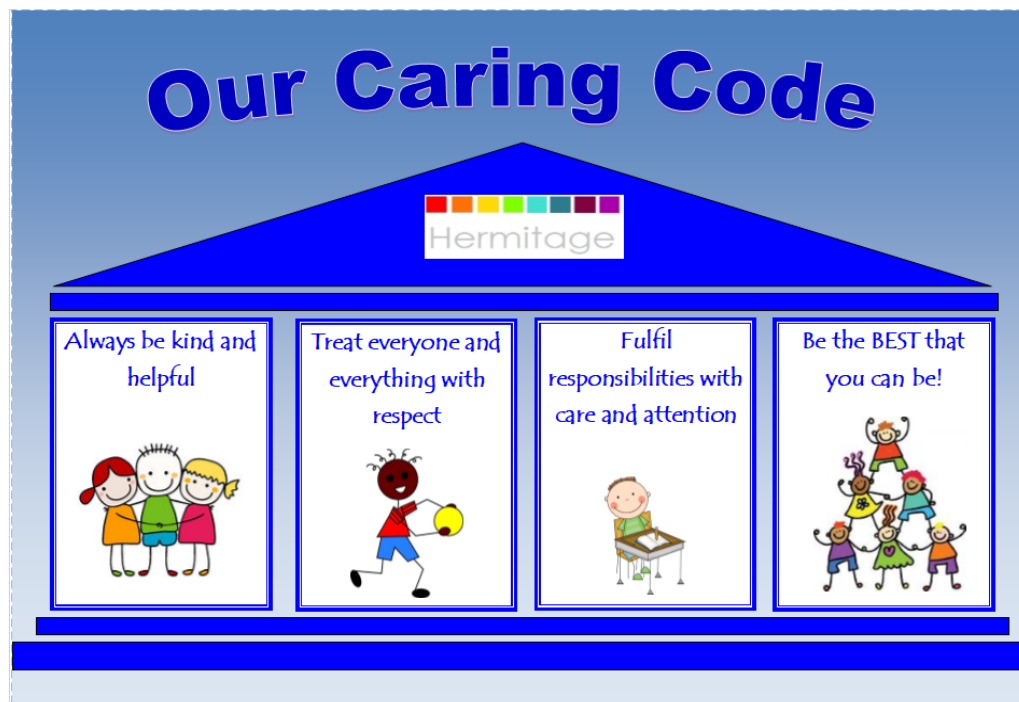
## 1.7 Communication

Parents/carers will be informed of positive behaviours through face to face discussions, certificates, letters and assemblies. All initial communication about behaviour takes place between the class teacher and the parents/carers. If a child's behaviour is persistently disruptive or poses a risk to the safety of others, then parents/carers will be contacted and invited, where necessary, to meet with the Phase Leader and class teacher. Serious behaviour issues i.e. those that lead to internal seclusions, will lead to the parents being invited to meet with the Behaviour Lead or Head of School. Very serious behaviour issues which lead to external exclusions will be dealt with in reference to current Government Guidance, and the school's exclusion policy.

## Section 2: Child messages (eg. pledges, mnemonics)

### 2.1 Caring Code and School Pledge

The Caring Code, which was constructed by our children, displays four key messages about positive behaviour at our school. Our School Pledge encompasses the Code.



Our School Pledge:



## 2.2 Curriculum

Positive behaviour choices and emotional resilience are explicitly and implicitly taught throughout the curriculum. Understanding and managing feelings is taught through our PSHE Jigsaw lessons as well as in other areas of the curriculum, through problem solving in the playground and in other social situations too. We aim for all children to have the confidence, resilience and increasing maturity to deal with changes in school and at home, whatever they may be. We support them to develop:

- positive relationships;
- good behaviour and manners; and
- an ability to problem-solve both in and outside the classroom

## Section 3: Relevant staff and chain of communication

### 3.1 Board of trustees

Trustees will work with relevant members of the Trust's central team and each school's senior leadership team (SLT) to help set the ethos and a set of core values that promote high standards of expected behaviour from children attending its schools. Trustees will monitor and evaluate the impact of the policy and will hold the chief executive officer (CEO) and headteachers to account for its implementation. Trustees will ensure that they receive relevant training on suspensions, exclusions, behaviour and discipline at least every two years.

### 3.2 Chief executive officer

The CEO will ensure that Part A of this policy is applied consistently across all schools within the Trust and will report back to the trustees. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.



### **3.3 Local governing body**

Governors in each school will review and monitor the application and implementation of this policy by receiving regular reports from the school headteacher on behavioural sanctions and support that is put in place for children at their school. Local governors will scrutinise relevant data, review relevant seclusion and exclusion decisions and act as a point of challenge for decisions taken by the headteacher.

### **3.4 Headteacher**

Each school's headteacher, with support from their respective SLT, will ensure that staff are supported and up-to-date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The headteacher will ensure that the teaching of behaviour expectations is included in induction for all staff and children, regardless of whether they enter the school at standard or non-standard entry points. The headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully and the use of removal from the classroom is used appropriately, as well as not having a disproportionate effect on children sharing particular protected characteristics. The headteacher will act as a source of support and guidance for staff on behaviour management strategies and discipline.

### **3.5 Staff**

The responsibilities of staff in fostering and maintaining high standards of behaviour are set out in Part A, Appendix 1 of this policy. Staff will receive training on behaviour strategies throughout the year and are encouraged to work collaboratively on methods and initiatives to help improve behaviour within their school and local community.

### **3.6 Children**

The rights and responsibilities of children are set out in Part A, Appendix 2 of this policy along with a list of the rules to which all children must adhere. Children will regularly receive reminders of the rules and expected standards of behaviour. Children are expected to have a positive attitude and maintain high expectations for themselves. Children will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

### **3.7 Parents/carers**

Parents/carers play an important role in ensuring good behaviour from their children. Our home-school agreement, found in Part A, Appendix 3, helps to clarify expectations, outlining the roles, and responsibilities of parents/carers in fostering good behaviour.

## **Section 4: Attendance, punctuality and registers: rewards and sanctions, including truancy**

### **4.1 The importance of regular attendance**

Regular attendance at school is an important part of giving your child the best possible start in life, ensuring your child is able to meet their full potential. Children with poor attendance are more susceptible to achieving less, academically and socially, in both primary and secondary school. Hermitage Primary School is committed to a positive policy of encouraging children to attend school regularly. The school will work with parents to secure this aim.

#### **4.2 Rewards for good attendance**

The school aspires that children attend school every day to achieve 100%. To promote the importance of good school attendance the school adopts a number of different strategies. Certificates are awarded to children who achieve 100% attendance on a termly and yearly basis. We recognise that some absences are unavoidable, for example if a child has an underlying medical condition which requires regular appointments. As such, we present certificates in the below categories:

- 98-100 - Diamond
- 96-97 - Gold
- 94-95 - Silver
- 92-93 - Bronze

#### **4.3 Support for children with poor attendance**

Children whose attendance falls below 96% will be monitored closely by the senior leadership team. An in-depth analysis will be conducted so that the correct support can be put in place to help improve the child's attendance. Children and parents are encouraged to speak with a member of staff about any attendance concerns. It is never too late to ask for support; the sooner help is sought, the sooner the issue can be resolved.

#### **4.4 School procedures for tackling poor attendance**

Parents whose child's attendance falls below 90% will be contacted by a member of the attendance team. If there has been no improvement in a child's attendance following intervention from the school, then parents will be invited in to meet with the Attendance Officer. If evidence is not provided for absences, then they will be marked as unauthorised. If there is still no improvement, parents will be invited in to meet with the Head of School and the Attendance Officer. At that point, if there is still no improvement, or parents do not respond to the school's letters or fail to show up for arranged meetings then the school will refer the family to the London Borough of Hillingdon's attendance support team. The school reserves the right to recommend that fines are issued for unauthorised and/or poor attendance.

#### **4.5 Truancy**

Truancy, the act of intentionally skipping school without a valid excuse, can have a significant impact on children's behaviour within the educational setting. When children regularly miss classes, they miss out on valuable learning opportunities and fall behind academically. This can lead to feelings of frustration, helplessness, and disengagement, causing a decline in their overall behaviour. Truancy often correlates with increased involvement in delinquent activities, substance abuse, and association with negative peer groups. The lack of structure and accountability that school provides can result in a diminished sense of responsibility and discipline. Ultimately, truancy undermines a child's educational progress and hinders their social and emotional development. As such, where truancy is identified, we will refer the family to Hillingdon's attendance support team.

### **Section 5: Uniform**

#### **5.1 The importance of school uniforms**

School uniforms play a crucial role in the lives of primary-aged children. Uniforms promote a sense of belonging and equality among children. They eliminate clothing-based social comparisons, fostering a positive learning environment where children are judged for their character rather than their attire. Uniforms also instil discipline and pride, teaching young children the importance of adhering to rules and representing their school with dignity. Moreover, uniforms simplify the morning routine for busy parents, as they eliminate the need for

daily outfit decisions. Overall, school uniforms foster a cohesive and inclusive atmosphere, enabling children to focus on their education and character development.

### **5.2 Breaches of school uniforms**

While parents at Hermitage Primary School overwhelmingly support the uniform policy, some do not actively enforce the wearing of uniforms by their children and so it must be enforced at school. The school takes the view that by enforcing the rules, it is easier for parents not to give in to pressure from children who are determined to deviate from the policy. The school does inform parents of its uniform requirements at the time of selecting schools, details of which can be found in Part B, Appendix 2. As far as possible, any breaches of school uniform rules will be addressed with corrective action, for instance an article of inappropriate clothing being removed from the child until the end of the day (when it will be handed to the parents). The child may be asked to change into spare items that the school may have available. So that uniform issues can be addressed, the school will seek to support parents who are suffering financial hardship and the school's welfare officer should be contacted in the first instance.

### **5.3 Equalities statement for uniform**

Over recent years, schools have (in line with other institutions and public bodies) been working towards an improved understanding of the diverse nature of their communities. Much of this work is in response to new legislation that places an increased duty on schools and other settings. Legislation requires schools to eliminate direct or indirect discrimination, victimisation or harassment and to promote equality for children, staff and others who use school facilities. These developments reflect the growing awareness of the need to view different equality strands beneath one umbrella, rather than seeing them as separate factions competing with each other for time and resources. At Hermitage Primary School, staff work to ensure that there is equality of opportunity for all members of our community across a range of strands, which include: race, disability, gender, religion and age as well as any other factors which have the potential to cause discrimination, e.g. socio-economic factors. The final judgements regarding acceptable uniform and appearance will be made by the headteacher and the school's governing body.

## **Section 6: Inclusion and SEND**

### **6.1 Consideration of SEND**

Inclusion is a fundamental principle that promotes equality and respect for all individuals, regardless of their differences or abilities. When dealing with incidents of poor behaviour, it is crucial to ensure that the needs of children with Special Educational Needs and Disabilities (SEND) are taken into consideration. By adopting an inclusive approach, educators and institutions can create a safe and supportive environment for all children, including those with SEND. This involves providing appropriate accommodations, individualised support, and fostering understanding and empathy among peers. By valuing and incorporating the perspectives and needs of children with SEND, we can cultivate a culture of acceptance, empathy, and fairness in addressing incidents of poor behaviour. Staff should not assume that because a child has SEND, it must have affected their behaviour on a particular occasion; this is a question of judgement for the school on the facts of the situation.

### **6.2 Reasonable adjustments**

Staff should consider whether a child's SEND has contributed to the exhibited behaviour and if so, whether it is appropriate and lawful to sanction the child. In considering this, schools should refer to the Equality Act 2010 and schools guidance. Staff should also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the child may have. It is also important for the schools to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

### **6.3 Inclusion**

Some children will need more support than others in learning to respect the rights of others and to meet the school's expectations of behaviour. We work closely with staff members and parents/carers to ensure that our approaches ensure success for all our children, whatever their additional needs may be. We acknowledge this through:

- understanding that some of our children, for some or all of the time, will need more of our attention and support than others;
- our responsibility to teach social/emotional behaviour and understanding to all children;
- planning and providing additional transitions within school (between phases, mid-year arrivals and externally into KS3);
- understanding that for those children identified with SEND, the system will be carefully modified or adapted to meet their individual needs. Appropriate pastoral programmes will be discussed with parents/carers in advance and every effort will be made to ensure that rewards and sanctions are applied consistently across settings (home and school) to increase chances of success. The pastoral programmes may include risk assessments and positive handling plans. Pastoral programmes will be reviewed periodically with the parents/carers;
- significant or consistent behaviour concerns may be indicators of needs which cannot be addressed solely through the home/school partnership. Where appropriate, we will seek support from external agencies such as Educational Psychology, Early Help Assessment, Child and Adolescent Mental Health Service (CAMHS). All external referrals will be undertaken following full discussion with parents/carers;
- all other interventions will be routinely recorded (i.e. school mentoring, social/ nurture groups, lunch time support, 1:1 support, educational psychologist, well-being officer).

## **Section 7: Behaviour topics and implementation**

### **7.1 Mental health**

Good mental health is of paramount importance to Hermitage Primary. The school has continuously developed its social curriculum to reflect the commitment to achieving good mental health for all children, staff and parents. The focus within this area is specifically demonstrated through:

- the PSHE curriculum, which has mental health and wellbeing embedded within lessons in addition to standalone lessons around wellbeing adapted from teaching resources;
- children take part in daily mindfulness sessions after lunchtime across the whole school;
- specific interventions, such as drawing and talking, child coaching sessions which utilise a growth approach, Rainbows Bereavement Support;
- staff specifically trained in First Aid Mental Health;
- regular internal staff training which develops skill and knowledge around mental health;
- access to an app called Reach to Teach which supports staff to understand how children can be supported across a range of needs;
- use of specific assessment tools: Strengths and Difficulties questionnaire, Boxhall Profile;
- school wide focus on World Mental Health Day (October) as well as Children's Mental Health week (February);
- direct external services work and swift referrals made to CAMHS, CDC and Early Intervention;
- weekly Circle Time lessons that are specific to the needs of our children. The Circle Time lessons have a specific formula where connection, belonging and understanding are at the heart of each lesson including 'grounding techniques' (techniques used to reduce anxiety);

- focused assembly schedule that focuses on SMSC, British Values and our own SMILE initiative (Socially confident, Mentally wealthy, Intellectually curious, Life-long learners, Emotionally regulated);
- child wellbeing champions who meet regularly to discuss practices at school as well as new initiatives;
- 'Zones of Regulation' approach embedded into daily classroom practice. Our children use the 4 zones: Green – Good to Go / Blue – Rest and Get Ready / Yellow – Running Slow / Red – Stop and Think to help them self-regulate as well as apply specific strategies that they can use to get back to 'Good to Go'; and
- self-regulation strategies are shared openly with children, helping them to manage their feelings and any anxieties in a positive way.

This is the school's vision statement for mental health and wellbeing:



This statement is continually referenced in PSHE and Circle Time lessons, as well as in assemblies. The school's commitment is demonstrated through specific actions mentioned above.

## 7.2 E-safety

E-safety is of utmost importance in ensuring responsible child behaviour in the digital age. With the proliferation of technology, children are exposed to various online platforms and potential risks. Educating them about e-safety helps develop critical thinking skills, encourages responsible online behaviour, and protects them from cyberbullying, inappropriate content and online predators. Teaching children about privacy settings, digital footprints and the importance of securing personal information safeguards their online presence. By promoting e-safety, the school creates a safe and supportive environment that fosters positive digital citizenship, empowering children to make informed decisions, develop healthy online relationships and navigate the digital world confidently and responsibly.

### 7.2.1 Cyberbullying

All reports of cyberbullying are taken seriously. As per the online safety policy, children are regularly reminded about the impact of cyberbullying. Where cyberbullying has occurred outside of school, parents are informed and children are interviewed and reminded of expectations. Children and parents are offered support and advice via the Family Support Team. Hermitage Primary School is also supported in this area via our Community Police Officer.

### 7.2.2 How the school responds to issues of misuse

Where a child misuses the school's ICT systems or internet, we will follow the procedures set out in Part A of this policy. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident and will be proportionate. Where a staff member misuses the school's ICT systems or the internet or

misuses a personal device where the action constitutes misconduct, the matter will be dealt with in accordance with the staff disciplinary procedures/staff code of conduct. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident. The school will consider whether incidents which involve illegal activity or content, or otherwise serious incidents, should be reported to the police.

Further information can be found in the school's Online Safety Policy.

### **7.2.3 The power to discipline beyond the school gate**

Disciplining beyond the school gate covers the school's response to all non-criminal poor behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff, or is reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful. The governing body will ask the headteacher to consider what the school's response should be to:

- any negative behaviour when the child is:
  - taking part in any school-organised or school-related activity
  - travelling to or from school
  - wearing school uniform
  - in some other way identifiable as a child at the school
- misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school
  - poses a threat to another child or member of the public
  - could adversely affect the reputation of the school

In all of these circumstances the headteacher will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a child. If the behaviour is criminal or poses a serious threat to a member of the public, the police will be informed. In addition, school staff will consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow its safeguarding policy.

### **7.3 National tests: expectations**

When sitting any statutory tests, children are expected to exhibit certain behaviour to create a conducive testing environment. They should arrive punctually, prepared with the necessary equipment and with a calm mindset. During the assessments, children are expected to listen attentively, follow instructions carefully, and remain focused on their individual tasks. Respectful behaviour towards peers and examiners is essential, maintaining a quiet atmosphere for all participants. Honesty and integrity should be upheld, refraining from cheating or engaging in any form of misconduct. Additionally, children should persevere through challenges, manage time effectively, and ask for help when needed. These expectations ensure fairness, accuracy, and a positive testing experience for all involved.

### **7.4 Educational visits and trips**

Although most trips are part of the National Curriculum and all children should therefore take part, occasionally a child's behaviour puts themselves or others in danger. Every effort is applied to make reasonable adjustments which may include requesting that the child's parent/carers accompanies the trip. If, however, an assessment shows that these risks cannot be adequately managed, children may be excluded from trips and also from extra-curricular clubs. Parents/carers will be informed in advance if this is the case. Risk assessments may be put in place in order to ensure the safety of the child, their peers, members of staff as well as the public.

## **7.5 Our proactive approach to reducing harmful behaviours**

Being proactive when dealing with child behaviour is crucial for creating a positive and conducive learning environment. Proactivity allows teachers to address potential issues before they escalate, promoting a more productive and harmonious classroom dynamic. By establishing clear expectations and rules from the outset, teachers can prevent disruptive behaviours and foster a culture of respect and responsibility. Proactive measures such as consistent communication with children, implementing effective behaviour management strategies, and providing individual support when needed, can prevent behavioural problems, enhance engagement, and maximise learning outcomes. By taking a proactive approach, teachers can create an environment where children feel valued, supported, and motivated to succeed academically and socially.

Part B, Appendix 4 contains the school's checklist and details of its proactive approach to managing behaviour.

## **Section 8: Rewards**

### **8.1 Celebration assemblies**

Rewards play a crucial role in enhancing school behaviour and fostering a positive learning environment. By providing incentives for good conduct, children are motivated to exhibit desirable behaviours consistently. Rewards reinforce positive actions and serve as tangible acknowledgments of children's efforts and achievements. They create a sense of accomplishment, boosting children's self-esteem and confidence. Moreover, rewards can encourage healthy competition, teamwork, and a sense of community among children. When children perceive that their positive behaviours are recognized and valued, they are more likely to engage actively in their studies, follow rules, and exhibit respectful and responsible behaviour. Overall, rewards serve as powerful tools for promoting and improving school behaviour.

### **8.2 Weekly and termly assemblies**

SMILE certificates are given to two children from every year group, every week. These certificates are presented in front of the whole phase and a photo is posted on Class Dojo (where permission allows) to share this achievement amongst the school community. Significant Achievement certificates are presented to two children from each class at the end of every term. The parents/carers of these children are invited to witness the presentation of certificate and star reward at an assembly. The winners of these awards are encouraged to wear their star reward on their uniform. VLT awards are given to one child from each phase at the end of each term. These are awarded to children who showcase the trust's values of Aspiration, Community and Equity. Children are also encouraged to wear their VLT award with pride on their uniforms.

## **Section 9: Children's possessions**

### **9.1 Electronic devices**

Only Year 6 children are allowed to have a mobile phone in their possession as they enter school. Phones must be put away as the children enter the school gates and handed to the class teacher immediately on entrance to the classroom. The phones are then distributed to the correct child at the end of the day. Smart watches of any kind are not permitted for any child. Children are also not permitted to bring in any other electronic equipment, such as iPads etc. into school, unless asked to do so as part of a lesson. Sanctions are as follows:

- first occasion in a term – equipment confiscated and taken to the main office for collection by the parent at the end of the day. A reminder of expectations letter is sent to the child's parent/carer;
- any subsequent occasions in a term - equipment confiscated and taken to the main office for collection by parent/carer. A letter is sent to the child's parent/carer and an extended sanction is given. A parental meeting will be arranged.

If a mobile phone/smart watch is used to contact a third party, including parents or carers which leads them to contact the school, this will be sanctioned with an internal or fixed-term seclusion, depending on the amount of disruption caused to staff or concerns regarding the safety of staff or children. This includes children involving peers who make contact with a third party with or without their knowledge. In addition, contact with a third party may involve using any other form of communication, eg. the internet, and/or through any medium or device.

## **9.2 Search and screening**

The school will 'search' children if there is good reason to suspect a child may have a prohibited item in their possession or that they have, in their possession, property which does not belong to them. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that a member of staff reasonably suspects has been, or is likely to be, used to:
  - Commit an offence
  - Cause personal injury or damage to property

By 'search' we mean that the child will be asked to empty a bag or pockets of their clothing; staff will not physically search by touching a child or their belongings. Only members of the leadership team may ask a child to empty their book bag or clothes pockets to ascertain whether such items are present. If items are discovered, the staff member will remove them and store them in safe keeping until such time as the incident has been investigated and parents/carers have been informed. Any prohibited items or equipment which should not have been brought to school will be returned only to the child's parent/carer. The Police/Community Police Officer will be contacted based on the danger posed by the item. Knives, weapons, controlled substances, stolen items, pornographic images will be passed on immediately to the Police.

Property which does not belong to the child will be removed and returned to its rightful owner following investigation. If a child refuses to empty their bag/pockets, parents/carers will be contacted and asked to attend school to enable the search. The matter may be further escalated by the Headteacher as necessary. Parents of all parties involved will be notified either face to face or via telephone call.

The school adheres to the statutory advice as set out in government guidance. Appropriate links can be found at the end of this policy.

## **9.3 Other Banned Articles**

The following banned articles will be confiscated on sight and will be returned to the parent at the end of the day. It is important that parents are informed of the confiscation.

- Hoodies, denim jackets or other items of non-uniform clothing
- Jewellery, including earrings (other than one small stud in the bottom of each ear lobe; these should be a tiny plain silver or gold type stud)
- Smart watches which have the capacity to receive notifications or take photos
- Mobile phones which have been heard or seen on the school premises (this does not include Year 6)



- Music devices, with the exception of those being used as part of a lesson
- Make up
- Chewing gum
- Smoking-related articles
- Aerosols, perfumes or body sprays

## **Section 10: Children's voice**

### **10.1 Opinions of our children**

Seeking the opinions of our children is crucial when addressing behaviour, both positive and negative. By actively involving children in the process, the school gains valuable insights into the underlying factors influencing their actions. It fosters a sense of ownership and responsibility, empowering children to take an active role in shaping their educational environment. Children's voice promotes a collaborative and inclusive approach, allowing children to express their perspectives, concerns, and needs. It helps educators develop a deeper understanding of individual circumstances and tailor interventions accordingly. Moreover, involving children in decision-making processes enhances their sense of belonging and engagement, leading to a positive classroom atmosphere and improved behaviour management. Ultimately, child voice cultivates a child-centred approach that benefits both individual growth and collective learning.

### **10.2 Collecting children's voice**

The school gathers the voice of children in the following ways:

- child voice groups,
- Visible Learning targets,
- child Attitudinal Survey,
- and Governor Visit Days.

## **Section 11: Child leadership positions**

### **11.1 The importance of child leadership positions**

Creating positions of leadership and responsibility plays a vital role in promoting good school behaviour. These positions empower children to take ownership of their actions and become positive role models for their peers. By assigning responsibilities such as prefects, child council members, or mentors, schools instil a sense of accountability and pride in children. These leaders have the opportunity to model exemplary behaviour, resolve conflicts, and encourage a respectful and inclusive environment. Furthermore, involving children in decision-making processes fosters a sense of ownership and boosts their self-esteem. Overall, these leadership positions cultivate a culture of respect, responsibility, and collaboration, leading to a harmonious and conducive learning environment for all.

### **11.2 Examples of child leadership positions at Hermitage Primary School**

The school provides children with the following leadership positions:

- Head pupils
- School council
- Eco-Warriors
- Well-being champions
- Play Leaders

## **Section 12. Anti-bullying**

### **12.1 School view of bullying**

Hermitage Primary School aims to provide a safe, caring and friendly environment for all children, to allow them to learn effectively, improve their life chances and help them maximise their potential to be the best they can be. Children should expect to feel safe in school and have an understanding of the issues relating to safety, such as bullying and racism. The school wants all children to feel confident in reaching out for support should they feel unsafe. Bullying or any kind is unacceptable. Hermitage Primary School does everything possible to stamp out bullying and minimise the effects of bullying and racism on those who have suffered it. The school seeks to educate children about bullying and racism and how to deal with it, as well as aiming to provide support and time to those who feel they have suffered from bullying/racism.

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

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

### **12.2 Policy development**

This policy continues to be formulated in consultation with the whole school community with input from members of staff, governors, parents/carers and children. Children contribute to the development of the policy through school council, child voice, circle time discussions, PSHE lessons etc. Parents/Carers are encouraged to contribute by taking part in written consultations, via parents meetings/evening, at coffee mornings, via parent surveys.

### **12.3 References to relevant legislation**

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

### **12.4 Responsibilities**

It is the responsibility of:

Governors

- to take a lead role in monitoring/reviewing this policy and implement it accordingly
- the nominated governor with responsibility for anti-bullying/racism is Ann-Marie Taylor-Kent

#### Head of School

- to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably

#### Anti-Bullying/Racism lead teacher

- the lead teacher with responsibility for anti-bullying/racism is Parmjit Varaitch
- to develop the policy and review it involving children, staff, governors, parents/carers and relevant local agencies
- to implement the policy and monitor/assess its effectiveness in practice
- to ensure evaluation takes place and that this informs policy review
- to manage bullying that is verbal, physical, relational, sexual, prejudicial or cyber
- to support victims of racist, anti-Semitic, transphobic, disablism, homophobic or any other minority group
- to manage the reporting and recording of bullying incidents
- to assess and coordinate training and support for staff and parents/carers where appropriate
- to coordinate strategies for preventing bullying/racism through an analysis of each incident, with specific outcome actions that further promote inclusivity and equality

#### Staff

- to be aware of this policy and implement it accordingly
- to support and uphold the aims of the policy

#### Parents/Carers

- to support their children and work in partnership with the school, receiving support when it is needed
- to support and uphold the aims of the policy

#### Children

- to abide by the policy and receive support, care and guidance when it is needed

### **12.5 Definition of bullying**

Bullying is deliberate hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves. This can take the form of name-calling, violence, threatened violence, isolation, silent bullying through gestures / facial expressions, ridicule or indirect action such as spreading rumours about somebody. Bullying can be aggressive or insulting behaviour by an individual or group, often repeated over a period of time, that intentionally hurts or harms. This can have a destructive effect on young people's lives. Although some can shrug it off, bullying can produce feelings of powerlessness, isolation from others, undermine self-esteem and sometimes convince the victims that they are at fault. It can affect attitudes and performance in school. For some it can lead to prolonged distress and long-term impact on social and emotional development.

### **12.6 Teaching children about types of bullying**

Hermitage Primary School works hard during curriculum time to ensure that all children recognise that all forms of bullying are unacceptable, that children understand the effects of bullying/racism upon the victims and also that children know the difference between bullying and simply 'falling out'. All staff, children and parents need to be aware of the negative and damaging effect that bullying can have on individuals, and the school in general, and should work together towards ensuring that it is eliminated as far as is practicable.

Bullying can be:

- Physical – hitting, kicking, punching, taking belongings
- Verbal – name calling, spreading rumours, sarcasm, insulting
- Emotional – being unfriendly, excluding others, tormenting
- Racist – racial taunts, graffiti
- Silent – through gestures / expressions
- Homophobic – Homophobic remarks and negative use of words such as ‘Gay’ ‘Homo’
- Biphobic/Transphobic – Biphobic and Transphobic remarks and negative use of words such as ‘Queer’ ‘Tranny’. Fear and hatred of bisexuality, of trans and gender non-conforming people
- Sexual – unwanted physical contact, sexually abusive comments, focusing on sexuality
- Cyber-bullying - defined as the use of Information and Communications Technology (ICT), particularly mobile devices and the internet, deliberately to upset someone else. Because cyber-bullying differs in several significant ways from other kinds of bullying, and the potential for its increase will grow with the development and use of technology, our treatment of it is explained in a specific section of this policy (see Appendix H)
- physical assault against a person or group because of their colour, ethnicity or nationality
- use of derogatory names, insults and inappropriate jokes, both verbally or written
- derogatory graffiti
- provocative behaviour such as wearing racist paraphernalia associated with a derogatory group
- verbal or physical threats
- incitement of others to behave in a certain way
- attempts to recruit others to racist organisations and groups
- ridicule of an individual for cultural difference eg food, music, religion, dress etc
- refusal to cooperate with other people because of their colour, religion, sexual orientation, ethnic origin or nationality

### **12.7 Indicators that a child is being bullied:**

A child may indicate by signs or behaviour that he or she is being bullied/racially maltreated. We should be aware of these signs and investigate if a child shows or a parent reports any of the following:

- Is unwilling to go to school
- Changes their routine
- Begins truanting
- Becomes withdrawn
- Runs away
- Cries themselves to sleep
- Has nightmares
- Starts stuttering
- Feels ill in the morning
- Decline in learning at school
- Damaged or missing possessions
- Comes home starving
- Bullies siblings
- Becomes aggressive or unreasonable
- Asks for money
- Bed wetting
- Stops eating
- Gives implausible excuses for any of these signs/symptoms

The school recognises that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

- The ring-leader - who through their position of power can direct bullying activity
- Assistants/associates - who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- Reinforcers - who give positive feedback to those who are bullying, perhaps by smiling or laughing
- Outsiders/bystanders - who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders - who try and intervene to stop the bullying or comfort children who experience bullying.

Some children can adopt different roles simultaneously or at different times e.g. a bullied child might be bullying another child at the same time, or a 'reinforcer' might become a 'defender' when the ring-leader is not around.

### **12.8 Recognising reasons why children may bully/maltreat peers**

The school recognises the fact that children may bully for a variety of reasons. Recognising why children bully supports the school in identifying children who are at risk of engaging with this type of behaviour. This enables staff to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur. Understanding the emotional health and wellbeing of children who bully is key to selecting the right responsive strategies and to engaging the right external as well as parental support. Possible reasons why some children may engage in bullying include:

- Struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances
- Liking the feeling of power and using bullying behaviour to get their own way
- Having a temperament that may be aggressive, quick tempered or jealous
- Having been abused or bullied in some way
- Feeling frustrated, insecure, inadequate, humiliated
- Finding it difficult to socialise and make friends
- Being overly self-orientated (possibly displaying good self-esteem) and finding it difficult to empathise with the needs of others
- Being unable to resist negative peer pressure
- Being under pressure to succeed at all costs

### **12.9 Prevention**

The school seeks to create an ethos of good behaviour where children and staff treat one another with utmost respect because they know that this is the right way to behave. Values of respect for staff and other children, an understanding of the value of education and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff continuously. The school's response to bullying does not start at the point at which a child has been maltreated. School staff act proactively to gather any information about issues between children which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to children about issues of difference, perhaps in lessons, through dedicated events/workshops or projects, and through assemblies. Hermitage Primary School has created a supportive climate by declaring that bullying will not be tolerated at our school and that all incidents will be dealt with quickly and thoroughly.

### **12.10 Strategies to help prevent the occurrence of bullying/ behaviour**

The school will:

- ensure all staff are aware of and follow this policy;

- create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all;
- actively provide opportunities (through PSHE/Circle Time activities/Reflection/RE) to develop children's social and emotional skills, including their resilience as well as promote diversity and equality;
- provide an 'open door' approach for children, staff and parents/carers to access support and report concerns;
- provide peer mentoring schemes, buddying;
- commit to restorative justice approaches as demonstrated in this policy;
- continuously reinforce our Caring Code and our school's core values: Aspiration, Relationships, Community;
- challenge practice which does not uphold the school's values for example, tolerance, non-discrimination and respect towards others;
- consider all opportunities for addressing bullying/racism in all forms throughout the curriculum (stories, drama and role play) including a range of additional approaches such as through displays, assemblies, events (Anti-Bullying week/Black History month), speakers and the school council;
- ensure that all curricular and extracurricular activities are accessible to all children regardless of their ethnic group;
- monitor the 'Worry Eaters' in each class to catch concerns and intervene early;
- ensuring that the wellbeing team can regularly to identify children at risk and intervene early;
- promote cultural diversity and challenge racism throughout the whole curriculum in a range of personal, community and global contexts;
- regularly update and evaluate our approaches;
- train all staff to identify all forms of bullying/racism and to follow the school policy and procedures (including recording and reporting incidents);
- proactively gather and record concerns and information about bullying/racism so as to effectively develop strategies to prevent bullying/racism from occurring;
- use a variety of techniques to resolve the issues between those who bully/promote racism and those who have been bullied/racially maltreated;
- work with other agencies and the wider school community to prevent and tackle concerns;
- build positive links with community groups and utilise the expertise of people from local minority ethnic communities to ensure that the multicultural dimensions of the curriculum are fully developed; and
- continue to celebrate success and achievements however small, as the number one approach towards promoting a healthy, inclusive and happy school environment.

In addition, the school explicitly teaches children the NICE approach (victims, bystanders):

N=Notice that something is happening

I=Interpret...know that help is needed

C=Choose a form of assistance

E=Engage with the problem

## **12.9 Identification**

We acknowledge that it can be difficult for staff to learn about bullying, as the maltreated child may feel they cannot tell them out of shame, out of fear or some other reason. We encourage children to tell us if they feel they are being maltreated, or if they think another child is being bullied/racially maltreated. We frequently reinforce the message that we 'are a listening school' and that it is important to tell staff about any worries or concerns they may have. 'Worry Eaters' are in each class, where children can confidentially raise concerns/worries. The 'Worry Eater' bins are checked periodically by our Well-being Officer. Staff are available at any time should a child need to talk to someone about being bullied/racially maltreated or another child suffering from bullying. All staff, especially teaching and classroom support staff, monitor the wellbeing and behaviour of all children and note cases where bullying is suspected of happening. Particular vigilance is paid to cases where existing problems have been identified; the Senior Leadership Team brings these to the attention of staff. If parents/carers have any concerns about bullying, or if they feel their child's behaviour is changing in a way that may be connected to bullying, we encourage them to contact the school so we can investigate and address their concerns. The school takes child/parent voices periodically to ascertain the views and opinions of both parents and children with regards to bullying and other issues

## **12.10 Action and Response**

Action and response to incidents will follow 4 threads:

1. Challenge
2. Resolve/Support
3. Report
4. Monitor

When bullying is suspected or reported:

- staff will intervene immediately;
- staff will investigate – listen to all parties and witnesses;
- the incident will be recorded and given to the headteacher or assistant headteacher, who will interview the children concerned (see form Appendix G) as well as initiate our restorative approach: (Appendix J);
- the child being bullied will be made aware that the incident will be dealt with;
- parents/carers of the child/children doing the bullying/racism will be asked to attend a meeting to discuss their child's behaviour;
- parents/carers of the child being bullied/racially maltreated will be informed and invited to meet with an appropriate member of staff;
- a suitable sanction will be implemented for the child doing the bullying/racism in order to modify or change the behaviour (see Appendix I);
- further support will be offered through: peer mentoring/buddying, 1:1 input from Well-being Officer, focused emotional/social intervention, modification to unstructured times; and
- staff will monitor the behaviour of both "perpetrator" and "victim", and all staff will be alerted to watch out for further occurrence.

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Under the Children Act 1989, a bullying incident will be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, school staff will report their concerns to Hillingdon's Children's Social Care, the Police where appropriate.

### 12.11 Supporting those involved

The first priority will be to support the victim. Children who have been maltreated will be supported by:

- offering an immediate opportunity to discuss the experience with their teacher/wellbeing officer or a member of staff of their choice;
- reassuring the child and providing continuous support, through specific strategies;
- helped to develop strategies to prevent re-occurrence (through targeted intervention); and
- restoring self-esteem and confidence (through peer/staff mentoring, targeted intervention).

Sanctions will be applied to those children who are maltreating others as appropriate. This may be a removal of privileges or removal from the playground for a period of time in order that the victim may play safely in the knowledge that the perpetrator is not present.

Children who have maltreated others will be helped by:

- discussing what happened and establishing the concern, developing an understanding of the impact of their actions on the victim, and helping them understand that what they have done is wrong and that they need to make changes to their behaviour;
- enlisting support from parents/carers to help change the attitude and behaviour of their child. The school adopts a problem solving approach with parents/carers e.g. 'It seems your son/daughter and (other child) have not been getting on very well' rather than 'your son/daughter has been bullying....' While the school firmly believes that all bullying is unacceptable and that the perpetrators should be made to accept responsibility for their behaviour and make amends, the school understands that a cooperative ethos is desirable when trying to reach a resolution that is effective and long lasting. Parents/carers of those causing the bullying will also have support to come to a balanced view of what is happening and appreciate their role in helping their children to learn about the consequences of their actions and adopt alternative ways of behaving;
- providing appropriate education and support (through peer/staff mentoring, targeted intervention);
- considering any referrals to external agencies (Early Help Team, Educational Psychologist, Participation Team, Child Development Centre); and
- sanctioning in line with school behaviour/discipline policy, for example, removal of the perpetrator from the playground or classroom, time out in another class, internal seclusion with a senior teacher, or exclusion from playtime or lunchtime. In extreme cases, and as a final resort, a formal exclusion process may be instigated.

Adults (staff and parents) who have been bullied/racially maltreated will be supported by:

- offering an immediate opportunity to discuss the concern with a senior member of staff/headteacher;
- being advised to keep a record of the bullying/ as evidence;
- where the bullying/ takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the school's Professional and Personal code of conduct;
- reassuring and offering appropriate support; and
- working with the wider community and local/national organisations to provide further or specialist advice and guidance

Adults (staff and parents) who have maltreated others will be helped by:

- discussing what happened with a senior member of staff/headteacher and establishing the concern;
- clarifying the school's official procedures for complaints or concerns;
- if online, requesting content be removed and/or reporting account/content to service provider;
- direction to local/national organisations to provide further or specialist advice and guidance;



- contacting external agencies: Social Care/Police, if appropriate; and
- instigating formal disciplinary action, where appropriate.

### **12.12 Monitoring**

All bullying/racist incident forms will be held by Parmjit Varaitch, Anti-Bullying/Anti-Racism lead teacher. The information that we hold will be used to ensure that the policy is consistently applied. It will also be used to identify trends and inform preventative work in school and further development of this policy. A thorough analysis of an incident undertaken by the lead teacher will lead to ongoing improvements within our school's approach. This will involve the following:

1. For each incident, writing an objective which would solve or lessen it, or make it less likely to happen in the future
2. Writing short-term, medium-term and long-term action steps for each objective

The information will also be presented to governors in an anonymous format on a regular basis. The policy will be reviewed and updated bi-annually. The policy review will be linked to the School Development Plan, thus continuing to work towards a more inclusive and harmonious whole school community.

### **12.13 The success of this policy**

The success of this policy will be monitored by the governors through:

- The number of incidents recorded
- The total number of internal seclusions
- The total number of fixed-term and permanent exclusions
- child, parent/carers and staff voice questionnaires/evaluations

### **12.14 Policy review**

This policy will be reviewed annually and it will be amended following ongoing discussion between all members of the school community taking into account the success criteria described above.

### **12.15 Other Hermitage Primary School policies**

This policy needs to be read in conjunction with other policies/documents, in particular:

- Equality Policy
- PSHE Policy
- Home-School Agreement
- Positive Handling Policy
- Behaviour Principles Statement
- Exclusion Policy

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## Appendix A







Hermitage




Focused on Excellence; Surrounded by Care

SUCCESS	BEHAVIOUR	REWARD	EXTRA SUPPORT
<p>Individual</p> 	<p>Awarded for following the school's Caring Code or the classroom rules decided collaboratively with staff and children.</p> <p><u>Caring Code:</u>                      Always be kind and helpful                      Fulfil responsibilities with care and attention                      Treat everyone and everything with respect                      Be the BEST that YOU can be!</p>	<ul style="list-style-type: none"> <li>• Dojos</li> <li>• Dojo certificates</li> <li>• Stickers</li> <li>• Verbal praise</li> <li>• SMSA Award</li> </ul>	<p>Pupil, parents and staff involved in celebrating pupil's achievement</p>
<p>Whole Class</p> 	<p>Awarded for following the school's Caring Code or the classroom rules decided collaboratively with staff and children.</p>	<ul style="list-style-type: none"> <li>• Marble jar</li> <li>• Celebration wall</li> <li>• Dojos</li> <li>• Extra play</li> <li>• Table points</li> </ul>	<p>Parents, staff and the whole class involved in celebrating pupil's achievement</p>
<p>Phase</p> 	<p>Awarded to 2 students per class once a week for one of the following reasons:</p> <p>Socially confident                      Mentally wealthy                      Intellectually curious                      Life-long learners                      Emotionally regulated</p> <p>Certificates distributed in weekly celebration assemblies for each phase.</p>	<ul style="list-style-type: none"> <li>• SMILE Certificate</li> </ul>	<p>Parents, staff, pupil and children in that phase involved in celebrating pupil's achievement</p>
<p>Whole School</p> 	<p>Awarded to 3 students across the whole school who go above and beyond, following the visions and values of the Vanguard Learning Trust</p>	<ul style="list-style-type: none"> <li>• VLT Student Award</li> </ul>	<p>Parents, staff, pupil and the whole school involved in celebrating pupil's achievement</p>

## Appendix B

STEPS	BEHAVIOUR	SANCTION	EXTRA SUPPORT
Step 1 	<ul style="list-style-type: none"> <li>calling out</li> <li>answering back</li> <li>not working</li> <li>distracting others</li> <li>poor manners</li> <li>not taking care of property</li> <li>drawing on property</li> <li>low level disruption</li> <li>not responding to adult</li> <li>accidental damage through carelessness</li> <li>leaving the room without permission</li> <li>racial/homophobic language (without intent)</li> </ul>	<ul style="list-style-type: none"> <li>pupil name written on board</li> <li>reminder about expectations</li> <li>if persistent, send to reflection table for 15 minutes</li> </ul>	if persistent low level behaviour, involve phase leader and parents
Step 2 	<ul style="list-style-type: none"> <li>swearing</li> <li>minor challenge of authority</li> <li>ignoring instructions (with intent)</li> <li>kicking</li> <li>hitting/slapping</li> <li>disobedience</li> <li>stealing</li> <li>inappropriate references to appearance: intentional hurt to other's feelings</li> <li>persistent poor behaviour</li> <li>hiding peer's belongings (with intent)</li> </ul>	<ul style="list-style-type: none"> <li>pupil name moved to step 2 on board</li> <li>pupil sent to parallel class for 15 minutes with learning</li> <li>lost break time with SLT (including restorative conversations)</li> <li>dojo sanction sent</li> <li>step 2 letter sent with reply slip confirming incident has been discussed at home</li> </ul>	involve phase leader, parents and SENDCo if required  behaviour plan/structured lunchtime in place where required
Step 3 	<ul style="list-style-type: none"> <li>serious dishonesty</li> <li>inappropriate internet use</li> <li>spitting</li> <li>persistent fighting/hitting/physical</li> <li>challenging adult</li> <li>throwing harmful objects with intention to hurt</li> <li>derogatory remarks with intent</li> <li>threats</li> <li>refusal to carry out a sanction</li> <li>sexually inappropriate references</li> </ul>	<ul style="list-style-type: none"> <li>pupil name moved to step 3 on board</li> <li>lost lunchtime with an Assistant Head (with learning)</li> <li>parents should be informed by class teacher at pick up time, dojo sanction sent</li> <li>step 3 letter sent with reply slip confirming incident has been discussed at home</li> <li>incident recorded on behaviour log</li> </ul>	involve phase leader, parents and SENDCo if required  behaviour plan/structured lunchtime in place where required
Step 4 	<ul style="list-style-type: none"> <li>serious damage to property</li> <li>proven/persistent bullying (including discrimination)</li> <li>physical abuse/violence towards staff/pupils</li> <li>inappropriate touching of private parts</li> <li>carrying/use of a weapon</li> <li>carrying drugs</li> <li>abusive phone use via apps/calls/emails/texts/messages</li> </ul>	<ul style="list-style-type: none"> <li>pupil name moved to step 4 on board</li> <li>internal seclusion with SLT (with Head teacher where possible)</li> <li>meeting with parents</li> <li>incident recorded on behaviour log</li> </ul>	if required: <ul style="list-style-type: none"> <li>involve phase leader, parents and SENDCo</li> <li>behaviour plan/structured lunchtime in place</li> <li>fixed term exclusion</li> <li>reduced hours</li> </ul>

## Playtime and Lunchtime

<b>STEPS</b>	
<b>STEP 1</b> 	<p>1<sup>st</sup> reminder:</p> <p>Staff member to discuss the inappropriate behaviour using the 'Yellow' card</p> <p>Always share the appropriate choices that the pupil can make</p>
<b>STEP 2</b> 	<p>2<sup>nd</sup> reminder:</p> <p>Staff member to discuss the inappropriate behaviour using the 'Yellow' card. Pupil spends <b>10 minutes</b> on the side.</p> <p>On dismissal, always share the appropriate choices that the pupil can continue to make</p>
<b>STEP 3</b> 	<p>3<sup>rd</sup> reminder:</p> <p>If behaviour persists, pupil will either:</p> <ol style="list-style-type: none"> <li>1. remain next to the teacher on duty</li> <li>2. be escorted to the Hub.</li> </ol> <p>If escorted to the Hub, pupil will remain off the playground for the next day. (breaktime supervised by Class Teacher, lunchtime by Deputy)</p> <p>Incident recorded on CPOMs as either Step2 or Step3. A behaviour support plan may be put in place.</p> <p><b><i>Class Teacher to discuss with Parent</i></b></p>

## Appendix D

### Restorative Conversations



1. What happened?

2. What were you thinking/feeling at the time?

3. What have your thoughts been since?

4. How did this make people feel?

5. Who has been affected by what you did? And how?

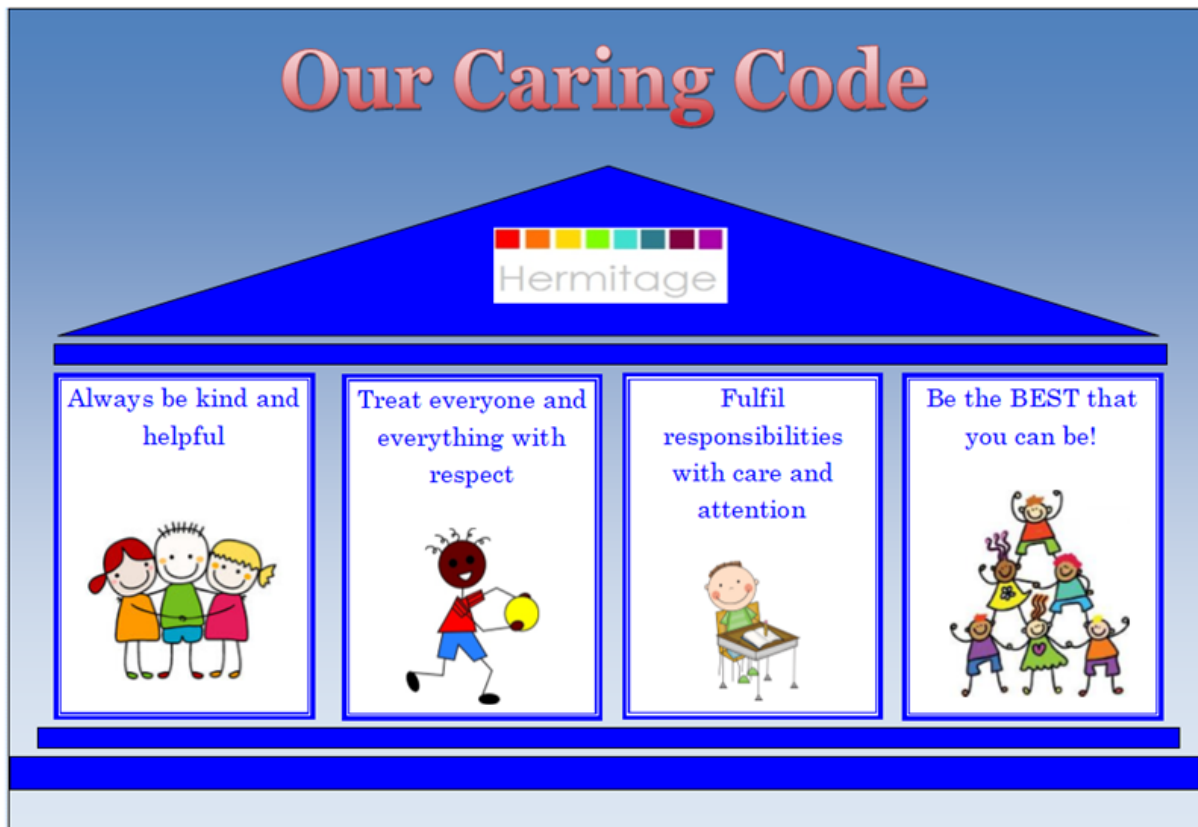
6. What do you think needs to happen to put things right?

7. How can we do things differently in the future?

#### Other questions can also be:

- What was unusual about today's incident?
- Why do you think things went wrong?
- What would make it easier next time?
- What would make the next 'time' go better?
- Where do we go from here?
- Who could help us with the next steps?
- If you had an opportunity to make a change with the incident, what would it be?

## Appendix E



## Appendix F



<u>Steps</u>	<u>Type of classroom behaviour...</u>	<u>What will happen...</u>
Reminder	I have not followed the school rules.	I am given a reminder.
Step 1	I have ignored the reminder and continued not following the rules.	My name is written on the board (Step 1).
	I have a reminder for the 3 <sup>rd</sup> time.	I am sent to the reflection table to work independently.
Step 2	I am still not following the school rules.	I am sent to a buddy class to complete my work for 15 minutes (Step 2) and I will miss my break and a letter will be sent to my parents.
Step 3	I misbehave again after returning to the class.	I am sent to Senior Leadership (Step 3).

If I am sent to Senior Leadership more than twice in a half term. My parents are called in for a meeting and my behaviour will be monitored in every lesson.



## Appendix G



# Hermitage

Focussed on Excellence; Surrounded by Care

### Hermitage Primary School

Belmont Road, Uxbridge

Middlesex. UB8 1RB

Tel: (01895) 234871

Dear Parent / Guardian,

I am writing to inform that your child was involved in an incident, which resulted in them receiving a Step 2 sanction as they did not follow the school's Caring Code.

The Caring Code is set out below:

#### Caring Code

- Always be kind and helpful
- Fulfil responsibilities with care and attention
- Treat everyone and everything with respect
- Be the BEST that YOU can be!

Please discuss with your child the need to follow the school's Caring Code at all times. As a school, we will continue to monitor their behaviour. We are hopeful that, following the incident and necessary sanctions, your child's behaviour will improve with immediate effect. If there is little progress, you will be invited to meet with the class teacher and Phase Leader. At this meeting your child will also be present and a plan of support will be devised.

Please sign the bottom of this letter to acknowledge that a discussion has taken place with your child to reinforce the expectations of your child's behaviour and return to the class teacher the following day.

If you have any questions regarding the incident, please do not hesitate to get in contact.

Yours sincerely

Acting Assistant Headteacher

I acknowledge that we have discussed the behaviour expectations at Hermitage Primary School and understand why my child was sanctioned with a Step 2.

Name of Child: \_\_\_\_\_ Class: \_\_\_\_\_

Date: \_\_\_\_\_ Signed: | \_\_\_\_\_



Hermitage Primary School is part of Vanguard Learning Trust, a charitable company limited by guarantee that is registered in England (Company Number: 07796938), with a registered office c/o Vanguard School, Warren Road, Ickenham, UB10 8AB."

## Appendix H



# Hermitage

Focussed on Excellence; Surrounded by Care

### Hermitage Primary School

Belmont Road, Uxbridge  
Middlesex, UB8 1RB  
Tel: (01895) 234871

Dear Parent / Guardian,

I am writing to inform that your child was involved in an incident, which resulted in them receiving a Step 3 sanction as they did not follow the school's Caring Code.

The Caring Code is set out below:

#### Caring Code

- Always be kind and helpful
- Fulfil responsibilities with care and attention
- Treat everyone and everything with respect
- Be the BEST that YOU can be!

Please discuss with your child the need to follow the school's Caring Code at all times. As a school, we will continue to monitor their behaviour. We are hopeful that your child's behaviour will improve with immediate effect. If there is little progress, you will be invited to meet with the class teacher and Phase Leader. At this meeting your child will also be present and a plan of support will be devised.

Please sign the bottom of this letter to acknowledge that a discussion has taken place with your child to reinforce the expectations of your child's behaviour and return to the class teacher the following day.

If you have any questions regarding the incident, please do not hesitate to get in contact.

Yours sincerely

Acting Assistant Headteacher

I acknowledge that we have discussed the behaviour expectations at Hermitage Primary School and understand why my child was sanctioned with a Step 3.

Name of Child: \_\_\_\_\_

Class: \_\_\_\_\_

Signed: \_\_\_\_\_



Hermitage Primary School is part of Vanguard Learning Trust, a charitable company limited by guarantee that is registered in England (Company Number: 07796938), with a registered office c/o Vanguard School, Warren Road, Ickenham, UB10 8AB.

## Appendix I

Cyber-bullying is a subset or 'method' of bullying. It can be used to carry out all the different 'types' of bullying (such as racist bullying, homophobic bullying, or bullying related to SEN and disabilities), but instead of the perpetrator carrying out the bullying in person, they use technology as a means of conducting the bullying. Cyber-bullying can include a wide range of unacceptable behaviours, including harassment, threats and insults, and like face-to-face bullying, cyber-bullying is designed to cause distress and harm.

It differs significantly from other forms of bullying, e.g. the invasion of home/personal space, the difficulty in controlling electronically circulated messages, and even in the profile of the bully and target. Our policy applies equally to the cyber-bullying of school staff as to pupils.

1. We recognise that engagement with technology is a social activity of great importance to young people, so our policy is designed to support a sense of e- safety and e-responsibility that gives students the confidence to deal with any problems that may arise, whether in or out of school.

2. We recognise that cyberbullying can take many forms:

- threats and intimidation
- harassment or stalking
- vilification or defamation
- ostracising/peer rejection/exclusion
- identity theft, unauthorised access and impersonation
- publicly posting, sending or forwarding personal or private information or images
- manipulation

3. The impact of cyberbullying can be greater than other forms because a larger audience can be reached rapidly, so a single incident may have long-term consequences.

4. Bystanders to cyberbullying can easily become perpetrators – by passing on the harmful material deliberately or unintentionally. We take seriously the responsibility of these ‘accessories’ to bullying and will apply sanctions for such behaviour.

5. Cyber-bullying can take place at any time and can intrude into spaces that might previously have been regarded as safe or personal. Schools have powers to discipline and regulate the behaviour of pupils, even when they are off the school site, and we will take measures to protect pupils whose education or wellbeing may be affected by cyber-bullying, irrespective of the location of the bully at the time of the action.

6. We will ensure that pupils understand the value of preserving evidence of cyber-bullying so that they have the confidence to report it, and information on which we and other agencies might act on to deal with it.

7. We will continue to promote students’ understanding of e-safety and e-responsibility through the school’s Internet Safety Policy, and through the curriculum in IT and PSHE. Students will be made aware that cyber-bullying may constitute a criminal offence.

8. Staff and peer mentors will receive specific training to deal with cases of cyberbullying.

9. Incidents of cyber-bullying will be recorded on the schools welfare system as well as on the behaviour monitoring excel

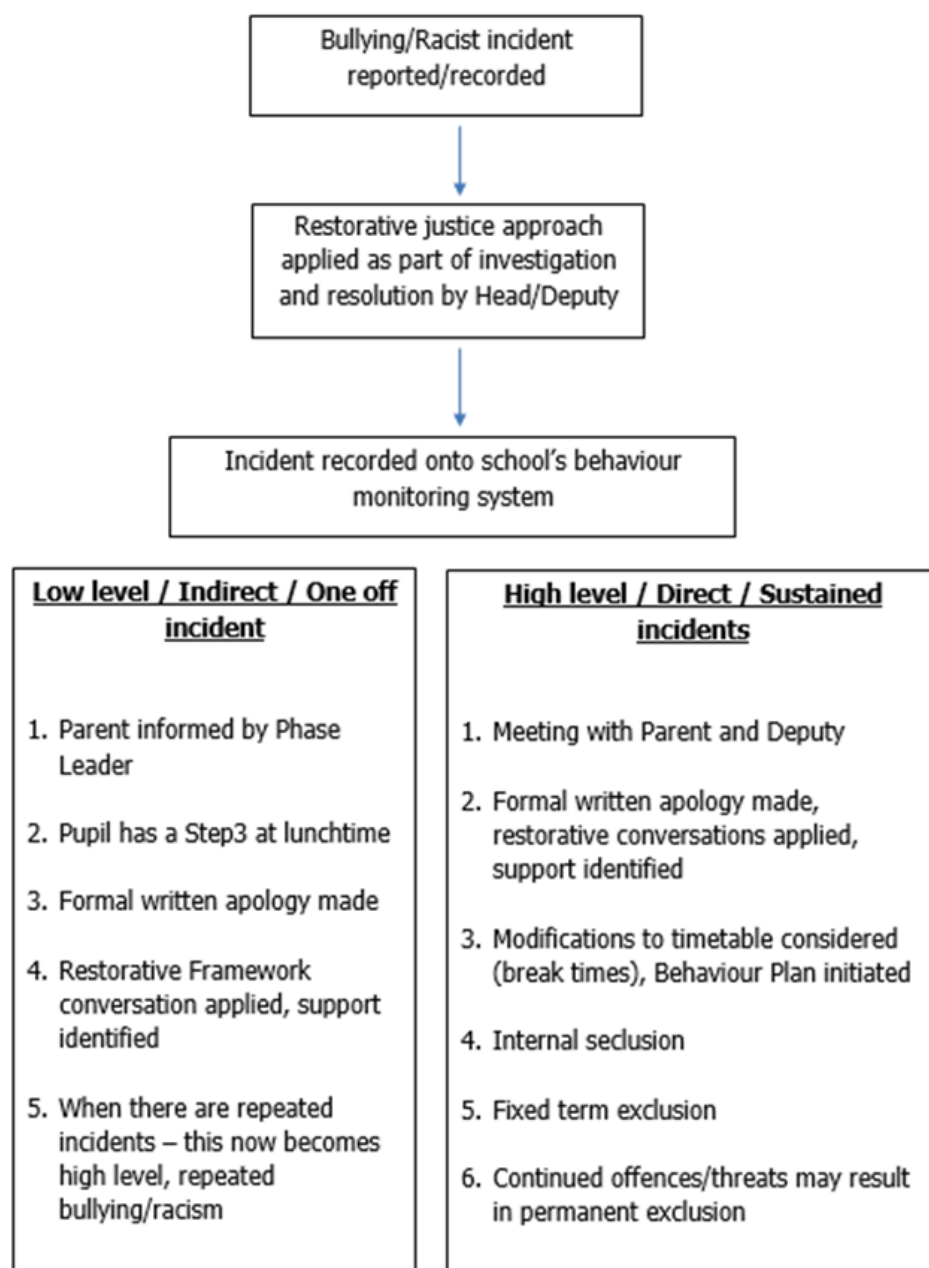
10. We will provide support for victims of cyberbullying by:

- Giving advice on online empowerment
- Trying to contain the incident
- Providing support to prevent recurrence

We will investigate incidents of cyber-bullying to identify the perpetrator(s), then apply sanctions as described in the anti-bullying/anti-racism policy, and in line with our behaviour policy.

We will access the DfE 'Searching, screening and confiscation at school' and Childnet Cyberbullying guidance to ensure that the schools powers are used proportionately and lawfully.

## Appendix J



## Appendix K

<b>SUPPORT GROUP APPROACH</b>		
<b>STEP 1</b>	Meet with the victim	Member of staff will meet with victim to talk about their thoughts/feelings
<b>STEP 2</b>	Meet with all pupils involved	Staff member arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders and even friends of the victim who joined in but did not initiate any bullying/racism. A group of up to six usually works well.
<b>STEP 3</b>	Explain the problem	Staff member shares how the victim is feeling
<b>STEP 4</b>	Shared responsibility	No blame attributed, but staff member states that they know that the group are responsible and can do something about it. Staff member states explicitly that: <ul style="list-style-type: none"> <li>• no-one is in trouble or going to be punished</li> <li>• it is the groups responsibility to help the victim to be happy and safe</li> <li>• the group has been convened to help solve the problem</li> </ul>
<b>STEP 5</b>	Group to generate ideas/action	Each member of the group to suggest a way in which they could help the victim to feel happier/safer. The victim also to suggest what they could do themselves to make it less likely that this will happen again.
<b>STEP 6</b>	Shared responsibility	Staff member ends the meeting by formally agreeing the strategies the group have decided to use in order to resolve the situation.
<b>STEP 7</b>	Meet	Within the week, the group meet again with the staff member to discuss how things have been going. This allows staff member to continue to monitor the incident and keeps the pupils involved in the process. When all agree that things have improved the group meets at increasingly lengthy intervals until the victim feels completely secure and confident that he/she is no longer a target.
Parents and teachers of pupils involved, to be kept informed of progress. Longer term follow-up and continued monitoring is essential.		

## Appendix L

Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Beat Bullying: [www.beatbullying.org](http://www.beatbullying.org)

Childline: [www.childline.org.uk](http://www.childline.org.uk)

DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies” July 2017

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

“Cyberbullying Advice for Headteachers and Staff” November 2014:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/374850/Cyberbullying\\_Advice\\_for\\_Headteachers\\_and\\_School\\_Staff\\_121114.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)

DfE: “No health without mental health”:

<https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>

Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)

Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)

MindEd: [www.minded.org.uk](http://www.minded.org.uk)

NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)

PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)

Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)

The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)

Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)

Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)

Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

Ending Violence Against Women and Girls (EVAW) [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)

A Guide for Schools:

[www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf)

Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobodycampaign-posters](http://www.gov.uk/government/publications/disrespect-nobodycampaign-posters)

Anti-bullying Alliance: Preventing and responding to Sexual Bullying:  
[www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual)

DfE 'Searching, screening and confiscation at school':  
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Childnet Cyberbullying guidance: <https://www.childnet.com/resources/cyberbullying-guidance-for-schools>

## **Cyberbullying**

Childnet International: [www.childnet.com](http://www.childnet.com)

Digizen: [www.digizen.org](http://www.digizen.org)

Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)

Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

LGBTQ+ (lesbian, gay, bisexual, transgender and queer)

EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)

Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)

Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)

Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

Mermaids: <https://mermaidsuk.org.uk>

Barnardo's LGBT Hub: [www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)

Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)

Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)

Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)

## **SEND**

Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)

Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)



DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

## **Racism and Hate**

Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)

Kick it Out: [www.kickitout.org](http://www.kickitout.org)

Report it: [www.report-it.org.uk](http://www.report-it.org.uk)

Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)

Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

## Appendix M

Racism	Prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority or marginalised. The belief that different races possess distinct characteristics, abilities, or qualities, especially so as to distinguish them as inferior or superior to one another.
Prejudice	Preconceived opinion that is not based on reason or actual experience.
White privilege	Inherent advantages possessed by a white person on the basis of their race in a society characterised by racial inequality and injustice. "I'll be the first to acknowledge that I do benefit from white privilege"
Discrimination	The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, or disability
Decolonisation	The action or process of a state withdrawing from a former colony, leaving it independent
White supremacy	The belief that white people constitute a superior race and should therefore dominate society, typically to the exclusion or detriment of other racial and ethnic groups, in particular black or Jewish people
Micro-aggression	A statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalised group such as a racial or ethnic minority
Tokenism	The practice of making only a perfunctory or symbolic effort to do a particular thing, especially by recruiting a small number of people from under-represented groups in order to give the appearance of sexual or racial equality within a workforce.
Cultural appropriation	The adoption or co-opting, usually without acknowledgment, of <b>cultural</b> identity markers associated with or originating in minority communities by people or communities with a relatively privileged status  Appreciation is when someone seeks to understand and learn about another <b>culture</b> in an effort to broaden their perspective and connect with others cross-culturally. <b>Appropriation</b> on the other hand, is simply taking one aspect of a <b>culture</b> that is not your own and using it for your own personal interest.
Ally	An <b>ally</b> is someone that aligns with and supports a cause with another individual or group of people. A straight <b>ally</b> , more specifically, is an individual outside of the LGBTQ+ community that supports their fight for equality and rights
Collusion	Collusion is a deceitful agreement or secret cooperation between two or more parties to limit open competition by deceiving, misleading or defrauding others of their legal right.

## Appendix N



Hermitage

Focused on Excellence; Surrounded by Care

### Anti-Bullying / Anti-Racism Log

Name of pupil bullied/racially maltreated:		
Class:		DOB:
Ethnicity:	Gender:	Circle: SEND EAL LAC PP NonPP
Date of incident	Time of incident	Location of incident
Detail the incident, including any injuries:		
Circle elements that apply:    sexist/sexual    racist    SEND    homophobic    other		
Circle modes that apply:    physical    emotional    verbal    silent/indirect    cyber    other		
Seriousness of incident:		
1	No offence was intended or taken	
2	Hurt or distress was caused, but the offending behaviour is unlikely to be repeated	
3	Hurt or distress was caused, and the pupil(s) responsible had previously been warned that their behaviour was unacceptable	
4	Substantial hurt or distress was caused, and/or the behaviour was based on substantial hostility and prejudice, and/or the behaviour may be repeated	
Member of staff to whom incident was reported to / form completed by:		
Name of alleged perpetrator, (as well as their account):		
DOB:	Class:	Ethnicity:
Name of alleged perpetrator, (as well as their account):		
DOB:	Class:	Ethnicity:
Name of victim, (as well as their account):		
DOB:	Class:	Ethnicity:

Name of victim, (as well as their account):			
DOB:	Class:	Ethnicity:	
Witness(es) to incident:			
Witness reports of incident:			
(attach on separate paper)			
Date and times Parents informed/meeting:		Informed by:	
Victim (s) -		Perpetrator (s) -	
Actions - tick where appropriate and detail where necessary:			Member of staff responsible:
Oral reprimand	Formal apology	Lost Learning	Involvement of Parents
Break/lunchtime modification	Social Care informed	Targeted intervention/mentoring via behaviour plan	
Seclusion	Fixed term exclusion	Permanent exclusion	Police informed
Referral to outside agencies:    Early Help    CDC/CAMHS    EP    Health/GP    Participation Team			
<b><u>Follow up review meeting / on-going monitoring:</u></b>			
DATE:			
PRESENT:			

Tracking OUTCOME:			
VICTIM (s)		PERPETRATOR (s)	
Good		Good	
Satisfactory		Satisfactory	
Poor		Poor	
Unresolved		Unresolved	

## Appendix O

### 1. The Legal Framework

Positive Handling / Physical Restraint should be limited to emergency situations and used only as a last resort. Under the Children Order 1995, it is only permissible as described under the heading "Physical Control". Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables teachers and other members of staff in the school, authorised by the Acting Headteacher, to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil)
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether during a teaching session or otherwise.

(Further examples of possible situations are given in Appendix 1)

### 2. Definition of Positive Handling at Hermitage Primary School

Positive Handling is the positive application of force with the intention of protecting the child from harming himself/herself or others or seriously damaging property.

General procedure aims

Staff at Hermitage Primary School recognise that the use of reasonable force is only the last in a range of strategies available to secure pupil safety / well-being and also to maintain good order and discipline. Our procedure on Positive Handling should therefore be read in conjunction with our Behaviour and Child Protection policies.

Everyone attending or working at Hermitage Primary School has the right to:

- a recognition of their unique identity
- be treated with respect and dignity
- learn and work in a safe environment
- be protected from harm

*Specific aims of the Positive Handling procedure*

- To protect every person in the school community from harm
- To protect all pupils against any form of physical intervention that is unnecessary, inappropriate, excessive or harmful
- To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations

### 3. Why use Positive Handling?

Positive Handling should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm him / herself or others. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour.

It is not possible to define every circumstance in which positive handling would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the School's policy on behaviour, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and should, therefore, take reasonable action to ensure pupils' safety and well-being.

Failure to positively handle a pupil who is subsequently injured or injures another, could, in certain circumstances, lead to an accusation of negligence. At the same time staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

#### Alternative strategies

There are some situations in which the need for positive handling is immediate and where there are no equally effective alternatives (e.g. is a pupil about to run across a road). However, in many circumstances there are alternatives, de-escalation strategies such as:

- repeated and clear instruction until the pupil complies
- use of a distracter, such as a loud whistle, to interrupt the behaviour (such as a fight) long enough for other methods of verbal control to be effective
- withdrawal of attention (audience) e.g. if an action such as damage to property is threatened
- other techniques designed to defuse the situation, such as the avoidance of confrontation, or use of humour (in these cases the incident can be dealt with later when emotions are no longer running high)
- the employment of other sanctions consistent with the school's policy on behaviour
- re-visiting self-regulation strategies, to encourage calm and focus
- specific strategies as outlined in a child's individual risk assessment (should they have one)

#### Use of Positive Handling

Positive Handling should be applied as an act of care and control with the intention of *re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control, self-regulation and safety*. It should never take a form which could be seen as a punishment.

Staff are only authorised to use reasonable force in applying positive handling, although there is no absolute definition of this, as what constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent the behaviour should be used, in accordance with the guidelines below.

There are some forms of physical intervention, which may involve minimal physical contact, such as blocking a pupil's path or the staff member physically interposing him or herself between the pupil and another pupil or object. However, in some circumstances, direct physical contact may be necessary.

In all circumstances other methods should always be deployed appropriately, effective positive handling should only be a last resort.

### **When might it be appropriate to use reasonable force / positive handling?**

Examples of situations that may require *positive handling* are when:

- a pupil attacks a member of staff, or another pupil
- pupils fighting
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects
- a pupil is running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure her/himself or others
- a pupil absconding from a class or trying to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school)
- a pupil persistently refuses to obey an order to leave an area (Parent will be called as an initial measure to avoid any contact with the child)
- a pupil behaves in such a way that seriously disrupts a lesson

### **When positive handling becomes necessary:**

#### **DO**

- Calmly tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff immediately
- Inform a member of the senior leadership team where possible, before any positive handling
- Tell the pupil what s/he must do for you to remove the positive handling (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint only e.g. above the elbow
- Relax the positive handling in response to the pupil's compliance

#### **DON'T**

- Involve yourself in a prolonged verbal exchange with the pupil
- Attempt to reason with the pupil
- Involve other pupils in the situation
- Touch or hold the pupil in sensitive areas
- Twist or force limbs back against a joint
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Act in temper (involve another staff member if you fear loss of control)



### **Actions after an incident**

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. A member of the leadership team should be informed of any incident immediately and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a Pastoral Plan (Behaviour Plan and Risk Assessment) co-produced with the Parent and child, which will include a positive management programme, or other strategies agreed by the SENDCO.

It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

All incidents should be recorded immediately using the positive handling record (Appendix 2). All sections of the record should be completed so that in the event of any future complaint a full record is available. A member of the leadership team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

### **4. Risk Assessments**

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of positive handling, we will plan how to respond if the situation arises. Such planning will address:

- Management of the pupil (e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary)
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate

### **5. Monitoring of Incidents**

Whenever a member of staff has occasion to use positive handling, this will always be recorded and documented. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Acting Headteacher to the needs of any pupil(s) whose behaviour can only be contained using positive handling.

This process will address patterns of incidents and evaluate trends which may be emerging.

### **6. Training**

Positive Handling training will be made available to designated staff and will be the responsibility of the Acting Headteacher. No member of staff will be expected to undertake positive handling without appropriate training. Prior to the provision of training, guidance will be given on action to be taken.

## **7. Complaints**

A clear positive handling procedure, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police and Social Care under child protection procedures

It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.

### Record of Positive Handling

Pupil name:	Class:
Date of incident:	Time of incident:
Staff involved:	
Adult witnesses to positive handling:	Pupil witnesses to positive handling:
Outline of event leading to positive handling:	
Outline of incident of positive handling (including positive handling method used):	
Description of any injury sustained and any subsequent treatment:	

Date /time parent/carer informed of positive handling:
Informed by:
Outline of parent/carer response:
Signatures of staff completing record:
Brief description of any subsequent inquiry/complaint or action: