

THE WESTGATE SCHOOL

Hampshire's First 4-16 'All Through' School

*"The Westgate School is a community of learners where partnerships inspire success for all:
learning together – achieving excellence"*

Headteacher: Mrs F A Dean, MA (Ed)

Initial Policy date		Next scheduled review	October 2024
Governor approved	October 2023	Key person/people	HT/ SDHT/AHT
Model Policy		Model Localised	Yes
Pupil leadership team review	Yes – Sept 2023	Rotherly Day Nursery variations in policy	Yes / No

BEHAVIOUR and SUSPENSIONS (including School Suspension)

"The Westgate School is a community of learners where partnerships with pupils, colleagues, families and the wider school community inspire success for all...learning together, achieving excellence".

Our core values at The Westgate School are to:

- Be kind
- Be respectful
- Be responsible

National guidance: update publication dates

Our policy reflects and incorporates national guidance including but not exclusively:

- Section 28 of the Education and Inspections Act 2006
- The Equality Act 2010 (Guidance updated June 2015)
- Keeping Children Safe in Education - DfE Sept 2023
- Working together to safeguard children – DfE July 2018 (revised July 2022)
- Behaviour and discipline in schools- DfE 2016 (revised September 2022)
- Screening, searching and confiscation – DfE 2018 (revised July 2022)
- Use of reasonable force – DfE July 2013
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement (previously named Exclusion from maintained schools, academies, and pupil referral units in England) – DfE 2017 (September 2023).

- Exclusion from school - A parent's guide to the exclusions process – HCC Guidance Principles [Exclusion from school | Hampshire County Council \(hants.gov.uk\)](https://www.hants.gov.uk/exclusion-from-school)

Everyone learns effectively and is likely to achieve if they recognise and understand the importance of partnership. The School believes that a system of recognition, consequence and restorative work will be effective in encouraging self-regulation, consideration for others and ensure a happy and safe place in which to work and learn.

In partnership with parents and taking into account the needs of the individual balanced with those of the whole school community, the School will implement appropriate rewards, consequences and sanctions to ensure the good behaviour and safety of everybody in school.

It is not possible to cover every eventuality within this policy however, the School will always work in alignment with the law and within the principles of deterrence, protection and improvement.

The School will:

- Communicate expectations for acceptable behaviour and use our best endeavours to support children in learning to self-regulate;
- Ensure that every pupil is able to gain maximum benefit from all aspects of the education provided and that their learning is not affected by the inappropriate behaviour of others;
- Through partnership with parents, create a supportive and disciplined environment to the mutual benefit of pupils and colleagues alike;
- Ensure consistency in practice whilst being mindful of individual needs and circumstances so far as reasonably possible.

The School believes in an empathetic approach with boundaries. This firm but kind approach to behaviour in School will enable pupils to have the opportunity to reflect on their behaviours and learn from experience.

The senior colleague responding to the need may make variations in practice as appropriate for the circumstances.

Practice:

- All adults in school and parents are responsible for working in partnership to support children and young people with good behaviour and responsible citizenship both online and offline
- Adults in school are supported in applying a positive, relational approach to working with children and young people
- The School actively seeks to celebrate and promote pupils' achievements and participation in a range of ways including through merits and positive postcards home
- Through the School's curriculum for Personal Development the School will endeavour to teach children and young people good behaviour: to be kind, respectful and responsible citizens who make a positive contribution to society
- Children and young people are most successful when parents work in constructive partnership with the School. Minor difficulties will often be dealt with internally whereas more serious concerns will be shared with Parents/Carers and their support enlisted
- When appropriate, referrals to other agencies will be used for individuals causing concern so that they can engage in additional support

- When deciding on a consequence or sanction, the school will make a decision based on the evidence and in line with the principles of a balance of probabilities (DfE, July 2022)
- For guidance, a chain of referral and support has been created (Appendix 1).

On Call and Removal from Lessons

- Red list: a child with a known vulnerability will be recorded as “red list” and if they are not in attendance for a lesson, an urgent on-call message will be sent by the teacher such that the child can be located.
- On-call: A child who despite the teacher’s reasonable adjustments and best endeavours adversely affects the learning of others, will be collected from the classroom by a senior member of staff (or delegate). In the first instance, department on-call should be considered.

At that point, the teacher will inform the person attending whether they believe the child would benefit from some brief time-out in which case, if they are able to self-regulate, they may be permitted to return to the class and appropriate restoration will be led by the teacher.

If the teacher considers that the behaviour is such that it warrants a sanction, the child will not be returned to the class but instead, follow-up action will take place and led by the teacher in partnership with the Year or Faculty Leader.

In cases where there is more serious breach of the behaviour policy, a senior colleague will be involved.

- Temporary removal from a lesson: A Faculty or Subject Leader can implement the temporary removal of a child from a lesson for a period of time as a result of repeated misbehaviour and in order to apply a process of restoration and gradual re-introduction to the class. This may be up to two weeks but may be longer if part of a wider package of support for the child. In all cases, the Faculty or Subject Leader will inform parents and the Year Leader. The child is the responsibility of the Faculty/Subject Leader for that time that their subject is on the child’s timetable. In the primary phase, such action will be led by the Lower School Deputy or Head of Primary Phase.

In all cases, the reasons for removing a child from a lesson will be reviewed and any necessary action taken which may include a consequence/sanction.

Information for Parents

In the Secondary phase pupils will receive merits, for exceptional learning/work or, codes for not meeting expectations in home learning, participation, standards of uniform, punctuality or use of mobile phone. These merits and codes are accessed by parents via Edulink.

In some cases, in order to support a pupil in staying on track, a report will be designed by the Year/Faculty/Subject Leader which will be completed each lesson by the class teacher and reviewed at agreed times.

Reports may be used for positive reinforcement as well as having specific targets around behaviour for learning.

Parents will usually be notified if an additional report is used except in the case of very early intervention or low level concerns where this may not be necessary.

Use of Detentions

Detentions may be set by any teacher in school as a consequence for a pupil not following the policy for behaviour (being respectful, responsible or kind) or, for not completing classwork or home learning. They can be set on the same day until 4pm without prior notice so long as the teacher has satisfied themselves that the child can get home and there is no known conflict with a medical appointment. When setting detentions until 4pm on a school day, teachers will take account of any known responsibilities held by the child such as being a Young Carer.

Detentions will be recorded on EduLink and in the pupil handbook where necessary. Best endeavours will be made to inform parents at the earliest possible opportunity.

Detentions may be set over break and lunchtimes but in all cases, the teacher will ensure that the child has reasonable opportunity to access food and welfare facilities.

In some cases, with approval from a Year Leader, Faculty Leader or member of the whole school leadership team and with prior notice, detentions can also be set at the following times:

- Weekends during term-time (except a weekend during, preceding or following the half term break); or
- Non-teaching days – usually referred to as INSET days (unless this precedes the last day of the school term).

Use of Mobile Devices (including smart watches)

The same standards of behaviour are expected online as would be expected offline (in person). The School makes allowance for pupils to carry mobile phones as a privilege which may be withdrawn, without negotiation, in response to a breach of the School's behaviour policies or, for misuse.

Pupils' use of mobile phones outside of school time and off-site is the responsibility of parents. However, where it impacts on the wellbeing of another child, the School will apply consequences and sanctions, and expect parents to work in partnership with the School to address any misuse or concerns.

- Pupils must not have their phones out, or use them, during the school day unless they have been given permission by an adult in school (employee or volunteer).
- The School will ban the use and carrying of a mobile phone on the school site by any pupil who does not follow the policy, who uses the device to cause harm or perceived harm.
- A mobile device can be confiscated by the School for use that is not in alignment with the School's policies. If a pupil's phone/earphones are confiscated repeatedly, parents will be required to collect the item.
- Parents are responsible for the behaviour of their children online outside of the school day and off-site (DfE 2022) however, if a child's behaviour online causes harm to another child or adult in the school community, the School will apply consequences and restorative action.

- Pupils will receive education about the safer use of mobile devices through the computing and Personal Development curriculums.
- Pupils must follow the expectations of the school with respect to the use of mobile devices as communicated by adults in the pupil handbook, and through the Pupil Dashboard.
- Pupils are strictly prohibited from taking pictures, film or recording any other pupil or adult on the school site, during school hours or events.
- Pupils are strongly advised not to engage in social media such that could potentially cause harm to themselves or others.
- Pupils are not permitted to use social media accounts undertake any such activity that could be reasonably perceived as discriminatory, bullying or being used as a tool to incite inappropriate behaviour or relationships, including bullying by exclusion.
- Any use of social media that brings into disrepute the School, its employees or any other child in the school will not be tolerated and will result in serious consequences/sanctions.

Searching, Screening and Confiscation

The School will follow DfE advice and guidance for 'searching, screening and confiscation' (July 2022) where we suspect a pupil may have or has brought banned items or substances onto the School site.

Banned items include:

- Weapons or items intended to be used as such or appear to be dangerous
- Matches
- Knives of any kind
- Illegal substances
- Cigarettes, tobacco or vaping paraphernalia
- Medicines other than those prescribed by a doctor and used in consultation with the School Nurse.
- Mobile/electronic devices will also be banned if used inappropriately or, the privilege of use be withdrawn as a consequence to other breaches of the behaviour policy.

This list is not exhaustive and any item that is used with the intention to cause harm will be banned from the School site and maybe subject to confiscation.

Physical Intervention

As a last resort, members of employees can use reasonable force to prevent pupils from committing an offence, injuring themselves/others or, damaging property. Such interventions will always be recorded and parents will be informed.

Online Learning

When engaging in learning online at the direction of the school, pupils will be expected to adhere to the School's high standards for behaviour and conduct as would be the case if they

were physically in school. When participating in learning online, pupils (and parents/carers) must not record adults nor can they share pre-recorded lessons or invite others to join the group.

Child on Child Abuse

The School will follow all guidance set out in the most recent publication of 'Keeping Children Safe in Education' and takes instances of child-on-child abuse extremely seriously. In such instances, the School's policies on Safeguarding and Child Protection will be followed.

Abuse of any kind will not be tolerated; pupils are expected to report any incidents of harm or potential harm to another pupil by:

- speaking to an adult (parent or adult in school)
- using the Help Boxes in school
- using the online help button on the School website
- emailing: callitout@westgate.hants.sch.uk

All reports of abuse (including sexual harassment) will be taken seriously and treated as a matter of urgency. The Designated Safeguarding Lead in school will be informed and advise on the best course of action in partnership with external agencies where appropriate.

Behaviour Outside of School

Pupil behaviour beyond the School gates and outside of the school day is the responsibility of parents/carers. The School will take all matters in which pupils' behaviour brings the School (employees and pupils) into disrepute or causes harm to another pupil very seriously and will work with parents and carers to implement appropriate sanction and restorative action. The School may also apply a sanction to any child who misbehaves whilst travelling to or from school or, when in public and wearing school uniform.

Sanctions and Consequences

The School's response to incidents of misbehaviour will be focused on improvement. Disciplinary action and support are not mutually exclusive therefore, all sanctions and consequences will be proportionate, take into account the context and mitigation, as well as provide opportunity for the individual to make a fresh start.

The School does not believe that the isolation of a pupil is necessarily an effective way of restoring relationships when incidents occur therefore, we do not have an isolation room in school. Instead, if a child needs to be taken out of circulation by way of consequence or, to ensure their safety or that of others, the individual will be supervised during the day by colleagues in school which may include:

- working outside of the office of a senior leader;
- working in a classroom with another teacher (temporary removal from usual class)
- working in The Studio as part of a planned intervention/restorative work;
- working with a member of the Pupil Support Team as part of planned, restorative work.

In all cases, the School promotes a positive, relational approach that gives pupils the opportunity to reflect on their behaviour, to respond appropriately to any consequence/sanction and to make their best endeavours to engage positively with the School.

Reasonable Adjustments

The School believes strongly in inclusive practice and makes reasonable adjustments for all pupils and for those with protected characteristics.

When reviewing a pupil's development, behaviour and learning in school, we will apply the assess, plan, review, do cycle to identify whether a child potentially has an additional need.

Behaviour will often need to be considered in relation to a child's SEND, although it does not always follow that every incident of misbehaviour is connected to their SEND (DfE, 2022).

In respect of this behaviour policy and in alignment with the SEN policy, reasonable adjustments may include (although are not exhaustive) the following:

- Additional adult assistance;
- Adaptations/tools to support communication (such as visual aids);
- Use of time-out cards;
- Adaptations to the timetable;
- Adaptations to pupil groupings;
- Additional mentoring;
- Contact with parents/carers during the day;
- Use of specialist spaces in School (such as The Studio, The Gallery, The Annexe and The Den);
- Variations in the application of uniform policy where it is significant in overcoming a barrier;
- Changes to seating plans in class or methods used to facilitate interaction and reduce anxiety;
- The use of report cards/communication books and other tools for home/school liaison;
- Additional meetings with parents and carers;
- Support from the Child and Family Support Worker or Pupil Support Team;
- Inviting parents/carers to Partners in Learning events hosted by school;
- Support from external agencies where available;
- Use of risk assessments;

- The Westgate School defines reasonable adjustments as those which are practically possible taking in to account the following:

- The resources of the School – including financial and access to external agencies (such as CAMHS):
- The practicality of the adjustment;
- The interests of other and future pupils;
- The likely impact of such adjustment.

In every case, reasonable adjustments do not override the School's primary duty in safeguarding and ensuring Health and Safety ('Equality and Human Rights Commission: Technical Guidance 2014'). The application of a reasonable adjustment will be evaluated in terms of the likely impact and within the scope of the efficient education of all children.

The School will not assume that because a child has a Special Educational Need or Disability, that it must have affected their behaviour on a particular occasion. In all circumstances, any sanction will be reasonable and proportionate, taking into account any mitigation including that which may be related to SEND (DfE, July 2022).

Managed Moves

A managed move may be appropriate and in agreement with parents/carers, with the intention of a permanent placement in a new setting to facilitate a fresh start.

Education in Alternative Provision and Offsite Direction

Where a temporary measure is needed in response to repeated difficulties and where interventions have been unsuccessful, the School will use alternative provision such as The Bridge Education Centre and/or Bloom Education. This will be facilitated through a referral to the Inclusion Support Service, Hampshire County Council and include an Educational Planning Meeting with the School, parents and The Bridge. Where a child has an EHCP, is Looked After or has a social worker, those agencies will also be informed and invited to attend such that full, wraparound support can be implemented.

Through Hampshire's Inclusion Support Services (ISS), a child may also be enrolled in 'Place 2 Learn' or access other specialist provision such as Mindsensibility. In all cases, these placements will be recorded with the ISS and commissioned in partnership with parents/carers.

Whilst a child is in alternative provision, the School will remain in regular contact with the provider, ensure regular safeguarding visits as well as making contact to review attendance, participation and progress towards agreed goals. Parents will have a known point of contact in both settings who will oversee the co-ordination and review of the provision.

Suspensions

As a last resort where behaviour is such that after the consideration of all mitigation, it warrants sanction, a fixed term suspension will be issued. Such instances include but are not limited to:

- behaviour that causes harm, or potential harm, to another person or, to the reputation of the school or individuals
- breaches of any other school policy relating to pupil conduct or the welfare of others.

The School will use fixed term suspensions as a means of reframing a pupil's behaviour in school and as part of a package of restorative work in order to give the individual every opportunity for future success.

Parents will be informed of the suspension in the first instance by telephone and email (where parents have signed up to email contact). In all cases, parents will receive a letter outlining the reasons for the suspension, the dates and, detailing routes of advice, support and appeal.

Permanent Exclusion

In cases of persistent or very serious breaches of school policies intended to protect the education and welfare of pupils and adults, the School will consider permanent exclusion as a last resort.

The School will follow all statutory guidance and work with Hampshire County Council's Inclusion Support Team to support the individuals concerned.

Parents will be informed of the exclusion in the first instance by telephone and email (where parents have signed up to email contact). In all cases, parents will receive a letter outlining the reasons for the suspension, the dates and, detailing routes of advice, support and appeal.

Support for Pupils Following a Sanction/Consequence

- In all cases, the child will be encouraged to share their views and to participate in the process of learning following the application of a sanction/consequence
- In the case of a suspension, parents and the pupil will be invited to a reintegration meeting such that key learning can be shared and to make best endeavours for a fresh start to be successful
- If a child has been suspended for reasons relating to the use of illegal substances or, following a potentially criminal act, the School will strongly encourage the pupil to participate in any external support such as through Youth Offending Team education or, Catch 22 (or other suitable agencies)
- The School will actively promote a restorative approach and expects all pupils to be prepared to participate in this with parental support
- Once a sanction/consequence has been fulfilled, the pupil will have the opportunity for a fresh start
- Discipline and restorative work are not mutually exclusive: the School will always make best endeavours to provide education and opportunity for a pupil to modify their behaviour, self-regulate and to be successful in education
- In some circumstances, a varied approach may be needed to enable a child to reintegrate and become successful in school; this may include using the School's 'Return to Learn' facility.

Professional Development and Support for Employees and Volunteers

- Adults working and volunteering in school will be part of the discussion when the School considers an appropriate response to a breach of this policy by a pupil
- All employees and volunteers will have Safeguarding and Prevent training in accordance with 'KCSiE'
- All new employees and volunteers will follow an induction process that includes training about behaviour and safeguarding
- Behaviour management will be an integral part of the programme for professional learning and meetings, including:

- supervision for tutors and class teachers (provided by Year Leaders/Senior Leaders in the primary phase)
- use of a script for learning and regular, predictable classroom routines in order to teach pupils how to behave to learn and to ensure an emotionally safe classroom
- Westgate Team Around the Child meetings held on a weekly basis
- regular safeguarding briefings and updates from the DSL and Senior DSL
- Professional Learning days and meetings including Joint Practice Development Groups
- Specialist professional development opportunities which include: working with Osborne School, partnership work with Autism Hampshire, training provided by the Educational Psychology Service, online webinars.

Evaluating the Impact of this Policy

The School will monitor and evaluate the impact of this policy in a number of ways including:

- Through Westgate Team Around the Child meetings
- Half-termly reports to the Full Governing Body
- Benchmarking suspensions and exclusions against local schools, Hampshire schools and national data
- Through parent, pupil and colleague surveys
- Through received curriculum activities (eg with pupil leadership groups)

As with all aspects of our practice, we will take a “what can we learn from this?” approach and when reflecting on our practice.

Further advice and Support for Parents/Carers

- [Inclusion Support Service \(ISS\) | Hampshire County Council \(hants.gov.uk\)](https://www.hants.gov.uk/inclusion-support-service)
- [Year Leaders | Pupil & Parent Support \(westgate.hants.sch.uk\)](https://www.westgate.hants.sch.uk/year-leaders-pupil-parent-support)

Rotherly Day Nursery variations include:

We follow a positive, restorative behaviour approach with all children with a focus on strong relationships. See flow diagram below and promoting positive behaviour Statement of Intent.

Quality Inclusive Care
Whole Nursery Positive Reinforcement Approach

- A positive relational behaviour approach is used consistently by all colleagues.
- Strong caring relationships are developed, encouraging mutual respect and tolerance.
- There are high expectations of behaviour for all children.
- Our EYFS Curriculum includes a focus on teaching emotions and self-regulation.
- All colleagues reward good (green) choices of behaviour at every opportunity, eg verbal praise, helping hand and Rotherly star.
- Three verbal reminders are given to children who continue with inappropriate (red) choices. An emphasis is put on children keeping themselves and others safe.
- If inappropriate behaviour continues colleagues will encourage co-operation through restorative activities.
- Colleagues will use individual strategies with children when deemed appropriate which may include working with parents.
- Nursery leaders and SENCo will liaise with HCC ISSO if necessary. A behaviour plan will be created.

Statement of Intent - Promoting Positive Behaviour

EYFS: 3.2, 3.52, 3.53

At **Rotherly, the Westgate's Day Nursery** we believe that children flourish best when they know how they and others are expected to behave. Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. The nursery actively promotes British values and encourages and praises positive, caring and polite behaviour at all times and provides an environment where children learn to respect themselves, other people and their surroundings.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the nursery we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both in their own environment and that of others around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

We aim to:

- Recognise the individuality of all our children and that some behaviours are normal in young children e.g. biting
- Encourage self-discipline, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Ensure that all staff act as positive role models for children
- Encourage parents and other visitors to be positive role models and challenge any undesired behaviour shown
- Work in partnership with parents by communicating openly
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent
- Promote non-violence and encourage children to deal with conflict peacefully
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate
- Supporting and developing self-regulation and empathy as appropriate to stage of development
- Have a named person who has overall responsibility for behaviour management.

The named person/s (Alice Jordan) for managing behaviour will:

- Advise and support other staff on behaviour concerns
- Along with each room leader will keep up to date with legislation and research relating to behaviour
- Support changes to policies and procedures in the nursery

- Access relevant sources of expertise where required and act as a central information source for all involved
- Attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management. The named person or nursery manager will keep a record of staff attendance at this training.

Our nursery rules are concerned with safety, care and respect for each other. We keep the rules to a minimum and ensure that these are age and stage appropriate. We regularly involve children in the process of setting rules to encourage cooperation and participation and ensure children gain understanding of the expectations of behaviour relevant to them as a unique child.

Children who behave inappropriately, for example, by physically abusing another child or adult e.g. biting, or through verbal bullying, are helped to talk through their actions and apologise where appropriate. We make sure that the child who has been upset is comforted and the adult will confirm that the other child's behaviour is not acceptable. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child.

When children behave in unacceptable ways:

- We never use or threaten to use physical punishment/corporal punishment such as smacking or shaking
- We only use physical intervention for the purpose of averting immediate danger or personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable
- We recognise that there may be times where children may have regular occasions where they lose control and may need individual techniques to restrain them. This will only be carried out by staff who have been appropriately trained to do so. Any restraints will only be done following recommended guidance and training and only with agreement from parents on when to use it. We will complete an incident form following any restraints used and notify the parents
- We do not single out children or humiliate them in any way. Where children use unacceptable behaviour they will, wherever possible, be re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity
- Staff will not raise their voices (other than to keep children safe)
- In any case of misbehaviour, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome
- We decide how to handle a particular type of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk and think about what he/she has done. All staff support children in developing empathy and children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate
- We help staff to reflect on their own responses towards behaviours that challenge to ensure that their reactions are appropriate

- We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases we deal with behaviour that challenges in nursery at the time. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between their home and the nursery. In some cases we may request additional advice and support from other professionals, such as an area inclusion coordinator or educational psychologist
- We support children in developing non-aggressive strategies to enable them to express their feelings
- We keep confidential records on any behaviour that challenges that has taken place. We inform parents and ask them to read and sign any incidents concerning their child
- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs
- Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour modification plan where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. The manager will complete risk assessments identifying any potential triggers or warning signs ensuring other children's and staff's safety at all times. In these instances we may remove a child from an area until they have calmed down.

Anti-bullying

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children's development in their early years.

We recognise that children need their own time and space and that it is not always appropriate to expect a child to share. We believe it is important to acknowledge each child's feelings and to help them understand how others might be feeling.

We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

At our nursery, staff follow the procedure below to enable them to deal with behaviour that challenges:

- Staff are encouraged to ensure that all children feel safe, happy and secure
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way
- Children are helped to understand that using aggression to get things, is inappropriate and they will be encouraged to resolve problems in other ways
- Our staff will intervene when they think a child is being bullied, however mild or harmless it may seem

- Staff will initiate games and activities with children when they feel play has become aggressive, both indoors or out
- Staff will sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour
- We will ensure that this statement of intent is available for staff and parents and it will be actively publicised at least once a year to parents and staff
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only through co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the nursery
- All concerns will be treated in the strictest confidence.

By positively promoting good behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop as responsible members of society.

Chain of Referral Primary Phase

Quality Inclusive Teaching Whole School Positive Reinforcement Approach

- A positive, relational behaviour approach is used consistently by all colleagues. This is in line with recommendations from the Hampshire Primary Behaviour Support Team.
- Caring relationships are developed, encouraging mutual respect and tolerance.
- There are high expectations of behaviour for all children.
- Clear, consistent expectations are displayed in all classrooms, encouraging self-regulation. All adults and model our behaviour expectations.
- Our CPSHE curriculum includes emotions coaching.
- All colleagues reward good (green) behaviour and effort at every opportunity. E.g. immediate verbal praise, use of each class 'wow' board, weekly certificates presented in assembly and shared on newsletter, public acknowledgement when appropriate, being sent to another colleague for additional praise and recognition, communication with parents.
- Three verbal reminders are given to children who continue with inappropriate (red) behaviour. An emphasis is put on children keeping themselves and others safe.
- If there is still inappropriate behaviour 5 minutes will be missed off playtime.
- If inappropriate behaviour continues lunchtime play will be missed and the class teacher will contact the child's parents.
- Some children may be given individual reward charts, if deemed appropriate to their needs.

**If not effective or the
incident is more serious...**

Primary Phase Consequences

- For a more serious issue, the next stage will be 'thinking time' with a **Primary Phase** Senior Teacher. This will be at either at break/lunchtime.
- Parents will be informed.
- If inappropriate behaviour continues a meeting is arranged with the Head or Deputy of Primary Phase and parents. This would include if a child endangers themselves, other children or adults.
- An individual risk assessment may be created.
- An Internal inclusion may take place with time working out of class with an adult.
- There may be involvement of the SENCo or deputy SENCo to review or develop an individual Plan. Our ELSA may also be involved. This is then shared with parents.
- Additional support services as appropriate may be involved, including: PBST, CAMHS, Educational Psychologist, outreach from Shepherd's Down.
- If poor behaviour continues the child may be excluded on a fixed term temporary basis. There will be a reintegration meeting on their return.
- Governors are informed. (This is anonymous)
- A restorative approach is always used, including 'community service' if appropriate.
- A part time timetable may be agreed to support successful integration.

Chain of Referral Secondary Phase

Use of Pupil Handbook/Quality First Teaching

- In the case of low level misbehaviour in class, an appropriate code should be added to the relevant lesson via Edulink.
- In the case of a more serious concern, a note should be written to parents in the handbook, alongside a phone call home. In this instance, the tutor and YL should also be notified by email or telephone.

If not effective or the incident is more serious...

Departmental Action

- For a more serious issue, the next stage should be a departmental detention, either at break/lunchtime or after school. In both cases, a note should be added to the handbook. For an after school detention, parents must be notified in advance.
- Departmental or tutor report may be used.
- If required, the matter could also be referred to the YL for an interview over the pupil's conduct.
- If the incident occurs in tutor time, matters should be referred to the House or Year Leader.
- A restorative approach must always be attempted.

If the issue is wider than one department or if previous actions have not improved pupil partnership...

Whole School Action (HL/YL)

- If an issue has become more serious and departmental sanctions have been used, the matter can then be escalated to the relevant Year Leader/House Leader.
- A pupil should be put into a School Detention or on report. This will be actioned by the Year Leader, but could be monitored by tutors or House Leaders.
- A restorative approach must always be considered – including “community Service”.

If the detention is not attended (twice) or the issue persists.....

Senior Leadership Action

- In the case of a more serious issue, a pupil's conduct should then be referred by the Year Leader to their SLT link.
- If an incident is severe enough in its own right, a decision could be taken to impose a more serious sanction, including internal inclusion, SLT report or changes to a pupil's timetable/class.

If these actions do not lead to an improvement in pupil conduct...

Headteacher/Governor Action

This level of intervention should only be sought once the previous levels have been addressed, or in the case of extremes of behaviour. Sanctions that can be imposed by the Headteacher include:-

- Fixed Term Suspensions.
- Governor's Warnings.
- Permanent Exclusion.