



Aims of this policy

- To state the roles and responsibilities of all adults when managing children's behaviour.
- To state the procedures in place for reporting incidents of negative behavior including racism and bullying.
- To state the procedures in place for rewarding and sustaining good behavior.
- To outline all the facets of how positive behavior is encouraged, supported, and sustained.

Our school

At Herrick we Enjoy, with effort we Achieve, friends, teachers, work and the environment all need to be shown Respect. These are the core values which we promote as a staff in a positive and progressive manner to the children of our school.

The Herrick Character

We regard each and every child who comes to our school as unique and special. To help and guide the children in the development of their personalities we have determined a 'Herrick' character which focuses on the following aspects:

Courage – finder of the unknown
Integrity – maker of right choices
Citizen – member of the community

Empathy – helper of others
Resilience – never give up

The definitions of the character aspects we have made 'child-friendly' to ensure that they are easily understood by all our children.

As a staff we emphasise these character aspects in our conversations with the children, especially in the classroom and in the playground, as we believe this promotes an environment conducive to the learning we wish to provide for our children.

School Rules

All pupils are expected to follow our school rules to help us to have a calm and well behaved school. Our rules are intended to promote the ethos of our core values as a school and serve to provide a framework for all pupils to support positive outcomes for all aspects of their education. Our agreed school rules are as follows –

- Move around the school sensibly and calmly at all times
- Be polite and well-mannered to children and adults
- Respect and be kind to each other and to the environment of the school
- Listen to each other and respect each other's points of view
- Respect other people's property.

Responsibilities:

- To be accountable for your actions
- To respect others
- To speak with manners and listen to the opinion of others
- To work to the best of your ability

Rights:

- To enjoy and contribute to the school

- To be treated equally
- To speak without fear
- To have the freedom to learn

Thus our mission statement, 'to give each and every child a chance', our promotion of 'enjoy, achieve, respect', the rights and responsibilities charter for each child, and the established and agreed school rules all serve to underpin our behaviour policy and hence the management of behaviour at our school.

Herrick Management Team

The Herrick Management Team is a select group of children who have an influential and important role within our school. Comprised of the School Council (1 representative per class from Year 2 to Year 6), Red Hats (playground helpers), and F.A.B.'s (Friends Against Bullying) they work to help support the positive behavior management of all the children in our school. Each group meets with the Assistant Headteacher / Headteacher.

The School Council:

The School Council discuss current school issues and share ideas and thoughts as representatives of their classes. This may include decision making for deciding types of sanctions that should be given for incidents of inappropriate behavior, organizing and conducting school surveys / competitions, suggesting ways to improve the school environment, and evaluating classroom displays and the wider school environment.

Red Hats – Supervised by Mrs U Khowaja

The Red Hats assist in the playground during lunchtimes and in the classrooms during wet play. They are organized and supervised by the Dining Supervisors. Duties may include setting up playground equipment, ensuring everyone has a playground buddy, setting up and playing games with the younger children, monitoring the corridor and dining hall.

F.A.B.'s:

The F.A.B.'s are trained and supervised by Mrs U Khowaja. They assist in the playground each lunchtime (mini F.A.B.'s assist solely in the KS1 playground as they are all in Year 2). They are responsible for ensuring everyone plays nicely together and that everyone in the playground is being treated with respect and kindness. At times KS2 F.A.B.s will assist the Red Hats with setting up equipment and playing games, and acting as a playground buddy.

Every new child to Herrick is assigned a F.A.B. from his/her year group to play with at playtime as a way of ensuring everyone feels welcomed and no one is left out of games or activities. They meet with the Assistant Headteacher at the end of lunchtime to report any incidents and to discuss behavior in the playground and any incidents that may have occurred .

Behaviour in the playground / playtimes

There are 3 playgrounds – Early Years - KS1 – KS2.

The Assistant Headteacher and Lunchtime Supervisors support all aspects of behaviour in the school playgrounds. This includes working with children experiencing difficulties in behaving appropriately, organizing and running activities for children, and collating all records of reported behaviour incidents that have occurred.

Morning playtime is monitored by a teacher and a teaching assistant in KS2, and by a teacher and two teaching assistants in KS1, 2 teachers and 2 TA's in Reception.

Lunchtime playtime is monitored by the Lunchtime Supervisors and/or Headteacher / Assistant Headteacher.

Lunchtime Supervisors meet on the first Monday of each month with the Assistant Headteacher to discuss behaviour in the playgrounds.

As a school we have established a set of playground rules:

- At the end of play time when the whistle blows all children to stand still
- We always use positive language and speak politely at all times
- Play in safe, specified areas
- Ask a member of the F.A.B or Red Hats team should you need any help with anything

End of playtime procedures:

Morning Playtime:

KS1 children – The teacher on duty will call each class to line up.

KS2 children – The teacher on duty will call each class to line up.

Behaviour in the playground is monitored by the teacher and teaching assistant/s present during the morning playtimes (10.20 – 10.40 KS1) (10.00 – 10.20 Y3/4) (10.50 – 11.10 Y5/6)

Lunchtime Playtime:

KS1 children – Teacher on duty at the end of lunch, will blow the whistle - each class to line up.

KS2 children – Phase Leader will blow the whistle at the end of lunch and overseeing the lining-up of all the children.

Lunchtime Playtime on the field:

During the summer term, weather permitting, the whole school will use the field for lunchtime playtime. For KS1 and KS2 the same activities that the children would be doing in the playground are done on the field, with the addition of there being additional opportunities for children to play balls games such as football at this time as well. The playtime is supervised by the same personnel as would be on the playgrounds.

Behaviour in the classroom

Our Behaviour Protocols and Sanction Guidance are discussed and agreed upon by all children in their respective classes.

All class teachers follow the same procedures for reporting incidents of negative behaviour (*Refer to Appendix 1*) and if necessary the child is given a Monitoring Report Card for up to 2 weeks.

Parents are informed and invited to come into school to discuss their child's behaviour.

Reach for the Stars programme

All classes in KS1 and Reception are part of the 'Reach For The Stars' programme which encourages and rewards positive behaviour as one of its aspects.

Herrick stars/points can be awarded by ALL staff for any positive aspect of academic achievement, effort, politeness or kindness.

A child who collects 10 stars receives a Bronze Certificate, a badge on the Reach for the Stars wall in the KS1 hall, and their name is read out in assembly.

A child who collects 30 stars receives a Silver Certificate, a badge on the Reach for the Stars wall in the KS1 hall, and their name is read out in assembly.

A child who collects 50 stars receives a Gold Certificate, a badge on the Reach for the Stars wall in the KS1 hall, and their name is read out in assembly.

A child who collects 100 stars receives a Platinum Certificate, a badge on the Reach for the Stars wall in the KS1 hall, and their name is read out in assembly.

A child who collects 150 stars receives a Ruby Certificate, a badge on the Reach for the Stars wall in the KS1 hall, and their name is read out in assembly.

A child who collects 200 stars receives a Sapphire Certificate, a badge on the Reach for the Stars wall in the KS1 hall, and their name is read out in assembly.

Class Dojo (KS2 only):

This academic year KS2 have introduced Class Dojo as their reward system. Children have been grouped into 'houses' and earn dojos independently and contribute to their group. On this platform children will be able to record electronically, their rewards using their personal avatar - the use of Class Dojo.

The children will have a (pre-recorded) rewards assembly regularly, where their achievements will be celebrated regularly. At the end of the academic year the group with the most Dojos will receive an award.

Phone Home Friday

Each Friday an outstanding child is selected from a class for this special award. The child selected has to have demonstrated aspects of the Herrick character and be a role model to others. The child's achievements are celebrated in the Friday assembly, and then their parents are contacted that afternoon by the Headteacher or Deputy Headteacher.

Bullying – please refer to our Anti-Bullying Policy (*Appendix A*)

Racism – please refer to our Anti - Racism Policy (*Appendix B*)

The reporting of incidents

In the classroom – inappropriate language, incidents, or any behavior which contravenes school and/or classroom rules is recorded on the Behaviour Record chart.

In the playground- inappropriate language, incidents, or any behavior which contravenes school and/or playground rules can be recorded by any supervising adult in the playground. Dining Supervisors record incidents on a Behaviour Record chart which is then passed to Phase Leaders at the end of every lunchtime. Phase Leaders record all these incidents and file them in their Phase Behaviour folder.

The Assistant Headteacher reviews all records of reported incidents. The name of the child and nature of the incident is regularly checked and recorded into CPOMS.

Incidents requiring medical attention- children are taken to the First Aid Room. First Aid is administered by the School First Aider (Mrs L Morgan), or another qualified member of staff if she is not available. A completed medical slip is always provided to the child after medical attention has been administered. For injuries to the face and/or head, or if the child is in severe pain, has a temperature, or has been sick in school, a courtesy phone call is made to the parents to inform them of the situation.

The follow-up to the reporting of incidents

In the case of incidents that require urgent addressing, the Headteacher/Assistant Headteacher will meet immediately. Each incident and child is treated separately and appropriate follow-up

action is discussed and agreed upon. This may include contacting the parents immediately to arrange a meeting with the Headteacher or Assistant Headteacher in the most serious cases, placing the child on a Monitoring Report for a period of time, speaking to the child about the incident, and/or working with the child in class or outside of class.

Sanctions for misconduct / inappropriate behavior

Monitoring Reports:

A child may be placed on a Monitoring Report by any senior member of staff. The reasons for placing a child on report will be always be in relation to the child behaving inappropriately. Incidents of theft, destruction of school property, physical violence, abuse, racism, bullying, may give cause for the child to be placed on report in addition to other sanctions being imposed.

The length of time the child is placed on report can be one week or two weeks depending on the reason and/or circumstances of the incident and/or child. An accompanying letter to parents informing them of why their child has been placed on a monitoring report is sent home with the child.

The monitoring report is completed for each lesson and playtime for each day that the child is on report. At the end of the monitoring period, the classteacher comments on the progress made during the monitoring time and the child completes the 'self-reflection' section. Parents may also write a comment on the report.

If a child is placed on 3 or more monitoring reports, a meeting will be arranged between the parents and the Headteacher / Assistant Headteacher to discuss the child. A letter is sent out to parents following that meeting detailing the outcomes agreed.

An exclusion may be authorised for the child if it is deemed appropriate to do so. Please refer to our Exclusions Policy (*Appendix D*) for the reasons for exclusion. Involvement and support from the SEMH team will be discussed with parents/carers.

Classroom: Please refer to the above section 'Behaviour in the Classroom' for the sanctions procedures.

Playground: Minor incidents are dealt with by supervising staff at the time. Children may be reminded of what appropriate behaviour should be, asked to apologise for their actions, or be given a 'time-out' for five minutes before rejoining the playtime. All incidents are recorded.

Racism: Racist incidents will be recorded on CPOMS

The Behavior Policy, including the sanctions and procedures for reporting and monitoring of incidents, will be reviewed annually.

Behaviour Protocols and Sanction Guidance for Nursery and Reception

		<i>Behaviours to promote and embed</i>		Actions taken to support behaviour	
Recognition of Herrick Character & Learning Attitudes	Positive behaviour/ Learning attitudes	Herrick Character Integrity – maker of right choices Resilient – never give up Empathy - helper of others	Learning Attitudes Investigate Challenge Curiosity Independent Self -confident	British Values Democracy Mutual respect and tolerance Individual liberty The rule of law	-Stickers in passports -Stars -learning attitude award -Phone Home Friday -I am a good learner & good person
Sanctions for Nursery/ Reception		<i>Behaviours that are relevant for sanctions</i>	Supporting children to reflect	Sanctions to be taken	
S1- Verbal warning		If a child is not: <ul style="list-style-type: none"> • Showing respect to the environment • Showing respect to equipment that they are playing with • Sharing/ turn taking • Using kind words • Working collaboratively 	Teacher always explains the expectations and the reason of S1. Teacher ensures that the child is clear why they have received S1 and what is expected	Teacher records in to behaviour book what sanction is given and why	
S2- Change of working station		If the child continues the behaviour above, teacher talks to the child and discuss the expectations and asks the child to choose another working station. A continuation of poor behaviour and upsets other children around them, teacher talks to the child and moves the child to be moved to teacher's choice of working station (consider the child's interest and learning). 3 (5XS1) = S2	Are they making the right choices? Are they able to work independently?		
S3- Child works with an adult		If the child finds it hard to improve their attitude then the teacher will ask the child to work with an adult for 10- 15 minutes. During this time, the practitioner should encourage the child to reflect on their behaviour and how they could improve it.	Teacher records in to behaviour book what sanction is given and why - After 15 minutes if the child wants to choose another activity, they would be able to work independently again.		
S4- Send child to Phase leader		If a child goes S1 to S4 twice during one day, the child should be sent to a Phase leader. Also if a child hurts their peers or teachers deliberately; if they put their life or their peers' life in danger and not show understanding of consequences.	Teacher should send the child straight to a Phase leader and record the incident onto CPOMS. Parents need to be informed at the end of the day or before if necessary. Child's disruptive behaviour becomes repetitive teachers should consider to refer the child to SENCO and look for external agencies support and guidance.		

Behaviour Protocols and Sanction Guidance for Key Stage 1 & 2

		<i>Behaviours to promote and embed</i>		Actions taken to support behaviour	
Recognition of Herrick Character & Learning Attitudes	Positive behaviour/Learning attitudes	<p>Herrick Character</p> <p>Integrity – maker of right choices</p> <p>Resilient – never give up</p> <p>Empathy - helper of others</p> <p>Citizen – member of community</p>	<p>Learning Attitudes</p> <p>Investigate</p> <p>Challenge</p> <p>Curiosity</p> <p>Independent</p> <p>Self -confident</p>	<p>British Values</p> <p>Democracy</p> <p>Mutual respect and tolerance</p> <p>Individual liberty</p> <p>The rule of law</p>	<p>-Stickers in passports</p> <p>-Stars</p> <p>-learning attitude award</p> <p>-Phone Home Friday</p> <p>-I am a good learner & good person</p>
Sanctions for Key Stage 2 & Key Stage 1		<i>Behaviours that are relevant for sanctions</i>		Supporting children to reflect	Sanctions to be taken
S1		<p>Showing disrespect through talking over someone (not recognising or valuing others through speaking rudely – low level name calling)</p> <p>Movement or actions that disrupt the working environment of others (continued disturbance – leading to learning for all being affected)</p> <p>Deliberately ignoring teacher instructions without valid explanation (refusing to work, demonstrating insolence, purposely spoiling the work/efforts of individuals or groups)</p> <p>Forgetting learning materials, such as PE kit, musical instruments, homework etc. (continually disregarding reminders/notes home and demonstrating an attitude of 'I don't care')</p>	<p>Are they showing respect/empathy for others?</p> <p>Are they aware they are preventing others from learning? How are they contributing to class/group success (community)?</p> <p>Are they demonstrating courage?</p> <p>Are they developing a good learning attitude?</p>	<p>-Speak with the child and reinforce positive behaviours and expectations of the classroom or playground</p> <p>-All linked to Herrick Character and Learning Attitudes</p> <p>5 X S1 loses a break time- Parents are informed by the class teacher- Playground conversation with parents/guardians discussing behaviour and concerns</p> <p>Teacher also informs Phase Leader</p> <p>5 x S1 is recorded on CPOMS</p>	
S2		<p>Being absent from class without gaining permission (placing oneself or others in harm's way – actions impacting on members of the class and the teacher – collecting coats and bags/ equipment outside of the class/lunchboxes etc.)</p> <p>Choosing to waste learning time through inappropriate choices (wasteful use of resources, damaging equipment or property-small items, actions which reflect poor decision making)</p> <p>Use of inappropriate language/behaviour that is perceived as hurtful or disrespectful to others (low level incidents such as; talking back, body language, sulking etc.)</p> <p>Not taking responsibility for learning resources (irresponsible behaviour leading to damage of iPad, PE equipment etc.)</p> <p>3 sets of (5 X S1) = S2</p>	<p>Are they making the right choices?</p> <p>Are they able to work independently?</p> <p>Are they aware of mutual respect and tolerance?</p> <p><u>Are they aware of the rule of law?</u></p>	<p>Teacher to send the child straight to a Phase leader</p> <p>-They need to catch up on missed learning time. Once done so, conversation linked to Herrick Character and Learning Attitudes</p> <p>First S2- loses a break time</p> <p>Third set of (5XS1) = S2 or</p> <p>2 X S2-Loses a lunch time. P/L to inform Asst. Head.</p> <p>Parents receive a letter to inform that their child has moved on to the second stage of the behaviour monitoring system.</p> <p>Logged on CPOMS.</p>	
3		<p><u>An accumulation of 4 sets of 5 Yellow sanctions(S1) leads to S3/Red/</u></p> <p><u>An accumulation of 3 Amber sanctions(S2) leads to S3/Red/</u></p> <p><u>An accumulation of 2 Red sanctions(S3) leads to S4/Black/</u></p>		<p>Sent to Headteacher/Asst. Head for -Referral to Behaviour Mentor -Pastoral care is offered</p> <p>Parents are invited into school to meet with the Headteacher / Asst. Head.</p> <p>Persistent behaviours that are deemed to be of this level will result in being placed on a 2 week Phase Behaviour Monitoring Report – During Monitoring Card weeks , Child will miss break and lunch time at first week.</p> <p>Logged on CPOMS.</p> <p>After Behaviour Monitoring card, the cycle starts again (From the first stage)</p>	
4 – Urgent action needed		<ul style="list-style-type: none"> • Racism • Unwanted physical contact • Swearing/threatening behaviour • Extremist language/behaviours • Cyberbullying • Homophobic language • Violence 		<p>-Sent to Headteacher</p> <p>-Parents are invited into school and child will be put on 2 week Head teacher's Behaviour Monitoring Report at the discretion of the CLT- During Monitoring Card weeks, Child will miss break and lunch time at first week.</p> <p>-Logged on CPOMS</p> <p>(if child receives 3 monitoring cards- SENCO ad class teacher</p>	

		<ul style="list-style-type: none">• Vandalism	will fill a concern form and look for external agencies support such as SEMHS)
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Note: Teachers to use the Behaviour Record Chart to record weekly incidents.
Phase leaders to collect these charts on a Friday.



Our vision at Herrick Primary School is to have high standards of teaching and learning which challenge our pupils to achieve. Our anti-bullying policy supports this ideal by:

- Promoting respect and tolerance for each other and the school
- Helping pupils towards an understanding of what is right and wrong
- Supporting everyone in forming good relationships with adults and peers.

We believe that students should be fully involved in the writing, implementation, monitoring and review of an anti-bullying policy.

We believe in tackling incidents of bullying by encouraging an environment where individuality is celebrated and individuals can develop without fear. This involves including and engaging everyone's perception of bullying.

Definition of terms

What is bullying?

Herrick Primary School adopts the following definition of bullying:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Source: **Preventing and Tackling Bullying Guidance for Schools, DfE, 2011**

Bullying is the use of aggression with the intention of hurting another person; resulting in pain and distress to the victim. It is usually conscious and wilful and commonly consists of repeated acts of aggression and/or manipulation. It can take a number of forms - both physical and non-physical, either in combination or in isolation.

Bullying can be:

Emotional e.g. being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), being bossed, hurting people's feelings, being nasty, unfriendly, mean, blackmailing

Physical e.g. pushing, kicking, hitting, punching or any use of violence, pushing people around

Racist e.g. racial taunts, graffiti, gestures

Sexual e.g. unwanted physical contact or sexually abusive comments

Homophobic e.g. associated with or focused on the issue of sexuality

Verbal e.g. name-calling, sarcasm, spreading rumours, teasing, being cheeky

Cyber e.g. E-mail or text bullying, bullying through a social network or a 3rd party

Material e.g. repeatedly damaging belongings, extortion.

Bullying can also be directed towards those with a disability, or special educational need, those of a certain faith or religious belief.

Other concerns, that might not necessarily easily fit into these headings, will nevertheless be taken seriously e.g. being picked on, taking advantage of another person.

School is aware that it is a possibility that the bully may be an adult and will follow the local Child Protection procedures where this is the case.

As a school we also define bullying to be an action perceived as:

S.T.O.P. – Several Times On Purpose.

We expect that children will: S.T.O.P. Start Telling Other People

Aims and Objectives

The aim of our anti-bullying policy is to:

- Clarify for students and staff what bullying is and that it is always unacceptable
- Explain to staff, students and school community *why bullying and harassment occur and their impact on individuals and the school as a whole*
- *Provide a secure, stimulating, positive and mutually respectful and inclusive environment for learning*

As a school we

- Involve the Herrick Management Team in any planning, discussion and dissemination of any work related to anti-bullying, directly including the F.A.B.'s (Friends Against Bullying) in KS2 and Mini-F.A.B.'s in KS1.
- Have in place an anti-bullying support system. Victims or pupils/staff who are aware of bullying can report incidents to any member of staff or F.A.B./Mini-F.A.B. who will then report the incident to the Behaviour Mentor and/or Anti-Bullying Champion. They will then work with the victim and the perpetrator to recognise what has happened and then help them, through a variety of means (e.g. counselling) , to ensure all parties can agree a resolution to the issue.
- Regularly monitor and review the policy to ensure it is up to date and relevant to our school community. This is done by the Senior Management of the school through consultation with the Herrick Management Team at least once a term.

Practice and Procedures

What do we do to prevent bullying?

Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive role models and conveying a clear understanding that we disapprove of unacceptable behaviour (but not the pupil or student), and by being clear across the school that we follow school rules as follows:

Herrick Primary School Rules

- Move around the school sensibly and calmly
- Be polite and well mannered at all times
- Respect and be kind to each other
- Listen to each other and respect each other's points of view
- Respect other people's property and the school environment

and that we support our Rules & Responsibilities as shown on our Herrick School Agreement. All members of the school community are expected to report incidents of bullying. On entering the school each new pupil is allocated a special friend in their class and a personal FAB mentor

in the playground. There will also be a link TA that the pupil will be introduced to as a point of contact.

1. **Staff** have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well being in school. They have the closest knowledge of the children in their care and should build up a relationship involving mutual support, trust and respect. Staff share a collective responsibility to adhere to the anti-bullying policy put in place, and to follow the appropriate procedures for reporting and recording any incidents of bullying.

We expect staff will:

- Provide children with a framework of behaviour including class rules which supports an up to date whole school policy
- Emphasise and behave in a respectful and caring manner to students and colleagues, to set a good tone and help create a positive atmosphere
- Provide children with a good role model
- Raise awareness of bullying through assemblies, stories, role-play, discussion, peer support, School Council, PSHE, RE, JIGSAW
- All adults in school to understand that bullying can be perceived as S.T.O.P. - Several Times On Purpose; and can use S.T.O.P - Start Telling Other People as a form of informing.
- Through the head teacher, keep the governing body well informed regarding issues concerning behaviour management
- Promote and support the Friends Against Bullying (FAB) programme in KS1 and KS2. Children will be knowledgeable of their rights and responsibilities from an early age and so this will become embedded into the children's ethos and philosophy of positive behaviour.
- Promote anti-bullying philosophies through activities such as Anti-Bullying Week; class and school 'Rights and Responsibilities Charter';
- Provide activities / resources at playtime and lunchtime, supervising activities and encouraging positive behaviour.

2. Parents/Carers

We expect that parents/carers will understand and be engaged in everything that is being done to make sure their child enjoys school and is safe at school: This is done through

- Supporting us in helping to meet our aims
- Feel confident that everything is being done to make sure their child is happy and safe at school
- Be informed about any aspect of their child's behaviour, both positive and negative, initially through the class teacher, though this can be through any member of Senior Management.
- Be informed about who can be contacted if they have any concerns about bullying and/or report any form of bullying that they feel is taking place or has taken place. Class teachers will inform parents of this.
- Should a parent become aware of any incident of bullying taking place within school they have a responsibility to notify a member of a staff with their concerns.

3. Governors

We expect that governors will:

- Support the Head teacher and the staff in the implementation of this policy
- Be fully informed on matters concerning anti-bullying

4. Children

We expect that children will:

- Support the Head teacher and staff in the implementation of the policy. This might involve contributing to agreed approaches designed to reduce bullying or better deal with incidents that arise.(e.g. via School Council, FAB etc)
- Be involved in the monitoring and review of the policy, this is done twice a term through Herrick Management Teach meetings.
- Feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn
- Feel supported in reporting incidents of bullying
- Be reassured that action regarding bullying will take place
- Contribute to surveys when asked

As a school we work to prevent bullying through a range of different means. These include having our F.A.B. groups (Friends Against Bullying) work in the playground each breaktime and lunchtime (KS1 and KS2), Phase and whole-school assemblies, consulting with the children in our Herrick Management Team, and through the teaching of the S.E.A.L. programme which is taught to all groups as part of the PSHEC curriculum.

Reacting to a specific incident

Recording

Incidents at playtime are reported by the FABs (yellow hats), to the lunchtime supervisors. This information of incidents are to be recorded in the Behaviour Record chart kept by each lunchtime supervisors.

A named person will be allocated to the incident. Where incidents are clearly identified as bullying this must be reported to a senior member of staff (Headteacher/Assistant Head teacher /Phase leader). The named person will monitor and update staff as to outcome for both parties involved in the incident.

Parents (of both bully and person bullied) are informed of what has happened, and how it has been dealt with. Records of discussions to be filed with the office.

Confidential Reporting of Incidents

All children in the school are aware of the 'being me, being happy, being safe' box located in their class, where they can submit a confidential note informing the Anti-Bullying Champion (Mrs A Aydin), of an incident of bullying that has occurred towards them. Teachers will check the boxes regularly and inform Mrs Aydin who will follow up on any reported incidents.

Children can report to any adult if they feel they are being bullied. This information will then be passed to Mrs Aydin who will then follow the appropriate course of action.

Dealing with an Incident

Whenever a bullying incident is reported the school will go through a number of prearranged steps. The exact nature of each step will depend in part on the nature of the incident and those involved.

1. The school community need to be aware that when a bullying incident has come to the attention of adults in the school it has been taken seriously and action has resulted.
 - A child will be able to tell any member of the school community of any type of bullying that they feel has happened either to themselves or as a witness to an incident.

- The Anti – Bullying Champion is Mrs A Aydin whose role it is to promote the anti-bullying ethos of the school. She will hold twice termly consultation meetings with the Herrick Management Team regarding bullying, reviewing the policy etc., and monitor the effectiveness of systems in place for reporting and resolving bullying in our school. He will also be involved in any meeting with parents regarding bullying.
- The school council member may submit a form that they have received a bullying complaint.
- With all forms of initial reporting the incident is to be logged and then sent through the line management.

2. School expects to support all involved by:

- Having a named person that will monitor the incidents of bullying in school (Mrs Aydin)
- Talking through the incident with all parties involved
- Helping the both parties to express their feelings
- Talking about which rule(s) has/have been broken
- Discussing strategies for making amends with the pupil causing the bullying and the pupil being bullied ensuring that agreements are sustained.

3. Nevertheless sanctions may include:

- Time away from an activity within the classroom
- Time away from the classroom
- Missing break or another activity
- Formal letter home from the Head teacher expressing concerns, where the pattern of behaviour continues
- Meeting with staff, parent and child
- Pastoral Support Plan
- Fixed-term exclusion
- Permanent exclusion

4. Parents (of both pupil causing the bullying and person bullied) are informed of what has happened, and how it has been dealt with.

- Records of these discussions to be minuted and filed.
- Failing face-to face discussion, parents/carers will be informed of any incidents by letter

5. Child Protection procedures will always be followed when concerns arise.

6. The role of witnesses and bystanders are valued in order to validate what has taken place from impartial points of view.

7. Supporting the Victim:

The school support the victim in many ways through school policy, the use of the FAB and Red Hat systems and the monitoring of children after an incident with TAs and lunchtime supervisors who then communicate information along the chain of line management. This is communicated to the parents through the class teacher. All incidents are followed up as a matter of routine by Mrs Aydin or Headteacher if necessary.

8. Supporting the Perpretrator:

The school will support the perpretrator of the bullying through the following ways as and when deemed appropriate for each individual pupil and dependant on the circumstances. These range from, regular counselling with Mrs Aydin, a behaviour contract, working with the parents to promote positive behaviour in school.

Recording of Incidents

Reported incidents of bullying can be recorded in the following ways –

- a) Teachers – who will then pass the information on to Mrs Aydin
- b) Lunchtime Supervisors – as above
- c) FAB group – Report to Mrs Khowaja

Mrs Aydin is responsible for coordinating the recording system and reviews all reported instances of bullying.

Monitoring

Trends and strategies are analysed through CPOMS reporting for inclusion in the Headteacher's reports to governors.

Careful monitoring and analysis provides us with a regular opportunity to link monitoring to action planning for the following school year.

Policy Monitoring

- The Staff and School Council review the Policy
- Annual initiatives reported to Governors
- Liaison with parents
- Data from the monitoring and recording scheme on the SIMS system



Appendix B Anti-Racist Statement

Herrick is a multi-ethnic Primary School, which aims to fully develop the intellectual, social, creative and spiritual growth of children. We believe that such aims can best be nurtured in a supportive and happy atmosphere in which concern for each other is a keynote. We practice equal opportunities and will not allow any form of racial or religious intolerance.

We value all our children with their families and the historical, culture, and religious diversity that they bring in to school community to share each other's rich heritage and delight in it. We hope that, by pursuing these aims, we shall enable our children to play a full part in our multi-ethnic society.

We want Herrick to be a happy place for all children. This means ensuring that they are never subject to remarks or threats made because of their colour or background.

- We will not allow the following sort of behaviour.
- Attacks on other children for any reason.
- Name calling, insulting remarks, jokes that are based upon another person's colour, religion, culture or background.
- Writing racist remarks or symbols
- Making threats against people because of their colour, religion, culture or background.

All these kinds of behaviour will be treated with extreme seriousness by all who work in our school community. All cases will be logged, referred and appropriate action will be taken.

In some instances this may simply be a discussion as to why this is a wrong way to behave and in other cases we feel that it may be necessary to impose sanctions until this behaviour has stopped.

In school cases, if the behaviour continues, we will call in the parents to discuss a child's behaviour, in order to increase an awareness of the cruelty involved in racist threats.

The victim of racial harassment will be offered support if necessary.

Racist comments by any adults in the school will be referred to the Head and appropriate measures will be taken.

We want children and their parents to know we will not tolerate racist behaviour in our school. Governors will be kept informed of racist incidents and the actions taken to deal with them.

The school community will try to do all that it can to work closely with the organisations and groups that represent people of different religions, languages and cultures.



This policy deals with the policy and practice which informs the School's use of exclusion. It is underpinned by the shared commitment of all members of the school to achieve two important aims:

- The first is to ensure the safety and well-being of all members of the school, and to maintain an appropriate education environment in which all can learn and succeed
- The second is to realise the aim of reducing the need to use exclusion as a sanction.

Introduction

The decision to exclude a pupil will be taken in the following circumstances:-

- (a) In response to a serious breach of the School's Behaviour Policy
- (b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- (c) Exclusion is an extreme sanction and is only administered by the Headteacher. Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the School's Behaviour Policy:
 - Verbal abuse to staff and others
 - Verbal abuse to pupils
 - Physical abuse to/attack on staff - Physical abuse to/attack on pupils
 - Indecent behaviour
 - Damage to property - Theft
 - Misuse of other substances
 - Serious actual / threatened violence against another pupil or a member of staff
 - Sexual abuse or assault
 - Carrying an offensive weapon - Arson
 - Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction.

Exclusion procedure

Most exclusions are of a fixed term nature and short duration (usually between 1 / 3 days).

The DfES regulations allow the Headteacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year.

The Governors have established arrangements to review promptly all permanent exclusions from the School and all fixed term exclusions that would lead to a pupil being excluded for over 15 days in a school term or missing a public examination.

The Governors have established arrangements to review fixed term exclusions which would lead

to a pupil being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

Following exclusion parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the LEA as directed in the letter.

A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Management Team and other staff where appropriate.

If the fixed term exclusion is greater than five days or an accumulation of exclusions exceed five days, a Pastoral Support Plan will be drawn up. This needs to be agreed with the school, pupil and parents.

During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/guardians.

Permanent Exclusion

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises.
2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:
 - Serious actual / threatened violence against another pupil or a member of staff
 - Sexual abuse or assault - Vandalism - Arson
 - Carrying an Offensive Weapon (Offensive weapons are defined in the Prevention of Crime Act 193 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him".
 - The school will consider police involvement for any of the above offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well being of the school.

General factors the school considers before making a decision to exclude

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period the Head will:

- Ensure appropriate investigations have been carried out
- Consider all the evidence available to support the allegations taking into account the Behaviour Policy, Equal Opportunity and Race Equality Policies
- Allow the pupil to give her/his version of events
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

- If the Head is satisfied that on the balance of probabilities the pupil did what he/she is alleged to have done, exclusion will be the outcome.