


# Meriden Church of England Primary School

## Behaviour and Anti-Bullying Policy



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<b>Signature of Chair</b>		<b>Date</b>	9.1.2023
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## 1. Aims

Our vision statement sets the ethos in which this policy is grounded: “Friends, Faith and Lifelong Learning”

We believe that Meriden CE School exists to provide the opportunities for each individual child to realise his or her potential to the fullest possible extent, whatever his or her particular needs and abilities.

- Our values above are built on mutual trust and respect for all. The school’s behaviour and anti-bullying policy is designed to support the way in which all members of the school can live and work together in a supportive way to develop those values. It is essential that every member of the school community feels valued and respected, is treated fairly, and above all is happy and safe.
- This policy is a means of promoting good relationships, so that we can all work together with the common purpose of helping everyone to learn. It supports the school community in aiming to allow everyone to learn together in an effective and considerate way.
- The policy applies to behaviour shown both in and out of school, and school will enforce its power in dealing with anti-social or bullying behaviour out of school hours if Meriden School pupils are involved. The behaviour management steps and procedures will be followed in all cases.
- We follow a positive approach to behaviour, rewarding good behaviour, as we believe that this will develop an ethos of kindness and cooperation. This approach is designed to promote good behaviour, rather than merely deter anti-social behaviour. We involve the children in understanding the consequences of the behaviours they choose.
- We treat all children fairly and apply this behaviour policy in a consistent way. In addition, staff work to get to know all children as individuals. ‘Fairly’ in this sense does not necessarily mean exactly the same; it is used to mean with due regard for every individual.
- This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- KiVa (‘Against Bullying’ resource) and Jigsaw sessions encourage children to explore and understand their feelings and those of others. They also support children in finding solutions to any issues, both in the classroom and on the playground, during school and extended hours, and resolving them peacefully and sensibly.
- Children are supported in the key transition points from EYFS to Year 1, Year 2 to Year 3 and Year 6 to secondary school through a programme of transition activities. School liaises with secondary schools to arrange pupil/staff visits and meetings to assist with the transition from Year 6 to secondary school.
- This policy has been written with consideration given to the contents of ‘Behaviour in Schools’ (DfE **July 2022**) and ‘Valuing all God’s Children’ (Church of England Education Office 2017, updated 2019)
- The policy gives due regard to the Equality Act 2010 in respect of safeguarding and in respect of pupils with SEN.

## 2. Legislation and statutory requirements

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

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

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

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### 3. Definitions

**Misbehaviour** is defined as:

- Low level disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Lack of respect
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Swearing
- Any form of bullying
- Verbal or physical abuse to staff
- Vandalism
- Theft
- Fighting/aggressive behaviour
- Causing health & safety risk to others or themselves
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any banned items.
- Sexual violence or assault
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

### 4. Bullying

As a school we aim to provide a safe and secure environment where all can learn without anxiety and measures are in place to reduce the likelihood of bullying. We therefore do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable.

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006:

- States that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils

- Gives headteachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

For the full legal requirements see the DFE 'Preventing and Tackling Bullying' document.

We aim to ensure that pupils are aware that their bullying concerns will be dealt with sensitively and effectively. We:

- Encourage the caring and nurturing side of children
- Work for a caring, co-operative ethos throughout school
- Discuss friendships and bullying through "Circle time" and PSD (Personal and Social Development) opportunities across the curriculum and within class, phase and whole school assembly
- Promote diversity and equality
- Raise issues through class / school council
- Discuss non-violent and assertive strategies
- Promote creative / enjoyable playground activities and ensure adequate supervision
- Positively encourage caring and discourage bullying
- Share policy and practice with parents and all within the school
- Work with outside agencies

The DFE (Department for Education) defined bullying in its 2017 key guidance document 'Preventing and Tackling Bullying' as: *"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group physically or emotionally"*

As a school, we do not label a child as a 'bully', but rather recognise the behaviour as 'bullying behaviour'.

In school, following input from the children, we have adopted the acronym **S.T.O.P** to support our understanding of what bullying is: 'Several Times On Purpose'. We also use the acronym to mean 'Several Times on Purpose'.

Bullying may be for a variety of reasons and the reasons may not be immediately obvious. It may be related to:

- Age
- Gender, race, ethnicity, religion or culture
- Ability, Special educational needs or disability
- Appearance or health
- Circumstances e.g. young carers, social background
- Sexual orientation
- Sexual harassment or sexism

Bullying can take the form of:

- Physical (hitting, kicking, pinching, theft)
  - Verbal (name calling, racist, sexist or homophobic remarks)
  - Material (theft, extortion)
- Indirect (spreading rumours, tormenting text messages/emails, malicious use of social media)
- Social exclusion
- Cyberbullying

Bullying is behaviour that is meant to be hurtful, and which happens on a regular basis making it difficult for the person concerned to defend themselves. There is usually a power difference between the perpetrator and the victim. The school works hard to ensure that all pupils know the difference between bullying and

simply “falling out”. For a more extensive and detailed set of descriptions please see the ‘Preventing and Tackling Bullying’ document.

Early signs of distress

Things to look out for:

- Uncharacteristic changes in temperament
- Becoming uncharacteristically withdrawn
- Deterioration of work
- Spurious illness
- Isolation
- Desire to remain with adults
- Attention Seeking
- Erratic attendance
- General unhappiness / anxiety / fear
- Uncharacteristic late arrival at school
- Uncharacteristic reluctance to attend school

## **5. Roles and responsibilities**

### **5.1 The governing board**

- The governing body is responsible for reviewing and approving the written statement of behaviour principles
- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in adhering to these guidelines.
- The Head Teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.
- The governing body supports the headteacher in all attempts to eliminate bullying from our school
- The governing body monitors incidents of bullying that do occur. The governors require the school to keep accurate records of any incidents of bullying and the headteacher to report to the governors about the effectiveness of school anti-bullying strategies.

A parent who has concerns with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body will acknowledge any concern immediately and then respond formally within ten days to any request from a parent to investigate incidents of bullying. In all cases the governing body notifies the headteacher, and asks her to conduct an investigation into the case, and to report back to a representative of the governing body.

### **5.2 The headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour.

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The Headteacher keeps electronic records of all reported serious incidents of misbehaviour.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified, and in accordance with Government guidelines.
- It is the responsibility of the headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The headteacher is the lead member of the KiVa team and is thus involved in cases of bullying within school.
- All records are held electronically on CPOMS and centrally by the headteacher in order for them to be monitored and entered on the Bullying Log (Appendix 4) so that any patterns of behaviour can be identified. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy at Governors' Meetings.
- The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour is wrong.
- The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### 5.3 Staff

- Teachers and Teaching Assistants in our school have excellent classroom management skills and high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability
- Teachers and Teaching Assistants treat all children in their classes with respect and understanding and act as positive role models at all times
- The Class Teacher keeps a record of any serious or repeated incidents of unacceptable behaviour electronically using CPOMS. In the first instance, the Class Teacher deals with incidents him/herself following the Behaviour Management Steps (see appendix 3). However, if misbehaviour continues, parents will be informed and the Class Teacher may seek help and advice from the Inclusion Co-ordinator, Family Support Worker, Deputy Head Teacher or Head Teacher.
- The Class Teacher liaises with the Family Support Worker, school Inclusion Co-ordinator and external agencies, as necessary, to support and guide the progress of each child. The Class Teacher may, for example, discuss the needs of a child with the LA's behaviour support service.
- Staff CPD is in place to support all members of staff in delivering the behaviour policy.
- Lunchtime Supervisors support this behaviour policy to ensure that our high expectations related to children's behaviour are adhered to.
- If disputes arise, all children involved will be given a chance to explain their case and will be encouraged and supported to find a solution.
- Lunchtime Supervisors inform Class Teachers if there have been any incidents of unacceptable behaviour at lunchtime, and how it has been dealt with. Serious and/or repeated incidents of unacceptable behaviour are recorded.
- Children are provided with a variety of playground activities and equipment to reduce the risk of boredom which could lead to unacceptable behaviour.

## 6. Pupil code of conduct

Pupils are expected to:

- Uphold the ethos and the vision of school at all times
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly and sensibly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## 7. Rewards and sanctions

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children. Praise is a significant and powerful reward.
- Stickers can be awarded for good work, or behaviour, or to acknowledge outstanding effort.
- Children may be sent to show good work or for praise to other staff or Head.
- Teachers give children individual Dojo points either for consistent good work or commendable effort in workbooks. Certificates and badges are awarded each time a child collects a set amount (see Appendix 1) Those pupils scoring the most points each week from each class are rewarded in assembly through a 'randomised' prize system. There are also House and Class rewards.
- Each week we nominate a child from each class to be 'Star of the week'.
- We hold a weekly 'Celebration Assembly', where we present certificates for 'Star of the week' and Dojo points. We also encourage children to celebrate their achievements out of school, as part of our positive approach: certificates /awards for out of school activities can be brought to these assemblies.
- We communicate praise and success to parents to share the good news through a weekly newsletter
- Postcards are sent home.
- We are a fully inclusive school. The behaviour of individual children may be supported through a specific reward system to enable them to access learning with their peers.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. This applies to before, during and after school hours i.e. in lessons and in clubs. We employ each sanction appropriately to each individual situation.

- We remind a child making poor behaviour choices of the expectation to give them a chance to choose the appropriate behaviour before sanctioning them.
- We expect children to listen carefully to instructions. If they do not do so, we ask them either to move to a place nearer the teacher, or club leader, or to sit on their own.
- We expect children to try their best in activities. If they do not do so, we may ask them to redo a task or finish it in a part of their free time.
- If a child is disruptive, the adult reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- Children may be sanctioned with some loss of free time or privileges, in proportion to the incident.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the adult stops the activity and prevents the child from taking part for the rest of that session. If a child acts in a way that puts themselves or others at risk, they may be unable to participate in a trip or visit in order to keep everyone safe.

- If a child threatens, hurts or bullies another child, the adult records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- A child may be sent to work on their own for a period of time for serious incidents – this will be recorded as an internal exclusion and parents will be informed.
- A child may be placed on a behaviour report if the behaviour is continued and has not improved despite warnings. Parents will be informed

## **7.1 Fixed term suspensions and exclusions**

- We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, 'Exclusion from maintained schools, Academies and pupil referral units in England (DFE 2017).' We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is: <https://www.gov.uk/government/publications/school-exclusion>
- Only the Headteacher (or the Acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child permanently.
- If the Headteacher excludes a child, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The Headteacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term.
- The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

## **7.2 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

Sanctions for sexual harassment and violence may include internal exclusion, fixed term suspensions or permanent exclusion.

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

- Responding to a report



- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

### **7.3 Off-site behaviour**

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

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

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

### **7.4 Malicious allegations**

#### **Allegations against a member of staff**

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

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

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

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

Please refer to our child protection and safeguarding policy and dealing with allegations about staff procedures for more information on responding to allegations of abuse against staff or other pupils.

## **8. Behaviour management**

### **8.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged

- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

## 8.3 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. All adults will be made aware of specific strategies and personal handling plans in order to deal with the pupils appropriately.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 8.4 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## 9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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

## **10. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and the governing body annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing body annually.

## **11. Links with other policies**

Please also see the following policies

- Attendance Policy
- Child protection policy
- E-safety and Acceptable Use policy
- Equality Policy

Managing Aggressive Behaviour from Parents and Visitors policy

Mental Health

PSHE Policy

Safeguarding policy

Confidentiality policy

Complaints Policy

### **Resources for children and parents**

NSPCC (National Society for the Prevention of Cruelty to Children): Provides information on keeping children safe and guidance for parents

Anti-Bullying Alliance: Provides advice for parents

Young Minds : Provides advice for parents to improve the emotional health of children

DCSF: Safe to Learn document

## **GOVERNORS' STATEMENT OF BEHAVIOUR PRINCIPLES 2022-23**

### **Rationale and Purpose**

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance (The school behaviour policy: the role of the governing body). The purpose of this statement is to provide guidance for the Headteacher in drawing up the Behaviour and Anti-Bullying Policy at Meriden CE Primary School so that it reflects the shared aspirations and beliefs of governors, staff and parents/carers for the children in the school, as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governors' support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the Behaviour and Anti-Bullying Policy at Meriden CE Primary School, though she must take account of these principles when formulating this. The Headteacher is also asked to take account of the guidance in DfE publication 'Behaviour and Discipline in Schools: a guide for Headteachers and school staff (January 2016)'.

The Behaviour and Discipline Policy must be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.

The aim of the Behaviour Principles is to create an environment that reinforces good behaviour in line with the school's vision statement and Christian values such as love, compassion and forgiveness.

The Home/School Agreement mirrors the statement made in the Behaviour Policy so that parents/carers are encouraged and helped to support their children's education, just as the pupils should be helped to understand their responsibilities during their time at school, in the wider community and in preparation for their life after school.

### **Principles**

- Every child has the right to learn but no child has the right to disrupt the learning of others
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse, which includes cyber bullying and harassment
- Meriden CE Primary is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under both the Equality Act 2010 and the Children and Families Act 2014
- It is expected that all adults – staff, volunteers, governors and parents/carers – will set excellent examples to the children at all times
- Meriden CE Primary seeks to give every child a sense of personal responsibility for his/her own actions
- The school's Behaviour and Anti-Bullying Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils; it will also provide guidance on use of reasonable force
- The school's Behaviour and Anti-Bullying Policy will provide a framework that allows pupils to disagree well and practice forgiveness, restoration and reconciliation
- The school's Behaviour and Anti-Bullying Policy will be written in accordance with the Christian values of the school, and supporting the school vision of Friends, Faith and Lifelong Learning
- Where there are significant concerns over a pupil's behaviour, the school will work with parents/carers to strive for common strategies between home and school
- Where appropriate, the school will seek advice and support from outside agencies where concerns arise over a child's behaviour

- The school's Behaviour and Anti-Bullying Policy will clearly reflect the school's approach to exclusions
- All members of the school community will be protected from and understand the consequences of malicious accusations.
- The school will fulfil its legal duties under the Equality Act 2010 and the Children and Families Act 2014 in respect of safeguarding, children with special educational needs and all vulnerable children
- The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations
- Every child has the right to live in a safe and healthy environment free from bullying, harassment and intimidation in all forms.



## Individual Rewards

Certificates for 100, 200, 500, 750, 1000, 1250, 1500, 1750 and 2000 points



## Class Rewards

**2000** : extra play hour  
**5000** : film and popcorn  
**7500** extra STEM day  
**10000** bring in a toy/ game  
**15000**: ice-cream party

## Points are given for...

### Behaviour

Good listening

Reading at home

Helping others

Perseverance

Contribution

Good manners

Displaying school Values

Tidying

Look your best

Caught being good



### Work

Positive attitude to work

Doing your best

Presentation



## Bullying Log



Date reported					
Victim & Year group					
Accused & Year Group					
Type of Bullying	Name calling				
	Cyber bullying				
	Money taken				
	Teasing				
	Physical Violence				
	Belongings taken				
	Being left out				
	Threat of violence				
	Forced into something				
	Other				
Motivation	Appearance / health				
	Age				
	Disability / ability				
	Gender				
	Race/ethnicity				
	Religion / culture				
	Homophobia				
	Circumstances				
Location	Playground /field				
	Dining Hall				
	On way to / from school				
	Toilets				
	Classroom				
	Corridor				
	School Bus				
	Outside school				

Action Taken				
Parents Notified				
Outcome				



**Meriden C of E Primary School  
Behaviour Management Steps**



**REWARDS**

<b>KIND AND POLITE BEHAVIOUR</b>	<ul style="list-style-type: none"> <li>• Smile/ thumbs up/ verbal praise</li> <li>• Dojo points</li> <li>• Parents informed before or after school</li> </ul>
<b>GOOD STANDARDS OF WORK AND EFFORT</b>	<ul style="list-style-type: none"> <li>• Smile/ thumbs up/ verbal praise</li> <li>• Dojo points</li> <li>• Sent to school leadership team</li> <li>• Certificates and Badges given out in assembly</li> <li>• Star of the Week/ parents informed/ Newsletter mention</li> </ul>
<b>SPECIAL CIRCUMSTANCES</b>	<ul style="list-style-type: none"> <li>• Sent to school leadership team</li> <li>• Star of the Week/ parents informed/ Newsletter mention</li> <li>• Postcard home from HT</li> </ul>

**SANCTIONS**

<b>LOW LEVEL</b> Constant talking/ not completing reasonable amount of work due to behaviour/ distracting others / lack of care with property	<ul style="list-style-type: none"> <li>• Verbal warning/ reminder</li> <li>• Move child away from others in the class</li> <li>• Time off playtime/ lunch (missed work completed)*</li> <li>• Time out in partner year group's classroom*</li> <li>• Informal discussion with parents re: behaviour*</li> </ul>
<b>MEDIUM LEVEL</b> Violence/ refusal/ deliberate damage to property /swearing/continuous low level behaviour	<ul style="list-style-type: none"> <li>• Sent to member of school leadership team – parents informed via telephone call/ after school meeting*</li> <li>• Possible internal exclusion</li> </ul>
<b>SERIOUS INCIDENTS</b> Health and safety risks/ theft/ verbal abuse to staff/ bullying	<ul style="list-style-type: none"> <li>• Parents called in for meeting with HT and CT. Record kept of meeting</li> <li>• Possible behaviour plan put in place with daily behaviour report used</li> <li>• Possible internal exclusion</li> <li>• Possible fixed term suspension</li> </ul>
<b>VERY SERIOUS INCIDENTS</b> Physical abuse to staff/ extreme violence to others or themselves Continued bullying	<ul style="list-style-type: none"> <li>• Possible fixed term suspension</li> <li>• Possible permanent exclusion</li> </ul>

# Anti-Bullying Behaviour Flow Chart

