



ROTHERHITHE SCHOOL POSITIVE BEHAVIOUR ANTI-BULLYING POLICY

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INTRODUCTION

The following policy has been produced through consultation with children, parents, governors and staff. At Rotherhithe Primary school we have a safe, calm and caring learning environment where mutual respect prevails enabling all adults and children to work cooperatively. We treat others how we would like to be treated ourselves and take responsibility for our own actions.

Rotherhithe Primary School is part of the River Hill federation and the governors have set the vision and values of the school.

Our Vision:

Within the River Hill Federation, we aspire to create a supportive environment for personal growth and where enquiring minds develop a passion for learning.

Our Values are:

Respect: Valuing and appreciating each other within a culture of equality.

Courage: Taking considered risks in all we do, without fear overwhelming us.

Resilience: Dealing positively with challenges and change.

Ambition: Having high expectations for ourselves and others.

Empathy: Seeking to understand and support others.

Creativity: Maximising our various talents to fulfil our potential.

AIMS

This policy aims to:

- Outline **how pupils are expected to behave**
- Outline our system of **rewards and sanctions**
- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management

PRINCIPALS FOR PROMOTING GOOD BEHAVIOUR

At Rotherhithe Primary School we aim to:

- Provide all pupils with a safe secure environment where they can learn effectively and feel confident to tackle challenges in their learning
- Promote intrinsic motivation (i.e. doing something for its own reward rather than an external one)
- Provide an environment in which staff, pupils and feel safe valued and listened to.
- Deal with problems calmly and resolve conflicts fairly

- Foster positive self-esteem and provide pupils with the tools to help them self-regulate as well as develop the confidence to deal with and resolve peer conflicts
- Promote good citizenship, within the school, as well as local and global communities

We recognise that when dealing with behaviour, different situations may call for different responses. However, there are certain principles that underlie our interactions with each other and the way we respond to situations:

At RPS we all

- they have the right to feel safe, valued and respected, and learn free from the disruption of others
- speak politely to each other
- have cooperative learning as our focus
- take responsibility for their own behaviour
- aim to resolve conflicts peacefully with peer/adult support if needed
- promote a caring attitude towards others and their environment
- have high expectations of their own behaviour and that of behaviour of others

All RPS all staff

- have effective organisation that promotes clear routine.
- communicate high expectations that are in line with established rule.
- promote behaviours that are appropriate to the particular situation, for example some playground behaviour is different to classroom behaviour
- highlight the link between good behaviour and effective learning
- set an excellent example to pupils at all times
- Use rewards, sanctions and positive handling consistently by staff, in line with the behaviour policy

Staff have a duty to make sure...

- The behaviour policy is understood by pupils and staff
- The suspension and exclusions policy explains that suspensions will only be used as a last resort, and outlines the processes involved in permanent exclusions and fixed-term exclusions suspensions follow this link for more information: [Suspensions and exclusions policy](#).
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

PUPIL CODE OF CONDUCT

Pupils are expected to:

- ✓ behave in an orderly and self-controlled way.
- ✓ show respect to members of staff, each other and to property (Respect to all, look after our school!)
- ✓ in class, make it possible for all pupils to learn.
- ✓ move quietly around the school.
- ✓ 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.

HEADLINE RULES

1. Listen to and do as all school staff ask you.
2. Have kind hands, feet and mouths.
3. Keep objects to yourself.

CLASSROOM CHARTERS

There are many things that we do to achieve positive behaviour in our classrooms and around school:

At the beginning of each year all class teachers and their pupils together establish their own positively phrased classroom charter. This allows for ownership and makes it more relevant to each class. Teachers are reminded and encouraged to use the three headline rules as a basis for these discussions. Children and class teachers decide on their own class-based rewards to promote positive behaviour.

CLASSROOM STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR?

Teachers are expected to:

- Negotiate and display class charters and school rules.
- Inform parents about expected behaviour at parent meetings and seek their support when needed throughout the year.
- ✓ Organise the classroom in a way that encourages successful learning by giving attention to:
 - space for working and movement
 - seating arrangements
 - access to materials and equipment
 - noise levels
 - routines
- ✓ Know the children as individuals, recognising their characters, identifying their learning strengths and challenges taking this knowledge into account when planning lessons
- ✓ Plan activities appropriate to the ability, maturity and special educational needs of the children
- ✓ Be aware of safety issues when planning activities
- ✓ Establish procedures for giving directions about tasks
- ✓ Teach children about behaviour skills
- ✓ Plan and respond to individual needs to learn behaviour skills
- ✓ Have high expectations of children
- ✓ Provide opportunities for children to develop different kinds of relationships with one another
- ✓ Allow children to express their views and feelings and seeking to extend their understanding of relationships through the PSHE curriculum
- ✓ Ensure that children understand rewards and consequences, alongside rights and responsibilities.
- ✓ Be consistent and fair when giving rewards or imposing sanctions
- ✓ Use support staff to observe behaviour, focus children, reinforce positive behaviour and discuss negative behaviour.
- ✓ Liaise with support teachers, mid-day staff, parents and the Head of School or Executive Head Teacher
- ✓ Ensure that all adults working with children are aware of the expectations regarding behaviour and of the strategies used to teach and reinforce that expected behaviour
- ✓ Model appropriate behaviour to children and adults.

- ✓ Teach the Zones of Regulation programme to pupils to help them recognise feelings and teach them how to manage them
- Give specific and explicit praise both verbally and in writing.
- Acknowledge and at times reward positive behaviour and excellence with the purpose of promoting intrinsic motivation to achieve and behave well.
- Focus on positive reinforcement, including using proximal praise.
- Use deflection skills to divert children with poor behaviour.
- Share clear expectations explicitly with children, for example, what is 'good' and use positive phrasing when requesting appropriate behaviour.
- Give responsibilities to children who consistently demonstrate good behaviour
- Give students the opportunity to acknowledge and encourage positive behaviour in their peers.
- Enable children to make positive decisions by giving them restricted choices.
- Devote some curriculum time to circle time/class meetings.
- Give children thinking time to consider their actions, think of solutions and give alternative positive behaviours
- Use of golden time to motivate and reward outstanding behaviour for learning.

WHAT SCHOOL WIDE STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR?

In order to give children positive peer role models, support classroom systems and promote the feeling of our own school as a community we use school wide strategies and procedures to achieve positive behaviour.

- ✓ Whole school – Golden Globes: school staff are able to award a golden globe to class they do not directly teach. Once a class collects 30 globes they received a pre-negotiated reward.
 - ✓ Certificates linked to school values are presented in a 'Star of the Week' assembly and further celebrated in the newsletter.
 - ✓ Head Teacher Award to acknowledge excellence.
 - ✓ Kindness Award to celebrate empathetic behaviour in the playground.
- (Please note that RPS, in line with its healthy eating policy, does not use sweets, biscuits as rewards.*

MINDFULNESS

Staff at RPS have worked hard to become a mindful school. All staff received training with "Mindup", part of the Hawn foundation. Each year they complete a range of age appropriate lessons which help them to understand their emotions and the 'brain science' behind the feelings that they experience. The aim is to equip children with the language and understanding to articulate and find solutions to problems. Three times a day usually after a transition time, children complete a 'brain break' this is a 2-3 minute time of quiet relaxation during which the children are encouraged to clear their minds and give their brains a rest, so they are calm and ready to learn. During this time references are made to which zone of regulation children are experiencing.

HOW DO WE SUPPORT POSITIVE PLAY





- Share clear expectations explicitly with children, for example, what is 'good' and use positive phrasing when requesting appropriate behaviour
- Teach children how to request joining in others play

- Model appropriate play
- Use 'Play Leaders' at play to promote friendships and resolve conflict
- Use children as play leaders/sports champions to promote play activities and give responsibilities
- Organise adult led team games
- Deliver 'Peace Club' to enable children to access quieter indoor play if preferred
- Teach social skills group activities for target children with additional SEN needs – providing a higher ratio of support
- Organise a calm/sensory/reading space for children who may require this
- Role modelling how to resolve conflict

ZONES OF REGULATION

We recognise that some children need to learn to understand and manage their emotions. One approach we use to do this is the Zones of Regulation.

Zones of regulation is a cognitive behaviour approach used to teach children to self-regulate (to manage their impulses, anger and emotional self.) Children are taught that the first step to self-regulation, is identifying how your body and brain feels. There are 4 zones that help us with this. These are called the Zones of Regulation:

<p>HOW DOES MY BRAIN FEEL?</p> <p>Blue Zone Feelings</p> <ul style="list-style-type: none"> • Sad • Hurt • Tired • Bored • Sleepy • Sick • Lonely 	<p>GREEN ZONE – READY TO LEARN</p> <p>We are expected to be in the green zone when we are learning. It is when our brains and bodies are relaxed and focused.</p> <ul style="list-style-type: none"> • Calm • Ready to learn • Focused • Happy 
<p>YELLOW ZONE</p> <p>DURING TIMES SUCH AS BREAK, LUNCH AND SCHOOL SOCIAL EVENTS.</p> <p>My brain feels:</p> <ul style="list-style-type: none"> • Surprised • Excited • Silly • Frustrated • Competitive • Annoyed 	<p>RED ZONE</p> <p>WHEN WE ARE AT SCHOOL, THE RED ZONE IS NEVER EXPECTED</p> <ul style="list-style-type: none"> • Terrified • Angry • Aggressive • Out of control 

Once children can identify the Zone that they are experiencing they are taught to find solutions to manage their emotions:

<p>ALERTING (BLUE TO GREEN)</p> <ul style="list-style-type: none"> • Yoga stretches • Jumping jacks • Body wake up –hand massage, exercise ball (if recommended by a therapist) • Take a supervised walk with an adult • Get a drink 	<p>CALMING (YELLOW/RED TO GREEN)</p> <ul style="list-style-type: none"> • Deep breathing • Take a break/time out • Blow bubbles • Calming music • Talk to an adult • Fidget toys at desk
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Each class contains a range of sensory/calming items to help children to manage and calm when agitated.

QUIET TABLE/TIME OUT SPACE

Classrooms typically have a quiet table for children who may require time out to regulate their emotions or who request a quiet space to work. Use of Zones of regulation may be particularly useful for children who need time-out after being involved in conflict at playtime or who struggle to manage collaborative social situations.

UNACCEPTABLE BEHAVIOURS INCLUDE:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Deliberate non-completion of classwork
- Any intimidation, physical or verbal aggressive or threatening behaviour by a group or an individual towards others
- Bullying
- Racist, sexist, homophobic or discriminatory behaviour
- Any form of fighting. Children should be helped to appreciate that “play-fighting” can be misinterpreted and whether intentionally or not someone is likely to get hurt
- Swearing
- Disrespect to any adult working in school, including refusing to do what an adult has asked them to do
- Disrupting other children’s learning
- Deliberate damage or theft to property, whether classroom or school equipment or the property of others
- Any dangerous behaviour which puts theirs and other children’s health and safety at risk
- Lying to get oneself out of a potentially difficult situation. Children can be helped to see that truthfulness is invariably the better option so that the problem is sorted out quickly, impact on others is reduced and consequences don’t escalate.
- Possession of any prohibited items. These are: weapons, lighters, matches, stolen items, Using mobile phones on school premises.
- The governing body also emphasises that aggressive or threatening behaviour will not be tolerated

See appendix 1 for more details regarding how the behaviour ladder is applied to these behaviours.

MALICIOUS ALLEGATIONS:

- All allegations against staff will be taken seriously and the school will follow safeguarding procedures, including consulting the LADO (see the safeguarding policy for more information)
- Parents will be informed and involved with this process
- Where however a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Executive Head Teacher/Head of School will discipline the pupil in accordance with this policy.
- Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.
- The Executive Head Teacher/Head of School will also consider the pastoral needs of staff accused of misconduct

MANAGING BEHAVIOUR IN CLASS:

Children will receive consequences for unacceptable behaviour that take account of the child's age, SEND needs and the situation that occurs. All adults will not take behaviour personally and will continually strive to build positive relationships with children each day.

Initially adults in class will manage behaviour by:

- Catching children doing the right thing
- Using proximal praise
- Non-verbally reminding children of expected behaviours (e.g. of non-verbal reminders – pointing to a class rule/poster.
- Using eye contact to express disapproval.
- Attempting to use techniques to reengage them in their learning e.g. giving the child a specific task to do/directing support from a TA)
- If this does not improve behaviour the adult will quietly and calmly reiterate the expected behaviour. This is often most effective when it is phrased in a manner that indicates an expectation of compliance; 'thank you for getting on with your work now'.
- If this does not improve behaviour the adult will quietly and calmly reiterate the expected behaviour providing a clear choice and consequence for non-compliance (where possible this is best done without an audience). Dependent on the behaviour it is sometimes best to give the consequence at the next transition point e.g. playtime so long as the behaviour is not disrupting the learning of others.
- Consequences may involve the teacher withdrawing class privileges/freedoms for that child, such as a playtime or participation, the reasons for the deprivation being clearly explained.
- Redress for any work not completed/mess/damage incurred will be expected.
- The teacher will log significant behaviour incidences on Arbor.

BEHAVIOUR LADDER

The behaviour ladder is used to reinforce positive behaviour and to correct misbehaviour. It is presented visually with symbols from Early Years to Year 3: Pot of Gold, Rainbow, Star, sun, cloud. All children should start on the sun and can be rewarded for good behaviour by being moved to the star or rainbow. Misbehaviour can lead to children being moved on to the cloud. The child should then be encouraged to repair their behaviour enabling them to move on to the sun again. If the child does not respond to being moved to the cloud, they may then be given a time out in their parallel class. If behaviour is of an appropriate severity that it is preventing others from learning they may be sent to the leadership team.



Show off time!
Visit SLT or a class
teacher



Fantastic
behaviour and
learning



Everyone happy
and focussed on
learning



Time out in class
to reflect

KS2 – BEHAVIOUR LADDER

STEP 1 REFLECTION TIME

Children to have reflection time in class and be reminded of expectations.

STEP2 CLASS WITHDRAWAL

Time Out in another Class. Children will take their learning with them to another class to complete. Children need to be ready to continue their learning when they go back to their own class. 10-15 minutes.

Parents will be informed by the class teacher if their child is sent out of class due to poor behaviour.

STEP LEARNING MENTOR/SENIOR LEADERSHIP

Children are sent to a Learning Mentor OR AHT with a note explaining what happened. They must have work to complete.

(Time with a Learning Mentor - 15min).

Parents will be informed by the class teacher if their child is sent out of class due to poor behaviour. Children will miss lunch or play times dependent on the situation

STEP 4- SLT/HEAD OF SCHOOL/EXECUTIVE HEAD

Children will be sent to the HoS or Executive Head teacher where there has been a serious breach of the behaviour policy, which may lead to more extreme consequence.

The school follows the **DE guidance: Behaviour and discipline in schools Advice for headteachers and school staff** when setting consequences and disciplining children.

Parents will be informed by the member of SLT if the behaviour is severe. This may lead to a variety of consequences.

Possible consequences:

Children will lose their play or lunch break/s.

After school detentions (normally until 4:30) may be given. The parent/carer will be informed of this in advance.

Internal suspension (child spends time learning in another class or with a member of the SLT) in school.

Withdrawal of privileges/treats e.g attending parties or after school clubs, school trips (particularly when safety is a cause for concern).

Suspensions (the child spends a fixed period of time at home). Suspension will only be agreed by the HoS / EHT or a senior leader acting in place of the HoS. Suspension and exclusion policy for more detail.

HOW WE MANAGE BEHAVIOUR AT PLAY/LUNCH TIME

Play time is supervised by teachers and support staff. Lunchtime supervisors and Learning Mentors supervise lunchtimes. In addition, the PE instructor and coach support good behaviour by establishing games and activities for children.

Poor behaviour is dealt with using a **child centred approach**. We take into account the need of all the pupils whether they are the instigators or the targeted pupil i.e. SEN, LAC, CP taking into account that our pupils understanding will differ and approaches need to be tailored to get to a fair outcome for all.

CONFLICT RESOLUTION

We support the children to use a conflict resolution approach. Pupils are asked to find a peaceful solution to a disagreement among themselves. When a dispute arises, often the best course of action is negotiation to resolve the disagreement.

Approach calmly, stopping any hurtful actions. Place yourself between the children, on their level; use a calm voice and gentle touch; remain neutral rather than take sides.

Acknowledge children's feelings. Say something simple such as "You look really upset;" let children know you need to hold any object in question.

Gather information. Ask "What's the problem?" Do not ask "why" questions as young children focus on that what the problem is rather than understanding the reasons behind it.

Restate the problem: "So the problem is..." Use and extend the children's vocabulary, substituting neutral words for hurtful or judgmental ones (such as "stupid") if needed.

Ask for solutions and choose one together. Ask "What can we do to solve this problem?" Encourage children to think of a solution but offer options if the children are unable to at first.

Be prepared to give follow-up support. Acknowledge children's accomplishments, e.g., "You solved the problem!" Stay nearby in case anyone is not happy with the solution and the process needs repeating.

RESTORATIVE JUSTICE – TAILORED FOR PRIMARY SCHOOL AGE

We use a system based on moral justice which allows for a process of reflection with an appropriate staff member to think about other ways in which the behaviour and outcome could have been avoided, so all parties involved could have had a more positive outcome.

CAUSE AND EFFECT

We explain to our pupils the effect their poor choice has on the targeting pupil for their sake to reflect on and for the targeted pupil to gain an understanding of why it happened to them.

ACCOUNTABILITY

Pupils have to take responsibility for their actions by means of discussion, explanation, expectations followed by apology to the targeted pupil and/or adults involved.

REFLECTIVE TIME OUT – SOLE OR WITH PEERS

Pupil is requested to have a time out period as directed by an adult to think about their actions, it can also be used as a cooling down period or as a way of encouraging peer support

SANCTIONS

Children who are unable to be supported by these approaches are referred to Head of School where consequences for poor behaviour is documented and a sanction given i.e. lost playtime, lunchtime, detention during or after school, letter home to parents, in extreme cases suspension from school.

FRESH START APPROACH

An opportunity to start over without prejudice by all adults and children involved

STRATEGIES FOR DEALING WITH PERSISTANT UNACCEPTABLE BEHAVIOUR

Behaviour is a form of communication. To help correct a behaviour we will always seek to understand the triggers and any circumstances that may be contributing to the disruptive behaviour. Parents will be an essential part of this process. Reasonable adjustments may be made for children with SEN or disabilities when applying the behaviour policy.

- Regular discussion with children and parents
- Home/school message books, so that children showing persistently unacceptable behaviours are made aware of the importance of liaison between school and parents
- Learning mentor pastoral support
- Individual Behaviour Plans or behaviour targets on an Individual Education Plan (children involved in setting targets where appropriate)
- Tracking the progress of a child's behaviour in class (target tracking sheets/personalised reward charts/observations in class/use of ABC tracking sheets (Antecedents, behaviour consequences).
- Structured lunchtimes (lunchtimes are carefully planned with some outside and some inside time with adult support where necessary)
- Structured learning time (the day is broken down into small manageable tasks)
- Internal suspensions (learning away from other children, on school premises but not in class)
- Knowing individual children well, to understand possible triggers for their behaviour and avoid or manage those triggers
- Personalised consequences to deal with an individual's very specific behaviour
- Team of adults working closely together to support the child
- Referral to outside agencies (e.g. behaviour outreach support, Educational Psychologist, CAMHs, Community police liaison officer)
- Restraint (A group of staff are trained in using 'Positive Handling' techniques. De-escalation is the first strategy and handling children is a last resort. Restraint of children is only used when: a child is at risk of hurting themselves or others; is damaging property or is seriously disrupting the learning of others. Parents are informed.)
- Fixed term external suspensions.
- Permanent exclusion

FAMILY EARLY HELP/BEHAVIOUR SUPPORT

Families and the school will need to work cooperatively to manage poor behaviour as evidence shows this is likely to have the greatest impact. Where there is persistent poor behaviour from a pupil, parents will be expected to engage with a referral to the Family Early Help team or to agree to support from Summer House (a behaviour specialist provision). Observations of the child and Team around the Family meetings may be held to understand and seek strategies to change a pattern of misbehaviour. A child may receive additional support in school from a member of staff from Summerhouse or may be directed to attend this provision 2 days per week. The Executive Head teacher is able to direct a child to be educated off site where it is believed this may have a positive impact on behaviour.

PARENT CONTRACTS

The **DFE guidance: 'School attendance parental responsibility measures'** explains the use of parent contracts in cases of misbehaviour and poor attendance.

In some cases, the school may create a parent contract to help address continued misbehaviour or poor attendance. This contract sets out the school's expectations. This will be an agreement that is created with the parent who will sign the contract voluntarily. This may be written in conjunction with the local authority or governing body. It is a formal written agreement.

RESTRAINING CHILDREN

The school follows the **DFE guidance on use of 'reasonable force'** which states that any member of staff may use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. 'Force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.'

At RPS we recognise that at times, despite using a range of strategies and procedures to obtain positive behaviour, including warning children and repeating requests, there may be times when a staff member needs to physically restrain a child. We do not take this decision lightly. When there is urgent risk, for example when a child is disruptive and there is direct risk to people or property, staff may need to try to deal with the situation through the following strategies.

STAFF MAY:

- If the child is willing to follow - lead by the hand
- shepherd a child away by placing an arm around a child's back or (in exceptional circumstance) using more restrictive holds
- in exceptional circumstances take any necessary action of 'reasonable' force.

STAFF SHOULD NOT:

Use physical force as a punishment. DFE guidance on reasonable force.

- Hold a child around the neck, or by the collar or in any way that might restrict the ability to breathe
- Slap, punch or kick
- Twist or force limbs against a joint
- Deliberately trip a child up
- Hold a pupil by the hair or ear
- Hold or touch a child in a way that might be considered indecent

Incidents of exceptional circumstance, where staff have had to use physical force should be noted and the headteacher informed. (Incident sheets could be used for this purpose.) Incidents where injury has occurred to the child or adult should be recorded in the Accident Report Book, in the school office, and the parent should be notified.

Where we are aware that a child is likely to behave in a way that may require physical control or restraint, we will develop an individual risk assessment involving the parent/s, if possible.

For some children we recognise that physical contact is particularly unwelcome, because of their cultural/religious background or history of abuse. We aim to deal sensitively with these children.

SEARCHING AND CONFISCATING

The school follow the DFE guidance: Searching, screening and confiscation July 2022. This guidance states: 'Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.' This includes: knives or weapons, alcohol, illegal drugs, **stolen items**, or any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person. 'This include items that the school sets out is banned'.

School staff can seize any prohibited item found as a result of a search. They can also seize any item; they consider harmful or detrimental to school discipline.

Children in year 5 & 6 are permitted to bring phones into school for travel safety reasons. They are not permitted to use these phones on school premises with the exception of when it is requested by staff so that they can view misbehaviour on social media that is affecting pupils. Children must hand their phones into the class teacher in the morning and these will then be locked away during the day and given back to pupils at home time. Children bring phones into school at their own risk.

When children do not follow these rules, mobile phones will be confiscated. The child may be banned from bringing their mobile into school. School staff will examine any data or files on the mobile device where there is a good reason to do so, e.g prohibited use on school property or where there is reported bullying or sexting. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police.

ANTI-BULLYING

At Rotherhithe Primary School we believe that it is a basic entitlement of all children to receive their education free from humiliation, oppression and abuse. It is the responsibility of all adults working in the school to ensure that children learn in an atmosphere which is caring and protective. Bullying affects everyone, not just the bullies and victims. It also affects those other children who may witness bullying, and less aggressive children can be drawn in by group pressure. Bullying can have a devastating effect on individuals within school, it can lead to absenteeism and under-achievement and in the worst cases to depression and self-harm. For the silent majority who witness bullying or who know that it goes on, the effects can also be traumatic, leading to feelings of worry, fear, guilt and again in some cases absenteeism.

HOW DO WE DEFINE BULLYING?

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.”

Our behaviour policy does not condone any form of bullying, whether physical or verbal abuse or persistent teasing. Any parent who suspects that their child may be a victim of any kind of bullying should contact the class teacher as soon as they have a concern.

WHAT BEHAVIOUR CLASSIFIES AS BULLYING?

Bullying can involve many types of behaviour. Examples include the following:

- PHYSICAL - A child can be physically punched, kicked hit, spat at etc.
- VERBAL - Verbal abuse can take the form of name calling, teasing and taunting. Undermining family and social status. Being made the subject of malicious stories. Spreading rumours, teasing and sarcasm
- DISCRIMINATION: It may be directed towards gender, ethnic origin, physical/social disability, or personality, etc. Racist/sexist remarks both direct and indirect
- EXCLUSION - A child can be bullied by being excluded from discussions/activities/games; with those they believe to be their friends.
- DAMAGE TO PROPERTY OR THEFT - Children may have their property damaged, stolen or hidden. Physical threats may be used by the bully in order that the pupil hands over property to them.
- INTIMIDATION - Bullying can also include making rude gestures and intimidation. Threats from the outside, “I’m going to get my brother on you.”
- CYBER-BULLYING – bullying that takes place online or through social networking sites, messaging apps or gaming sites.

It is never a good idea to hope the problem will just go away. It rarely does!

So, if you notice any signs that your child may be suddenly reluctant to come to school or is showing symptoms of anxiety, please talk to the class teacher and/or leadership team.

ACTION TAKEN BY SCHOOL TO PREVENT BULLYING?

All complaints are taken seriously and dealt with quickly and firmly

- ✓ If a child reports an act of bullying, this is taken seriously and is investigated thoroughly
- ✓ High levels of adult support in the playground
- ✓ Staff awareness training
- ✓ Circle time - Discussion with children on aspects of bullying and the appropriate way to behave towards each other
- ✓ Provision of equipment to occupy children at lunchtime
- ✓ Providing a curriculum which stresses the importance of children learning tolerance, learning to take responsibility and caring for others
- ✓ Recognising and rewarding non-aggressive behaviour
- ✓ Using peer group pressure actively to discourage bullying
- ✓ Helping children to develop positive strategies and assertion
- ✓ The most important factor associated with decreasing bullying is the children's perceptions of the extent to which staff intervene to prevent it.
- ✓ Listening to children

Anti-bullying is specifically taught in PSHE lessons through the Jigsaw programme. Circle time activities can be particularly effective for enabling children to problem solve how to prevent, recognise and respond to bullying. We promote anti-bullying messages through a range of lessons, assemblies and workshops delivered throughout the year to promote diversity and reduce bullying. This work is integrated into the curriculum particularly history through Black History month and LGBTQ+ month and computing lessons which have a focus on preventing online bullying.

HOW DO WE DEAL WITH BULLYING?

If bullying is suspected we talk to the suspected victim, the suspect bully and any witnesses. Our response will aim at, protecting and ensuring safety of pupils, understanding the emotions children are experiencing and deterring future bullying incidents from happening. If any degree of bullying is identified, the following action will be taken: -Help, support and counselling will be given as is appropriate to both the victims and the bullies.

STRATEGIES THAT MAY BE USED WITH A CHILD WHO FEELS BULLIED:

- Learning mentor support to talk about their experiences
- Parent informed and involved
- Use playground friends to create a 'safe' group to play with
- Create an approachable environment
- Teach steps to take if he/she is bullied
- Have a 'thought box', for example if a child is too shy to say he/she is being bullied they can write it down.
- Peer mediation
- Identify and agree approachable adults that the child can go to if he/she is bullied

STRATEGIES THAT MAY BE USED WITH A CHILD WHO IS PERCEIVED AS BULLYING:

- Zero tolerance – the child bullying will be informed it needs to stop
- Parents will be informed of the bullying and their support will be expected
- Sanctions according to the 'positive behaviour policy'
- Learning Mentor support- using a restorative justice approach if appropriate
- Help to identify situations and places where negative behaviour is less likely to occur and encourage them towards these areas
- Engagement in activities that make the child/ren aware of the consequences of their actions on others (role-play, research, presentations). Model desired behaviour
- Individual who bully to miss playtimes until they can behave in a safe manner
- Structured lunch and play times

STRATEGIES FOR BOTH CHILDREN MAY INCLUDE:

- Conflict resolution/restorative justice dependent on age and understanding
- Role play and encouraging a listening culture
- Build relationships between children through 'fun' activities
- Discussion with victim and perpetrator, with one to one mentoring where necessary e.g. why does the bully, bully?
- We consider the appropriateness of labelling children 'bully' or 'victim'
- Ensure the children know that the situation is being taken seriously

- Making other adults aware of situation (needs of victim and perpetrator)
- Range of letters to alert parents to situations
- Learning mentor support
- Clear class and school ethos in what is acceptable and unacceptable behaviour
- Involvement in social skills group – playing games, turn taking etc
- Educate parents and carers, as well as the child
- Encourage involvement by outside agencies (Bubble theatre, Samaritans, NSPCC, Childline)

Appendix 1

STEP 1 BEHAVIOURS	STEP 2 BEHAVIOURS
<ul style="list-style-type: none"> ▪ Low level disruption in class ▪ Non completion of classwork ▪ Eating sweets/chewing gum ▪ Inappropriate toilet use ▪ Not lining up sensibly ▪ Fidgeting in class ▪ Dropping litter ▪ Disrupting other children in class ▪ Not listening to instructions ▪ Showing disrespect and answering back ▪ Breaking rules and hurting others ▪ Flicking pencils or other objects ▪ Spitting on the floor ▪ Refusing to do as asked 	<ul style="list-style-type: none"> ▪ Breaking rules and hurting others ▪ Throwing things ▪ Inappropriate language (swearing) or hand signs – <i>not</i> directed at another person ▪ Repeatedly refusing to do as asked ▪ Damage of school property (e.g. snapping a ruler) ▪ Upsetting other children deliberately ▪ Persistent disruption ▪ Unkindness
STEP 3 BEHAVIOURS – LM/SLT	STEP 4 BEHAVIOURS - SLT
<ul style="list-style-type: none"> ▪ Leaving the class without permission ▪ Persistent uncooperative behaviour ▪ Fighting ▪ Repeatedly refusing to do as asked ▪ Provoked attack ▪ Name-calling ▪ Spitting on a child ▪ Persistent lying ▪ Inciting or encouraging a fight ▪ Inappropriate use of internet ▪ Lying to get oneself out of a potentially difficult situation ▪ Cussing 	<ul style="list-style-type: none"> ▪ Fighting and not stopping ▪ Leaving the premises without permission ▪ Unprovoked attack ▪ Hurting an adult or child ▪ Persistent use of homophobic name-calling ▪ Racist or sexist name calling at an adult or child ▪ Persistent use of sexualised language ▪ Bullying ▪ Having a lighter or matches in school ▪ Having a knife / sharp object in school ▪ Dangerous behaviour ▪ Deliberate aggressive hurting of a child ▪ Swearing <i>at</i> an adult / child ▪ Stealing ▪ Repeated inappropriate internet use ▪ Biting ▪ Major rudeness and answering back ▪ Deliberately using a phone within school time ▪ Theft or intentional damage to property





PROCEDURES: All racist, homophobic and anti-disabled incidents must be recorded on My Concern. This type of behaviour is monitored and reported to governors and the local authority.

APPENDIX 2 – TIME TO REFLECT/KS2

NAME		CLASS	
DATE		TIME	

Name: Class:

Date: Time:

WHAT DID I DO? WHY DID I DO IT?	WHAT RULE DID I BREAK?
	
WHAT COULD I HAVE DONE DIFFERENTLY?	WHAT CAN I DO TO FIX IT UP OR MAKE IT BETTER?
	

APPENDIX 3 - Roles and responsibilities

Governors

- ✓ The River Hill governing body is responsible for reviewing and approving the written statement of behaviour principles.
- ✓ The River Hill governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Executive Headteacher/Head of School

- ✓ The Executive Head Teacher is responsible for reviewing this behaviour policy in conjunction with the River Hill Federation governing body giving due consideration to the school's statement of behaviour principles. The Executive Head Teacher may delegate some of these duties to the Head of School.
- ✓ The Executive Headteacher and Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- ✓ Implementing the behaviour policy consistently
- ✓ Modelling positive behaviour
- ✓ Providing a personalised approach to the specific behavioural needs of particular pupils
- ✓ Recording behaviour incidents using Arbor
- ✓ The senior leadership team will support staff in responding to behaviour incidents.

Midday meal supervisors are expected to:

- ✓ Be friendly and approachable
- ✓ Be consistent and fair when giving rewards or imposing sanctions
- ✓ Inform the class teachers and/or the head teacher about specific incidents or trends in behaviour
- ✓ Encourage respectful attitudes for others, the environment, property and equipment
- ✓ Ensure playground zones are covered when on duty

Parents

Parents are expected to:

- ✓ Support their child in adhering to the pupil code of conduct
- ✓ Inform the school of any changes in circumstances that may affect their child's behaviour
- ✓ Discuss any behavioural concerns with the class teacher promptly

APPENDIX 4 - SCRIPTED CONVERSATIONS

FOR CONFLICT RESOLUTION

Acknowledge both children’s feelings individually.
 “You look upset/angry. Your amygdala is flooding”

“Choose a strategy to calm down” (Present calm down box of toys or offer a strategy e.g sitting away from each other.)
 Once the children have calmed down.

“I’m so glad you have calmed down your pre-frontal cortex can now help you to think and make good choices.”

Ask “What was the problem?” (to each child in turn).

“So as I understand it he.....
 You..... is that correct?”

“Can you use your thinking brain to solve the problem?”
 (Listen to the children’s solutions, mediate regarding the consequence.)

“Do you like each other’s solutions? Do you think they are fair?”

“Well done for helping solve this problem. You can come and check in with me if something goes wrong”.

FOR ZONES OF REGULATION

“How are you feeling? Which zone is that?”

“What can you do to get to the green zone?”

“Can you get there on your own or do you need help?”

“Is there a useful strategy in the ‘toolbox?’”

“ Which part of your brain was affected?”

Restorative Justice Questions

To the wrongdoer	To the person harmed
Tell me what happened?	Tell me what happened?
What were you thinking at the time?	What did you think when it happened?
What do you think about it now?	What have you thought about since?
Who has been affected by this? In what way?	How has it affected you?
What do you need to do about it?	What’s been the worst thing for you?
How can we make sure that this does not happen again?	What’s needed to make things right?
What can I do to help you?	How can we make things right?

APPENDIX 5 - LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) please click hyperlinks below:

- [Behaviour and discipline in schools September 2022](#)
- [Searching, screening and confiscation at school 2022](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools 2013](#)
- [Supporting pupils with medical conditions at school 2015](#)
- [Suspensions and permanent exclusions September 2022:](#)
<https://www.gov.uk/government/publications/school-exclusion>

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 should publish their behaviour policy online
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy