

Henry Chichele Primary School

Behaviour Policy September 2023

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [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 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

“The route to exceptional behaviour is not paved with a toolkit of strategies, a bag of classroom management tricks or magic dust from senior leaders. It lies in the behaviour of every adult and their ability to create a culture of certainty.” Paul Dix (2017)

Intent

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Create a culture where pupils have a sound understanding of what good behaviour looks like at our school
- To build a community rooted on kindness, care, humour and empathy for others.
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Ensure that there is a consistent and fair approach towards all pupils
- Outline what we consider to be unacceptable behaviour, including bullying (see Appendix 2) and discrimination and explain the consequences of unacceptable behaviour

Roles and Responsibilities

Pupils will be made aware of the following in regards to our behaviour culture:

- What good behaviour looks like at our school
- The school's key rules and routines
- That the behaviour policy will be implemented consistently
- That they have a duty to follow the behaviour policy
- The specific rewards they can earn for displaying positive behaviour
- The sanctions that are in place to ensure that learning is not disrupted and safety is maintained.
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-year arrivals.

Parents/carers are responsible for:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Supporting their child/ren in adhering to the school's behaviour policy
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Discussing any behavioural concerns with the class teacher promptly

- Taking part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raising any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Taking part in the life of the school and its culture

All staff are responsible for:

- Creating a calm and safe environment for pupils
- Implementing the behaviour policy consistently
- Meeting and greeting pupils each morning
- Engaging with all pupils within the school
- Modelling positive behaviours and building relationships
- Planning lessons that engage, challenge and meet the needs of all pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Communicating the school's expectations, routines, values and standards by modelling the expected behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Challenging pupils to meet the school's expectations
- Keeping parents/carers informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues

The Senior Management Team (SMT) and Senior Leadership Team (SLT) are responsible for:

- Promoting the ethos of the school and ensuring that the behaviour policy is adhered to consistently and fairly within all phases of learning
- Being a visible presence around the school
- Supporting all staff in their understanding of the behavioural expectations and the importance of maintaining them
- Leading on the behaviour and conduct of key phases in school whilst working with the headteacher and deputy headteacher to ensure a nurturing environment that promotes and maintains high standards of behaviour and mutual respect

The Headteacher is responsible for:

- Promoting the ethos of the school
- Reviewing the policy in conjunction with the Governors and to advise governors on the latest statutory changes and relevant guidance
- Giving due consideration to the school's behaviour policy and its effectiveness
- Ensuring that the school environment encourages positive behaviour
- Monitoring that the policy is implemented by staff consistently with all pupils
- Ensuring that staff understand behavioural expectations and the importance of maintaining them
- Ensuring the behavioural policy works alongside the safeguarding policy to offer pupils support and sanction when necessary

- Ensuring the data from behaviour logs is regularly analysed and reviewed, to make sure that no groups of pupils are being disproportionately impacted by the policy
- Ensuring that appropriate training in positive behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, is delivered to any staff who require it so that they can fulfil their duties set out in the policy.

The governors are responsible for:

- Reviewing and approving the behaviour policy
- Reviewing the behaviour policy in conjunction with the headteacher
- Monitoring the effectiveness of the policy
- Holding the headteacher to account for its implementation

Implementation

We have high standards of behaviour at our school, both inside and outside the classroom and have a set of three rules that we expect to be followed by from everyone. Learning is fundamental to everything we do; therefore, we must encourage positive learning behaviours.

We understand that some pupils may need additional support and reasonable adjustments introduced to achieve this.

We have three simple behaviour rules:

Be ready

Be respectful

Be safe

Although these are simple and easy to remember, we expanded these to make the purpose of expected behaviour really clear to everyone.

Expected Behaviours		
Be ready to		
<ul style="list-style-type: none"> • Take part in discussion at the appropriate time 	because	being involved is important for your progress but talking when others are, is disrespectful
<ul style="list-style-type: none"> • Listen to the person talking in the classroom 	because	we treat others how we would like to be treated ourselves
<ul style="list-style-type: none"> • Learn by having the equipment that you need ready at the beginning of the lesson (incl. your water bottle) 	so that	you make the most of learning time
Be respectful by		
<ul style="list-style-type: none"> • Being considerate of the feelings of those around you; both adults and children 	because	being kind creates a positive environment for everyone
<ul style="list-style-type: none"> • Not causing a distraction to others 	because	everyone has the right to learn in school and distractions make that difficult

<ul style="list-style-type: none"> Treating the school buildings and school property with care 	because	our school is for everyone and we are all responsible to keep it in good order
<ul style="list-style-type: none"> Taking responsibility when you do wrong and accept sanctions when given 	because	learning from our mistakes is an important part of our learning
Be safe by		
<ul style="list-style-type: none"> Behaving in an orderly and self-controlled way 	because	it prevents causing harm to you or others
<ul style="list-style-type: none"> Moving quietly and sensibly around the school 	so that	everyone can always hear important safety instructions
<ul style="list-style-type: none"> Always keeping your hands and feet to yourself 	because	hurting others is unacceptable

Rules and Routines

Routines in our school are important because they teach and reinforce the behaviour consistently expected of all, promote the values of the school and ensure the best use of learning time.

Each class will have their own routines established that reflect the age and stage of the pupils. However, we do have the following routines that all children are expected to follow across the school, regardless of age.

Extra support and induction will be provided for pupils who are mid-year arrivals.

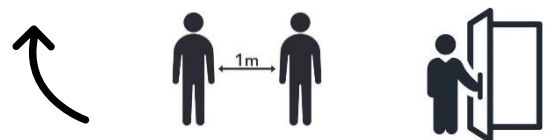
Lining up

- Get in register order
- Stand with your hands together, behind your back or in front of you
- Face forward



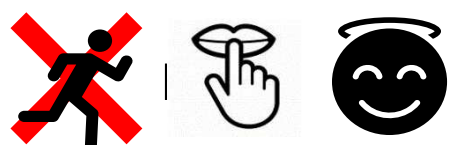
Walking through the school

- Walk on the left, if indoors
- Keep a safe distance from the person in front of you and keep your hands together
- Pass the door on to the person behind you



Using the library

- Walk at all times
- Quiet voices
- Remember your manners



Entering the classroom from break / lunch (KS2)

- Staff will meet pupils in the playground 5 minutes before the whistle signifies the end of a break
- Staff will walk with the pupils to their classrooms
- Pupils need to enter the classroom calmly and get ready for the subsequent learning.



Being dismissed from class

- Chairs to be placed on tables at the end of the day, age appropriate
- To be agreed in phases



Lunchtimes in the hall

- Sit at the table whilst eating (pupils should not walk around with food in their mouths)
- Clear food into the correct bins
- Walk when in the hall



The Reading Barn

- Choose a book you would like to read
- Quiet voices
- Keep the reading barn tidy



Explicitly teaching the children the routines and expectations

Staff will ensure classes are taught the routines that are expected at the beginning of the year and they will revisit this as needed. Where possible, these reasonable adjustments will be put in place proactively. For example, a pupil with special educational needs and or/disabilities (SEND) may need a routine to be adapted to support their needs or reduce triggers for dysregulation.

When teaching the routine, teachers will:

- Be consistent in the use of the routine at all times
- Establish the routine and run it through with the children first (this is what good behaviour looks like at our school)
- Ask questions to check pupils' understanding of the routine
- Show them where the routine reminder can be found

- Keep it simple – use symbols or phrases to help remind/understanding
- Catch learners doing the right thing
- Praise their behaviour, linked to the routine
- Celebrate the success of the class in following the routine

Where appropriate and reasonable, adjustments may be made to routines to ensure all pupils can meet behavioural expectations in the curriculum.

Positive Behaviour

Positive behaviour has positive consequences which are routinely celebrated in a variety of ways.

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with specific positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and standards of the school's behaviour culture.

Positive behaviour will be rewarded with:

Reward	Key Stage	Award	Frequency
Specific verbal praise	All Key Stages	Stickers (EYFS and KS1)	When appropriate
'On the Rainbow'	EYFS and KS1	Sticker	
Phone call or postcard home	All Key Stages	Postcard home	
Caught you cards		Caught you card	
Wow award	All Key Stages	Certificate	Weekly
5R Award		Certificate Headteacher's tea	Termly
Merits (KS2) *	KS2	Certificates Award pencil First in the Queue Friday Golden ticket	Termly
Whole-class or year group reward	All Key Stages	Demographically chosen popular activity	Termly
Star Reader	KS1 and KS2	Certificate	Monthly
Multiplication Marvel	KS2	Trophy	Termly
P.E. Star Performer Awards for outstanding contributions to P.E. lessons	All Key Stages	Certificate	Weekly

*These are given at the end of every lesson (4 per day) for being present in the learning and meeting the behaviour expectations. The more merits collected over a term the greater the rewards (see Appendix 3 'Merit Record Card')

Negative Behaviour

We would all like a school without negative behaviour, however we must understand that there will be some. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

Our outcome is to be consistent, to help pupils understand what good behaviour looks like at our school, why their negative behaviour is not acceptable and to enable the pupil to complete their learning.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. We firmly believe that all behaviour is communication. We recognise that changes in behaviour may be an indicator that a pupil is in need of help or protection or that it is 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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

At our school we have a clear and consistent system when negative behaviour occurs. See appendices for more detail definitions of misbehaviour and serious misbehaviour

Behaviour examples	Strategy	Consequence
1. Low level behaviour examples		
Lack of focus/concentration Ignoring of instructions Not following instructions Walking around the learning space Not listening	<ul style="list-style-type: none"> • Speak to pupil privately, verbal encouragement, non-verbal cue • Remind of previous positive behaviour • Support given with understanding of activity, instruction • Repeated reminder 	<ul style="list-style-type: none"> • Partial missed playtime for: Restorative conversation with class teacher Completion of work at expected standard

Talking over peers or adults Running inside Spitting (not at others)	Praise given when pupil is back on track as a result of the intervention.	
2. Medium level behaviour examples		
Use of inappropriate language and/or noises (undirected) Refusal to work Refusal to follow instructions Refusal to co-operate Persistent lack of effort with presentation Deliberately provoking others Deliberate unkindness towards others Low level disruption Answering back/mimicking	<ul style="list-style-type: none"> • Speak to pupil privately, giving opportunity to engage • Remind of previous positive behaviour, of school expectations and of consequences • Give pupil take up time <p>Possible 'script'</p> <p>At our school, we ...</p> <p>Because of that you need to... (move to another table, complete your work at lunchtime etc)</p>	<ul style="list-style-type: none"> • A short time away from the learning environment to re-regulate • Lunchtime Reflection room for: Reflective/restorative conversation Completion of reflection sheet (Verbal for KS1) <ul style="list-style-type: none"> • Parents informed by phone call or email • Completion of work at expected standard • Work to be completed at home, if necessary
3. Medium level behaviour examples		
Continued: disruption Failure to follow instruction Persistent low-level behaviour despite warnings. Failure to focus Incompletion of work	<ul style="list-style-type: none"> • A clear verbal warning delivered privately where possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. • Give pupil take up time 	<ul style="list-style-type: none"> • Limited time away from the learning environment to re-regulate and complete learning • A member of the inclusion team involved in supporting with de-escalation • Additional learning space for:

<p>Inappropriate language (undirected and directed)</p> <p>Damage to property, including throwing items</p> <p>Defiance</p> <p>inappropriate use of Online technology</p>		<p>Reflective/restorative conversation</p> <p>Completion of work at expected standard</p> <ul style="list-style-type: none"> • Work to be completed at home, if necessary • Family member informed via phone call or meeting
<p>4. Serious level behaviour examples</p>		
<p>Repeated breaches of the school rules</p> <p>Refusal to follow behaviour instruction (insolence)</p> <p>Deliberate physical or verbal violence towards an adult or pupil in person or online</p> <p>Extreme defiance</p> <p>Swearing</p> <p>Spitting (at others)</p> <p>Theft</p> <p>Bullying (see Appendix 2)</p> <p>Possession of banned item (see Appendix 1)</p> <p>Persistent defiance</p> <p>Vandalism</p> <p>Smoking/vaping</p> <p>Any incident involving:</p> <p>Verbal abuse against a protected characteristic such as race, religion, disability, gender)</p>		<p>SMT and SLT involved</p> <p>Removal from learning environment</p> <p>SMT involved</p> <p>Family informed and invited to meet with SMT</p> <p>Playground separation</p> <p>ISP</p> <p>Risk assessment completed</p> <p>Multi-agency referral</p> <p>*Suspension/Permanent Exclusion</p>

Sexual harassment/targeted sexually inappropriate language/behaviour		
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*** Suspension and Permanent Exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent negative behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Following this sanction, we will consider strategies to support pupils to meet the expectations of the school. This may include a reintegration meeting with the family and Senior Management team.

Please refer to our Suspension and Exclusion Policy for more information.

Off-site misbehaviour

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
- 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 a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Positive Handling

Positive handling covers a range of interventions that involve physical contact with pupils. Trained members of staff have a duty to use positive force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of positive handling will:

- Only ever 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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Malicious Allegations

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 consider whether to work with 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 consider whether to 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 (LADO), 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 for more information on responding to allegations of abuse against staff or other pupils.

Informing and Working with Parents

We really value a positive relationship with all parents in school as we acknowledge the vital role that they play in supporting their children in school. For this reason, we recognise the importance of keeping parents informed of their child's behaviour in school so that our staff can work closely with the family in order to seek improvements quickly.

When any child is involved in a behaviour incident that is of a level 3 or above the parent will be informed of the individual incident and any consequences of that behaviour.

Should a pupil's behaviour trend become a particular concern, the family will be informed that the behaviour will be monitored closely.

If the behaviour of the child does not improve over the next period of time (usually about 2 weeks) the class teacher will arrange a meeting with the parents and phase leader/member of the inclusion team/SMT in order to discuss the typical behaviour being seen and the steps that need to be taken in order to improve the attitude at school. The teacher and the parent will set another mutually convenient time to meet again in order to review, usually within 4-6 weeks.

If this approach does not improve standards of behavior, the inclusion team will be alerted and support the efforts to raise standards. At this stage, support may involve external agencies but will be in agreement with the parent.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis in conversation with the Inclusion team and SMT.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Examples of measures that may be used include, but are not limited to:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of additional learning spaces (The Burrow (KS1) or The Hive (KS2)) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND
- Whether the pupil is likely to behave aggressively due to their particular SEND

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may 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.

Pupils with an Education, Health and Care Plan (EHCP)

The provisions set out in the EHCP must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHCP, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP.

Monitoring arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching and confiscation
- Anonymous surveys for staff, pupils, governors and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed by the Senior Management team.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By pattern and trends
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

In addition, more regular monitoring of behaviour incidents will take place on a weekly basis by phase leaders and they will report any concerns to the senior management team who will consider the concerns as part of their DSL discussions.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the headteacher.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding and Child Protection policy
- Physical restraint policy
- Anti-bullying strategy

Appendix 1

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Causing distraction in lessons (with equipment, talking over others, making noises)
- Not following routines in classroom (lining up, tidying, handing out resources)
- Non-completion of classwork or completion to a lower standard than child is capable of
- Poor attitude
- Persistent answering back to a reasonable adult request
- Inappropriate use of toilet areas
- Throwing a small item (such as stationery) in the classroom

- Passing notes in lessons
- Mimicking adults
- Deliberate spitting (not directed at another person)

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Refusal to follow behaviour instruction (insolence)
- Deliberate spitting towards another person
- Any form of bullying (see Appendix 2)
- Sexual violence, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as 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
- Vandalism
- Theft
- Swearing at another person (adult or child)
- Fighting
- Smoking/Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member 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 (including the pupil)

Appendix 2

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The school believes that the whole school community should work together to reduce bullying as part of our efforts to promote a positive and inclusive whole school ethos and create a safe, healthy and stimulating environment. Alongside the school's responsive strategies for dealing with incidents of bullying, the school adopts, as part of our pastoral support system, a whole school approach to implementing proactive and preventative interventions to reduce bullying. These interventions are implemented at a school, class and individual level. Our approaches include:

- Implementing an effective school leadership that promotes an open and honest, caring and protective whole school ethos
- Adopting positive behaviour management strategies as part of the school's Behaviour Management Policy
- Implementing a whole school approach to the teaching of PSHE
- Implementing a Personal Safety Programme (Protective Behaviours)
- Ensuring that the school's anti-bullying approach or charter is actively promoted in assemblies and other formal occasions
- Providing training on behaviour management and anti-bullying for all relevant staff including midday supervisors
- Providing a school council and regular class council time, enabling pupils to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying
- Providing peer support systems such as Playground Buddies/Friendship Benches
- Participating in the annual national Anti-Bullying Week and supporting learning on bullying through whole school activities, projects and campaigns
- Reviewing the development and supervision of the school inside and outside including the outdoor areas and playground to ensure provision is safe, inclusive and supports children's emotional wellbeing.
- Providing confidential communication systems such as Suggestion Boxes

- Providing publicity including information leaflets for children and parents/carers to raise awareness of bullying and support those who are being bullied or have witnessed bullying to report incidents and seek help
- Providing social skills groups for vulnerable individuals and groups
- Providing a transition programme to support children moving across year groups and key stages
- Providing information on support agencies such as ChildLine, including telephone numbers for help lines and addresses for supportive websites
- Working in partnership with other schools/local authority services on antibullying initiatives

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

Appendix 3 Merit Record Card

How can I earn a merit?
 Every lesson, you will have a chance to earn a merit. By arriving ready to learn, being respectful throughout, staying safe, trying your best and participating in the learning, you will be awarded a merit.

If your behaviour and attitudes do not meet expectations, your card will be marked with an 'O' which signals that the merit has not been awarded for that session.
 If you are absent, your card will be marked with an 'A.'

How can I earn a bonus merit?

- Producing an outstanding piece of work
- For an action that shows one of the 5Rs
- Going above and beyond the usual expectations

You will not be awarded a merit for:

- Homework
- Reading diary completion

What do merits lead to?
 Each week:

0-3 merits	0 raffle tickets	13-16 merits	3 raffle tickets
4-8 merits	1 raffle tickets	17-19 merits	4 raffle tickets
9-12 merits	2 raffle tickets	20 merits	5 raffle tickets

Termly milestones:

120+ merits	5 additional raffle tickets
Every week with full merits*	Award certificate
20 bonus merits	Headteacher's Award
40 bonus merits	Golden Ticket

*including authorised absences

Remember:
 There are other awards that you can achieve as well:

- Class points for team work within your class
- WOW Award for an outstanding piece of work or action
- Postcards home to let your parents know that you've done well
- PE Star Performer for outstanding effort and achievement in PE lessons with Mr Bates.



Henry Chichele
 Primary School

Merit Record Card

Name:

Class:

Term: Autumn Term 2

Week 1	Monday				Tuesday				Wednesday				Thursday				Friday								
Week 2	Monday				Tuesday				Wednesday				Thursday				Friday								
Week 3	Monday				Tuesday				Wednesday				Thursday				Friday								
Week 4	Monday				Tuesday				Wednesday				Thursday				Friday								
Week 5	Monday				Tuesday				Wednesday				Thursday				Friday								
Week 6	Monday				Tuesday				Wednesday				Thursday				Friday								
Week 7	Monday				Tuesday				Wednesday				Thursday				Friday								
Bonus merits!					5					10							15								20
					25					30							35								40