ENDEAVOUR ACADEMIES
POLICIES

INSPIRING FUTURES

PRIMARY SCHOOL ARCHIBALD

BEHAVIOUR POLICY

Macmillan Academy Post 16 Macmillan Academy PRIMARY SCHOOL ARCHIBALD

POLICY DETAILS

Policy title:	Behaviour Policy
Staff name and job title:	Anita Jefferies – Headteacher
Organisation:	Archibald Primary School
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POLICY REVISION AND APPROVAL HISTORY

Version	Date of review	Date of next review	Comments	Approved by
1	September 2018	September 2019	Review and update	Headteacher
2	September 2019	September 2020	Review and update	Headteacher
3	September 2020	September 2021	Review and update	Headteacher
4	September 2022	September 2023	Review and update	Headteacher
5	September 2023	September 2024	Review and update	Headteacher
6	September 2024	September 2025	Review and update	Headteacher
7	December 2024	September 2025	Incorporated existing Anti-Bullying Policy	Headteacher
8	September 2025	September 2026	Review and update	Headteacher

The Nurturing Programme's principles of praise and encouragement underpin this policy, with the aim of developing positive attitudes to learning and behaviour within Archibald Primary.

This Behaviour Policy is for all of our school community. If it is to be effective everyone must use it with confidence and consistency.

What is Behaviour?

Within Archibald Primary School, behaviour is any actions performed by any members of the pupil or staff community. It includes conduct in classrooms and all public areas: how members of the school work, communicate, relax and interact; how they study; how they greet staff; how they arrive at school; transition from one activity to another; how they use social media, and many other areas of their conduct. It does not merely refer to how pupils do or do not act antisocially.

Aim of the School

In our school we seek to understand and meet the needs of the individual child. In order to do so, it is important that the school provides a happy, safe, secure and intellectually stimulating environment where the children are not merely given the opportunity to reach their full potential but are expected to do so. The children of Archibald School are encouraged to give of their best by putting the emphasis on personal achievement rather than success and failure.

In school we seek:

1. To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
2. To develop self-respect, mutual respect and tolerance between peers and respect for adults with whom they come into contact.
3. To develop care and concern for the environment in which we work and live.
4. To create the conditions for an orderly cohesive community in which effective learning can take place and support community cohesion in the wider community.

The children must take responsibility for their actions by using their personal power to make the right choices.

We praise and reward acceptable behaviour rather than focusing on undesirable behaviour.

We emphasis fairness and distinguish between negative behaviour and the individual making that behaviour. We always promote a **FRESH START**.

Children's Rights

We believe that at Archibald School children have the right to:

- be respected and valued, both as an individual and as a member of the school community.
- work in an atmosphere conducive to learning. No one has the right to prevent others from learning.
- be safe
- be looked after by caring adults who make them feel welcome and equally important.
- an equal entitlement of the curriculum and every aspect of school life, irrespective of gender, age, race, socio-economic background, denomination, sexuality.

Teachers have the right to expect children to behave and work positively and to have the support of parents in their efforts to ensure that children do so.

Archibald Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

ENCOURAGING POSITIVE BEHAVIOUR

We aim to be in a position where pupils can be supported into true autonomy and independence, where they reliably and consciously make wise and civil decisions without supervision or restraint.

Our behaviour policy is not only intended to minimise poor behaviour that disrupts efficient learning, but to empower an aspirational model that understands that good behaviour surpasses merely minimising negative behaviour and seeks to maximise positive behaviour.

Calm Corner

Each classroom has an identified welcoming calm space (calm corner) which children are able to access in order to help them regulate their emotional wellbeing when they need to. Teachers and support staff ensure that children know the purpose of the calm corner and how to use it. The use of the calm corner is monitored by the teacher.

Praise positive behaviour

Draw attention to the rules (and the consequences of breaking them)

- by talking about them
- by displaying them
- through drama / role play
- by following The Nurture Programme

It is essential that pupils understand what is required of them.

Reinforce positive behaviours

Archibald Primary School actively celebrates positive behaviour wherever it is found. Verbal praise is freely given, and children are encouraged to recognise the efforts of others. 'Good news' is shared with parents and carers in a variety of ways (eg SeeSaw, postcards, certificates, stickers, phone calls home etc).

WHOLE SCHOOL RULES

We have **5 Golden Rules,** which embody the ethos of our school making it a safe and happy environment. Every member of the school community is familiar with the rules and uses them as a benchmark for positive behaviour.

Whole School Behaviour Reward System

Each week a whole school celebration assembly takes place. These focus of promoting positive attitudes to learning through **M.A.G.I.C**, **L.O.R.IC** and **5 Golden Rules**

MAGIC	LOGIC	GOLDEN RULES
Motivation	**L**eadership	**R**espect everyone and everything
Attitude	**O**rganisation	**U**se kind and caring words
Gumption	**R**esilience	**L**isten to and follow instructions
I Learn	**I**nitiative	**E**veryone to use their personal power to make the right choice
Communication	**C**ommunication	

		Share your problems and celebrate your achievements

The Golden Rules are revisited regularly and displayed in every classroom and around the school.
Each class teacher selects their individual class 'Star of the Week'. An EYFS/KS1 star and a KS2 star selected from the box receive a choice of book from the basket.

The Headteacher 'Star of the Week' reward positive behaviours and achievements. Certificates are also given for specific achievements from different members of the school community, e.g. Sharing and Caring Award.

Team Reward systems
Each team uses a variety of rewards to promote positive behaviour, e.g. praise pads, letters home, postcards home, positive text messages home, SeeSaw, sending the child to Headteacher for praise.

Individual Classroom Reward Systems
A key strength and quality of our staff is that, whilst seeking consistency in positive behaviour management and messages, we are not afraid to promote our individuality and personalities. We have a shared belief that all classroom-based reward systems should be highly visible within all rooms. As such, teachers are encouraged to continue with individual merit systems, certificates and other rewards within their classrooms whilst actively joining in with team and whole school systems where appropriate.

RESPONSES TO NEGATIVE BEHAVIOUR

Most children behave in a consistently acceptable manner but every community needs procedures to deal with situations where this is not the case.

Inappropriate behaviour will not be tolerated. If a pupil's behaviour / attitude is unacceptable, sanctions will be used. Staff take great care to sanction pupils appropriately to help them learn from a mistake or poor decision so when they are in similar circumstances in the future they are better able to make good decisions. Where appropriate staff use restorative techniques and procedures aiming to enable positive relationships to be re-established.

At Archibald any behaviours which negatively impact upon the learning and/or enjoyment and safety of others is deemed as inappropriate behaviour.

Unacceptable Language

Where a child causes offence by using unacceptable language targeted at another child or adult, their parent/carer will be informed by a mentor and the incident recorded on CPOMS (by the mentor).

The offensive language needs to be heard/witnessed by an adult. The exact choice of language used will be quoted in the CPOMS entry and reported to the parent/carer.

If the unacceptable language is racially offensive or discriminatory it will be reported through the school reporting procedure for incidents regarding discrimination.

GRADUATED RESPONSE TO INAPPROPRIATE BEHAVIOUR

Stage	**Structural Behaviour Management**
1	Prevention
2	Verbal reminder to pupil
3	Second Verbal reminder to pupil
4	Regulation Time to reflect (in class for 5 - 10 min)
5	Time in to reflect in another class (partner class- 10 min- script).
6	Inclusion in another room
7	Fixed term suspension
8	Permanent exclusion from school

Refer to Appendix 1

GRADUATED RESPONSE TO PUPIL REFUSING TO COMPLETE WORK

Stage	**Structural Behaviour Management**
1	Prevention
2	Refusal to complete task
3	Continued refusal to complete task
4	Persistent refusal to complete task

Refer to Appendix 2

Positive Handling

We have adopted the Team Teach approach when dealing with pupils who display challenging behaviour resulting in crisis situations.

Our behaviour management has a strong emphasis on de-escalation.

Positive handling will only be used when it is reasonable, necessary and proportionate. Any staff using positive handling will have been trained and a serious incident report form will be completed. This will be shared with parents and carers.

Children that we have identified as potentially needing positive handling will have a behaviour plan together with a positive handling plan which will be written by the School Behaviour Leader with the support of the parents, carers, child and class teacher.

In some cases, when de-escalation has not worked we may need to use positive handling to support a child who has gone into a crisis situation who does not have a behaviour plan and positive handling plan. Again, this will be reported as above to parents and carers and behaviour plan together with a positive handling plan would be written.

Inclusion in another class

An inclusion in another classroom will be sanctioned as a consequence of serious behaviour or after reaching the 'time in another class,' stage for a second time in a school session (half day). When the child is regulated, they will work in a different classroom. The duration of this will be decided by the HT/DHT, or in their absence the person in charge of school or Behaviour lead.
Pupils will be provided with work to complete within this time and parents/carers will be informed about this before the end of the school day.

If a child declines to complete their inclusion in another class following serious and/or persistent negative behaviours, and all efforts have been made by school staff to support them in doing so, this continuous refusal may result in the child moving to the next stage within the behaviour policy which is a fixed term suspension from school.

Fixed Term Suspensions

'Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.'
(DfE Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England - August 2024)

Listed below are some examples of behaviour/types of incidents that may lead to a suspension.

Persistent examples of these behaviours may lead to permanent exclusion:

- Verbal abuse to staff, other adults or pupils
- Deliberate damage to property
- Bullying, including homophobic or racist bullying
- Theft
- Persistent defiance or disruption
- Assaults or fighting with other pupils
- Offences relating to the misuse of technology which is detrimental to staff/pupils/the school
- Making a serious false allegation against a member of staff
- Behaviour which calls into question the good name and reputation of the school
- Endangering the safety of others
- Sexual misconduct
- Possession of drugs/alcohol related offences.
- Physical assault on a member of staff or another child will result in immediate suspension from school.

In the absence of the Headteacher, the Deputy Headteacher will authorise a fixed term suspension.

Following a fixed term suspension the parent and child will be requested to attend a reintegration meeting with the Headteacher or Deputy Headteacher. The child will work with a member of the pastoral team completing restorative work before being reintegrated back into class.

Permanent Exclusions

The Head teacher's decision to exclude a pupil permanently should only be taken:

- In response to a serious breach of conduct
- In response to persistent breaches of the school behaviour policy
- Where allowing the student to remain in school would seriously harm the education or welfare of other students/staff in the school

The following list of examples is again not exhaustive, but demonstrates the severity of such offences and that such behaviour can affect the safety, well-being and discipline of all within the school community:

- Serious, unprovoked physical assault on another student or member of staff
- Sexual abuse or assault
- Using an offensive weapon to endanger the safety of the students and staff of the school
- Making a malicious false allegation against a member of staff
- Supplying of an illegal drug

Reference: (DfE Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England - August 2024)

Pupils can also be sanctioned when misbehaviour occurs out of school hours if it impacts on the running or the reputation of the school or the welfare of one of the pupils. Examples where this would be applicable could include; online bullying, poor behaviour while travelling to and from the school that adversely affects the reputation of the school or outright dangerous behaviour.

Staff can confiscate property being used in contravention of the school policy. Phones will be stored in the school office and will generally be returned at the end of the school day to parents/carers. In all circumstance parents may be required to collect confiscated property if staff are concerned over future potential use. e.g. – electronic cigarettes, mobile phones.

Designated staff can search pupils with consent from the parent/carer for any item. Designated staff are HT, DHT, Designated Safeguarding Lead, Behaviour Lead, Mentors and FSW.
Designated staff may search a pupil without consent for prohibited items including.

- Knives and weapons
- Alcohol or drugs
- Stolen items
- Tobacco or E-cigarettes
- Fireworks
- Any item likely to be used to commit an offence
- Pupils are prohibited from selling items to other pupils. Any item bought or sold by a student during the school day could be confiscated.

Parental permission is not required but they will be informed if prohibited items are discovered. All searches will take place with at least two members of staff in the room and generally away from other pupils. Staff will ask the pupil to disclose any dangerous items prior to the search.

Staff have the power to use reasonable force when a student is:

- Injuring themselves or others
- Causing damage to property (including the students own property)
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere.
- Committing a criminal offence (including behaving in a way that would be an offence if the pupil was not under the age of criminal responsibility)

Staff may also use reasonable force when conducting a search if deemed necessary. (DfE - Use of reasonable force Advice for headteachers, staff and governing bodies - July 2013) (refer to appendix 4 - Serious Incident Report)

It is important to note that in relation to suspensions or permanent exclusions, the Headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Headteacher should accept that something happened if it is more likely that it happened than it did not happen.

The headteacher will refer to DFE guidance when making a decision around suspensions and exclusions: (DfE Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England - August 2024)

MALICIOUS ALLEGATIONS AGAINST STAFF

Complaints of misconduct against staff are taken very seriously by the school and will always be investigated thoroughly. Following this investigation if it is the considered view of the investigating officer that the allegation was unfounded and malicious then the pupil(s) involved in the production of the allegation will be disciplined according to the severity of the case. This may include sanction up to and including suspension or permanent exclusion.

Consequences for inappropriate breaktime behaviour

In KS1 the child is expected to reflect outside at the reflection station. This may be for some or all of their playtime, which is at the duty teacher's discretion. This will be monitored by the Team leaders in KS1. If the problem persists, the team leader(s) will record on CPOMS and feed back to the Care team.

In KS2 the child will have an indoor reflection. This will be monitored by the team leaders in KS2. If the problem persists, the team leader(s) will record on CPOMS and they will be feed back to the Care Team. To be monitored by behaviour leader.

Consequences for inappropriate breaktime behaviour

Inappropriate lunchtime behaviour will be reported to the teacher on lunch duty who will sanction a lunchtime reflection. To be monitored by Behaviour leader.

Role of the Staff

Staff will –

- Praise to reinforce good behaviour
- Implement and reinforce the procedures agreed
- Make sure that the children understand the rewards and consequences and that they are used **consistently** and **fairly.** - Set a good example with regard to punctuality, dress, good manners, care and regard to individuals and the environment.
- Listen and take time to find out why there is inappropriate behaviour.
- Establish positive relationships with children and parents – to smile and relate.

- Set high standards and offer encouragement.
- Regularly review teaching methods and resources, curriculum delivery and differentiation.
- Stay calm and avoid confrontation. (see appendix 5 Toolbox)

Role of Pastoral Team

In addition to the above:

- act as a trusted advisor to pupils, parents and staff.
- support pupils, parents and staff wherever and whenever possible - offer practical help and guidance on behaviour issues.
- Liaise with external agencies, the care team, and school leadership team as required.

The Care Team

The Care Team comprises of the Care Team Leader, Mentors, Nurture Group Team, Team leaders, FSW, SENDCo and Headteacher. Care Team Meetings are held on a regular basis and their remit is to monitor, evaluate and plan the next steps in support for vulnerable children at Archibald Primary School.

The SEND Team

The role of the SEND Team is to monitor and evaluate children demonstrating social and emotional needs ensuring that their provision is matched to their needs, liaising with parents/carers and outside agencies as appropriate to discuss any concerns and to make any reasonable adjustments to strategies and sanctions to meet the need of the individual child through a positive behaviour support plan.

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When behaviour incidents arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of behaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of behaviour will be made on a case-by-case basis. When dealing with behaviour 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).

Governors

The Local Governing Body shares the values of the school and endeavours to support policy and procedure with regard to behaviour. The Local Governing Body meet once each half term and is actively involved in the decision-making regarding issues surrounding inclusion.

Home & School Partnership Agreement

Each pupil and carer sign an Home and school partnership agreement when they enrol at the school. It is revisited by class teachers at the start of each academic year. The Head teacher and class teacher sign the agreement on behalf of the school. The partnership sets out the expectations and responsibilities of all three parties (Refer to Appendix 6).

Links with other school policies/Government Guidance

- SEND Policy and SEND Information Report
- Anti- Bullying Policy (see Appendix 7)
- Child Protection Policy
- PSHE Policy
- Use of reasonable force Advice for headteachers, staff and governing bodies - July 2013)

Success criteria

- The values embodied by the concept of citizenship will be central to the culture of the school
- Ongoing Monitoring will establish that the behaviour policy and its underlying ethos is accepted and applied consistently by all staff.
- Parents and children will be aware of concerns about behaviour and will share in the decision making.

APPENDIX 1 - GRADUATED RESPONSE TO INAPPROPRIATE BEHAVIOUR

Stage	Structural Behaviour Management	Interpersonal Behaviour Management	CPOMS	Adult Involvement
1	**Prevention** Class management - Make sure that the child knows which behaviour was unacceptable. Make the child aware of the consequences of their behaviour, e.g. FS cloud/raincloud, Y1 sad cloud, Y2 sad face. Refer to choices/consequences, Personal Power in Nurturing Programme Consider Circle time to discuss behaviour generally, raising the issue with the child without embarrassing them.	Continually reinforce positive behaviours and expectations Proximity Praise (Appendix 5) Calm zone/corner Adult ask "Would you like some time in the calm zone/corner?" (5-10 mins) Adult to monitor calm zone/corner and reinforce zones of regulation	No recording on CPOMS	Teacher TA
2 Behaviours including but not limited to: making noises, not following instructions, low level disruption, interrupting the learning of others, leaving seats, name calling, inappropriate language.	**Verbal reminder to pupil** "This is your first reminder." - verbal advice (Appendix 5)	Verbal advice – explain clearly to the child why the reminder was given and reinforce expected behaviour. Success reminder – remember the excellent work/behaviour you did yesterday. (Appendix 5) Highlight positive behaviour in others.	No recording on CPOMS	Teacher TA
3 Repetition of or addition of behaviours above.	**Second Verbal reminder to pupil** "This is your second reminder." - verbal advice (Appendix 5)	Verbal advice – explain clearly to the child why the reminder was given and reinforce expected behaviour. Success reminder – remember the excellent work/behaviour you did yesterday. (Appendix 5) Highlight positive behaviour in others.	No recording on CPOMS	Teacher TA

Stage	Structural Behaviour Management	Interpersonal Behaviour Management	CPOMS	Adult Involvement
4 Repetition of or addition of behaviours above.	**Regulation Time to reflect** (in class for 5 - 10 min) "I think regulation time will help you because… you need to use this time to reflect on your behaviour. What has happened and how you might turn this around." Children to complete reflection sheet available in time in place.	Pupil to place self on regulation zone. After 5-10 minutes, adult to speak quietly to pupil "You were sent here because … Have you had time to think and are you ready to join the class? Adult to celebrate with pupil, remind of fresh start then pupil to rejoin class.	Record on CPOMS	Teacher TA Teacher to inform parent/carer (face to face, phone call, SeeSaw) Teacher may discuss with team leader if this is occurring regularly.
5 Repetition of behaviours above. (eg still disturbing the learning of the class) .	**Time in to reflect another class** (partner class- 10 min- script). Child to be collected from class "I think some time in another class will help you because… you need to use this time to reflect on what has happened and how you might turn this around." Please refer to partner time in classes where possible. TA to collect pupil from partner class - check regulated prior to returning to home class. Extend reflection time in partner class if not ready.	Receiving teacher/TA to follow script: "How disappointing to see you here under these circumstances. Please sit here. Please don't speak to anyone/disturb anyone in this class." End on a positive note "Next time I see you I hope it will be for a positive reason."	Recorded on CPOMS by class teacher – with reason for 'time in' in another class	Teacher TA Receiving class teacher (script) Teacher to inform parent/carer (face to face, phone call, SeeSaw) Team Leader – discuss with class teacher and consider referring to SEND and Inclusion Team/behaviour plan
	Consistent use of Stage 5 consequences to be monitored by the Behaviour Leader and Team Leader and actioned as appropriate.		Recorded on CPOMS by Behaviour Leader	Behaviour leader Team Leader
6 Consequence of more serious behaviours such as, but not	**Inclusion in another Room** Mentor Involvement - to ensure de-escalation and pupils ready to start		Recorded on CPOMS	Class Teacher Team Leader Behaviour L

Stage	Structural Behaviour Management	Interpersonal Behaviour Management	CPOMS	Adult Involvement
limited to: physical and/or threatening behaviour towards a child or adult, refusing to go to time in another class	inclusion. (mentor to come off timetable if required) Mentor to contact HT/DHT/person in charge of school/Behaviour Lead/ SENDCo to authorise inclusion. Inclusion to start once regulated			HT/DHT Mentors
7 • Verbal abuse to staff, other adults or pupils • Deliberate damage to property • Bullying, including homophobic or racist bullying • Theft • Persistent defiance or disruption • Assaults or fighting with other pupils • Physical assault on a member of staff or another child. • Offences relating to the misuse of technology which is detrimental to staff/pupils/the school • Making a serious false allegation against a member of staff • Behaviour which calls into question the good name and reputation of the school. • Endangering the safety of others • Sexual misconduct	**Suspension** - Fixed term Reintegration meeting with HT/DHT and another senior member of staff following fixed term suspension followed by restorative work with member of the pastoral team/nurture team. What is restorative? Pupil to work with mentor or other adult to reflect on the behaviours demonstrated and discuss Zones toolbox, complete the prescribed Zones activity - expected and unexpected behaviours. Mentor room or Nurture Classroom		Recorded on CPOMS by member of staff authorising Suspension Copies of suspension and reintegration letter on CPOMS	Headteacher Deputy Headteacher Behaviour Lead SENDCo Team Leaders Pastoral Team

Stage	Structural Behaviour Management	Interpersonal Behaviour Management	CPOMS	Adult Involvement
• Possession of drugs/alcohol/related substances				
8 The Head teacher's decision to exclude a pupil permanently should only be taken: • in response to a serious breach of conduct • in response to persistent breaches of the school behaviour policy where allowing the student to remain in school would seriously harm the education or welfare of other students/staff in the school The following list of examples is not exhaustive, but demonstrates the severity of such offences and that such behaviour can affect the safety, well-being and discipline of all within the school community: • Serious, unprovoked physical assault on another student or member of staff • Sexual abuse or assault • Using an offensive weapon to endanger the safety of the students and staff of the school	**<u>Permanent Exclusion</u>** Meeting with HT Liaising with Trust Governance Professional Governor Exclusion Panel		Recorded on CPOMS by HT	Headteacher Chair of Governors Trust Governance Professional

Stage	Structural Behaviour Management	Interpersonal Behaviour Management	CPOMS	Adult Involvement
• Making a malicious false allegation against a member of staff • Supplying of an illegal drug • 45 days or more suspensions within an academic year.				

*If team leader is not in school contact Behaviour Leader

A fresh start is given when pupils move to a new provider (eg PE, science) and at the start of the afternoon session.

Stages may be omitted depending on the severity of the inappropriate behaviour, e.g. continuing to refuse to follow instructions, physical violence, threatening adults, fighting, leaving the premises without permission, continual blatant defiance …

The decision to move to Stage 6 would be made by HT (or person in charge of the school/ SENDCo/ Behaviour lead in the absence / unavailability of the HT).

APPENDIX 2 - GRADUATED RESPONSE TO PUPIL REFUSING TO COMPLETE WORK

Stage	**Structural Behaviour Management**	**Interpersonal Behaviour Management**	**CPOMS**	**Adult Involvement**
1	Prevention Class management – Consider positioning of the pupil in the classroom Ensure the child understands the task and has the tools to complete the activity. Offer further support	Break the task down to manageable achievable tasks Remind child of previous positive experiences.		
2	Refusal to complete task Refer to choices/consequences, Personal Power in Nurturing Programme	Make sure that the child knows which behaviour is unacceptable. Make the child aware of the consequences of their behaviour, e.g. FS cloud/raincloud, Y1 sad cloud, Y2 sad face.		
3	Continued refusal to complete task Teacher to decide and share a time when the work can be completed (eg during another part of the day) Pupils not to be sent to other classrooms to complete work.		Record on CPOMS by class teacher	
4	Persistent refusal to complete task Pupil to be asked to complete the task during runaround time. Team Leader to determine which class.		Record on CPOMS by class teacher	Teacher to inform team leader – consider care team referral Teacher to inform parent/carer Consider SEND concern form

APPENDIX 3 - Individual Behaviour Plan

Archibald Primary School **Positive Behaviour Plan**			
Name:		Date:	
Year Group:	Class:	Date of Review:	
Care Plan in place: Yes / No	Referral to Mentor: Yes / No	Class Teacher:	
Types of likely behaviour. Please prioritise. Include triggers, strategies to de-escalate and strategies to support.			
1.	**2.**	**3.**	
Actions/ Consequences:			
Current provision in place:			
Pupil Views:			
Resources needed (including places for Time out of class):			
Plan agreed – Please sign:			
Child:		Team Leader:	
Parent/Carer:		Mentor:	
Class Teacher:		SENCo:	
Review notes and next steps:			

APPENDIX 3a - Positive Handling Plan

Archibald Primary School **Positive Handling Plan**			
Name:		Date PHP completed:	
DOB:	Yr: Class:	Date of Review:	
Additional Information: (eg medical information)			
TRIGGER BEHAVIOURS – Describe situations/behaviours which are known to have led to positive handling being required.			
Is there a Behaviour Plan in place with identified de-escalation strategies?		YES NO	
PREFERED POSITIVE HANDLING STRATEGIES (to be used as a last resort when all de-escalation strategies have been used and there is no alternative course of action) – bullet points			

REPAIR AND REBUILD PROCESS FOLLOWING THE INCIDENT
EVALUATION (This section to be completed during the review)

Signatures:	Date
Headteacher:	
Begaviour Leader:	
Parent/Carer:	
Do you wish to be informed on each occasion that a Positive Handling Plan has been implemented?	YES
	NO
Staff trained in Team Teach and authorised to use techniques:	Date
Others:	Date

APPENDIX 4 - Serious Incident Report

Archibald Primary School **SERIOUS INCIDENT REPORT**			
Date		Start time of Incident:	
Child's name			
Other children involved			
Adult responsible			
Other staff involved			

Place of incident

Classroom	Playground	Dining Hall	Main Hall	Visit out	MUGA	Other

Antecedent (What happened before)

provoked	work	instruction	change	accident	other

Behaviour

un-acceptable language	hitting	kicking	damaging property	self-harming	disrupting lesson
defiance	absconding	threatening	bullying	spitting	other

De-escalation Techniques used (number in order used)

Verbal advice	HELP SCRIPT	Reassurance	CALM talking	Humour	Negotiation
Step away	Success Reminder	Distraction	Contingent touch	Planned ignoring	Withdrawal from class
Fresh face	Choices/limits/ Consequences	Space given	Reflective listening	3 pt. assertive message	Antiseptic bounce

Consequence (What happened after)

Co-operated		Non-cooperation	referred on	Withdrawal from class	physical support	other
Details:						

Physical Intervention required (number in order used)

Guide and escort	Caring c	Single person, double elbow standing	Single elbow, 2 person standing.	Single elbow, 2 person seated.	Figure of 4, 2 person standing	Figure of 4, 2 person seated
Friendly hold	Hug hold	Double elbow, 2 person standing	Double elbow, 2 person seated	Half-Shield	Clothing / hair response	Fight / assault response

Position change from ( ) to( )

Justification for use of Physical Controls

Preventing injury to other pupils	Preventing injury to staff	Preventing injury to self		Preventing damage to property
Is this intervention an agreed strategy linked to the pupil's behaviour and positive handling plan? Yes / No				

Further details of incident

Duration of Incident	Hrs. Mins.	Duration of Physical Intervention	Hrs. Mins.

Medical Support

Breathing monitored during incident	Yes/no	Pulse monitored during incident	Yes/No
Injuries to child	Yes/No	Injuries to staff/other	Yes/No
If so, describe:		If so, describe:	
Entry in Accident Book	Yes/No	Entry in Accident Book	Yes/No
Seen by: First Aider G.P. A.&E.		Seen by: First Aider G.P. A.&E.	

Child de-briefing (Learning from mistakes, etc.)

Time:		Who by:	
Place:			

Response

understanding	accepting	apologetic	calculating	belligerent	defiant	other

Child's comments

Child's signature		Date:	

Possible reason for behaviour: (Inappropriate response to:)

Frustration	conflict	pressure	anger	Self-conscious
Challenge	discrimination	Attention seeking	Peer dynamics	other

Further action

Parents	Meet with Behaviour Lead
School	Parents contacted
Child	Eg PEX, FTX, Inclusion
Other professionals	Eg LA, Social Worker …

Further information (to include details of outcomes of meeting with parents/carers, any updates to behaviour plan needed)

Signatures

Adult responsible		Date	Classteacher		Date
Other staff			Headteacher		
			Behaviour Lead		
			Parent		

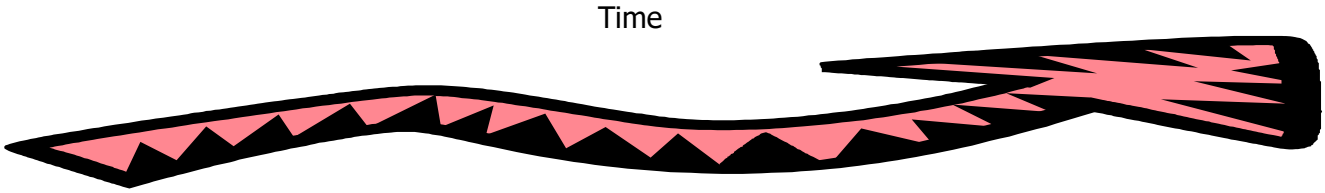
Form uploaded to CPOMS

APPENDIX 5 - Staff Guidance Toolbox - Tips for de-escalation and fast-track returns

Archibald Primary School TOOLBOX - Tips for de-escalation and fast-track returns	
Verbal advice	"If you want to help me, then you need to get on with your work....do you need any help?"
Fresh face	Move back out of immediate range and let other staff/pupils become the focus
HELP SCRIPT	See section on 'Help Script'
Reassurance	"I'll always try to be here if you need me" "Although that was wrong, we can help you put things right again"
Success reminder	"Remember that excellent number work you did for me this morning"
Choices/limits/consequences	"If you make a bad choice here, you know that you will have to miss 3 minutes playtime"
CALM talking	In any potential confrontation, the first person who needs to calm down is the responsible adult. Staff must maintain personal control. Lower voice to help show that you are in control.
Distraction	Talk about something totally different (i.e. next weekend) to the child, or to another person. Bring in something personal such as, "when I was taking to your mam on the phone..." "Did you see Eastenders last night?" "How are the Boro doing?" "Would you like a drink of water?"
Space given	"I'm going to leave you alone for a little while"
Withdrawn from class/activity	"I would like you to go and finish that work over in the library area, please"
Contingent touch	Sometimes a gentle touch on the forearm, hand, shoulder, etc works wonders. Any specialised touch or stroke needs to be formalised in the pupil's Care Plan and signed by parent.
Reflective listening	"Focus on 'feeling' words..... • Note general content of message • Observe body language • Ask yourself, "If I were having that experience right now, what would I be feeling?" • Reflect meanings. "You feel .....because.....
Humour	"Did you hear the one about....." Knock knock
Planned ignoring	If it isn't upsetting anyone else..... Give a child 'quiet time' with no interaction other than reflection
3 part assertive message	"When you are not listening I feel disappointed because I can't help you with your work"
Negotiation	"If you come back into class, I will see (name) for you at dinnertime and help you sort it out"

Withdrawal offered	"Why don't you go and finish that work in the library..."
Antiseptic Bounce	Message with "AB" written at the top
Emphasise concern for welfare	"Are you alright?... Show me that hurt finger....ooh that must hurt a lot... Did you have a nice tea last night?"
Show understanding	"I'd feel angry if that had happened to me...." "No-one can think straight when they are angry. Now that you are calm, we need to think about what set this all off" "If my little boy was upset like you, I would like to think that his teacher could help.."

Six Stages of a Crisis



Anxiety/Trigger	Defensive/Escalation	Crisis	Recovery	Depression	Follow up
Need for diversion, support and reassurance	Need for diversion, reassurance, clear limits, boundaries and choices	Possible need for restrictive intervention appropriate to the child	Need for coordinated 'letting go' and reassurance	Need for observation, support and monitoring	Need for positive listening and debrief

Low Level Behaviours	Response
• Individual show signs of anxiety • Hiding face in hands or bent over/under table • Pulling up collar or pulling down hat • Rocking or tapping • Withdrawing from group • Refusing to speak or dismissive • Refusing to co-operate • Adopting defensive postures	• Read the body language • Read the behaviour • Intervene early • Communicate – "Talk and I'll listen" • Use appropriate humour • Display CALM body language • Talk low and slow and quietly • Offer reassurance – including positive physical prompts • Assess the situation • Divert and distract by introducing another activity or topic

Medium Level Behaviour	Responses
• Individual begins to display higher tension • Belligerent and abusive • Making personal and offensive remarks • Talking louder – higher – quicker • Adopting aggressive postures • Changes in eye contact • Pacing around • Breaking minor rules • Low level destruction • Picking up objects which could be used as weapons • Challenges – "I will not....you can't make me"	• Continue to use Low Level Behabiour de-escalation responses + • State desired behaviours clearly • Set clear enforceable limits • Offer alternatives and options • Offer clear choices • Give a get out with dignity • Assess the situation and consider making the environment safer and getting help • Guide the elbows towards safety

High Level Behaviours	Responses
• Shouting and screaming • Crying • Damaging property • Moving towards danger • Fiddling with electrics • Climbing trees, roofs or out of windows • Tapping or threatening to break glass • Moving towards weapons • Picking up objects which can be used as weapons • Hurting self • Grabbing or threatening others • Hurting others (kicking – slapping – punching)	• Continue to use all previous responses • Make the environment safer • Moving furniture and removing weapon objects • Guide assertively – hold or restrain if absolutely necessary • Ensure face, voice and posture are supportive not aggressive • Use Help Protocol to save face by changing face

Recovery Behaviours	Responses
• The recovery stage can easily be confused with the anxiety stage • People may sit quietly in a hunched position • The difference is that they can revert to extreme violence without the build up associated with the normal escalation at stage 2	• Support and monitor • This may not be a good time to touch as touch at this stage can provoked a reversion to crisis • Give space • Look for signs that the person is ready to talk

Depression	**Responses**
• After a serious incident people can become depressed • They may not want to interact	• Support and monitor • Respond to any signs that the person wants to communicate • Show concern and care but do not attempt to resolve residual disciplinary issues at this stage

Follow Up	
• Positive Listening and Debrief • Recording, reporting and communicating • Planning to avoid similar events in the future	Positive listening and debriefing can only begin when the pupil is ready. It cannot be forced. Staff should ensure that there is sufficient time so that the process will not feel rushed. The TELL acronym stands for Timing, Environment, Listening and Learning. There can be not hard and fast rule about choosing the right time.

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APPENDIX 6 - Home – School Partnership Agreement

School: **To play our part in the Archibald Home School Partnership Agreement, we will:**	**Children:** **To play my part in the Archibald Home School Partnership Agreement, I will:**	**Families:** **To play my/our part in the Archibald Home-School Partnership Agreement, I/we will:**
Provide quality education by: Teaching the National Curriculum as required by government legislation. • Planning effectively for programmes of work and individual lessons. • Having high expectations and encouraging all pupils to reach their full potential. • Ensuring work is suitably matched to ability. • Effectively assessing pupils and regularly reporting their progress to parents. • Praising and rewarding children for their achievements. • Continuing our own professional development. **Provide a positive working environment and make every effort to ensure children:** • Are safe, secure and happy in school. • Are treated with respect and listened to. • Are encouraged to work hard and behave well in an intellectually stimulating environment. **In addition we will ensure that:** • We provide opportunities for out of hours learning. • We inform parents/carers of any problems or difficulties. • We provide the best possible resources within the limits of our budget. Signed..... Headteacher	Work hard, stay on task and allow others to do so. Give 100% attention in lessons. Never be cheeky or disrupt lessons. Put good effort into all that I am asked to do. Move sensibly and quietly around school. Always try to be helpful and share things. Look after my school and the equipment. Follow all school rules. Always wear my school uniform, sensible footwear and no jewellery. I will remember my PE equipment on the appropriate days. Never use physical or verbal abuse and seek adult help if I have a problem. Show respect to everyone and always be polite. Do any homework given and read at home. I will return my reading packet as instructed. Try to behave well outside school – I represent Archibald Primary School. Signed..... Pupil	Ensure our/my child attends school regularly and punctually and inform the school at the earliest opportunity when absence occurs. Encourage our/my child to listen well, work hard and always try their best. Encourage our/my child in all schoolwork by taking an interest in their education and ensure they understand the importance of education. Praise our/my child for their achievements. Support school in ensuring that our/my child is well behaved both in and out of the classroom. Ensure that our/my child wear their school uniform, sensible footwear and no jewellery. Attend parent's meetings and other discussions about our/my child's progress. Ensure our/my child does any homework given and reads at home regularly, returning their reading packet as instructed. Make the school aware of any changes in address, telephone numbers etc and of any problems which may affect our/my child's progress in school. Signed..... parent/carer

APPENDIX 7 – Archibald Primary School Anti-Bullying Policy

Anti-Bullying Policy

Introduction

"Pupils will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus." (Preventing and Tackling Bullying)

1.1 The Education and Inspections Act 2006:

- Provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;
- Gives head teachers the ability to discipline pupils for poor behaviour that occurs even when the pupil is not on school premises or under the lawful control of school staff.

The Equality Duty came into force on the 5th April 2011 with three primary aims. These being to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

Schools are required to comply with the new Equality Duty. The Ofsted framework published in September 2025 includes 'attendance and behaviour' as one of its key criteria for inspections. Inspectors will focus on gathering evidence relating to how well the school creates 'an environment in which pupils feel safe, and in which bullying, unlawful discrimination, harassment (including sexual harassment), victimisation, physical and sexual abuse and/or violence and emotional abuse – online or offline – are not accepted and are dealt with quickly, consistently and effectively.' (Ofsted State funded school inspection toolkit - September 2025)

1.2 Bullying- Definition and Types of bullying

The definition is taken from "Preventing and Tackling Bullying."

Bullying is an imbalance of power. It 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. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than

physical; teachers and schools have to make their own judgements about each specific case.

Types of Bullying

Bullying is behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally.

There are nine different types of bullying. Bullying includes cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.

Bullying can be in the form of:

Verbal	For example, name-calling, taunting, mocking,
Physical	For example, kicking, hitting, pushing, taking belongings,
Cyber Bullying	Text messaging, sexting, up skirting, prank mobile calls and inappropriate use of social networking site (see Appendix 1)
Emotional	For example, excluding people form social groups and spreading hurtful and untruthful rumours
Causing physical or emotional damage	(Which may cause psychological damage) to a pupil or group of pupils and can be motivated by prejudice on grounds of race, religion, violent extremism or radicalisation, culture, sexual orientation, gender, homophobia including bi-phobic and transphobic comments, disability and special educational needs or because a child is a looked after child or adopted or is in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying can seriously damage a young person's confidence and self-worth; it is the responsibility of all staff to actively support children who are being bullied and to act in a supportive and confidential manner if a child approaches them with an allegation of bullying.

Bullying is not when children have the odd argument, fall out or engage in a one-off tussle.

Bullying will be treated as a safeguarding/child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. The school will then follow the Child Protection Policy.

2. Intent

Our school ensures that all of our pupils can learn in an environment where they feel safe, happy and secure, and can form happy and supportive friendships. Our school aims to ensure that all groups of pupils feel safe and secure in an environment where all pupils can learn without anxiety, and measures are in place to prevent bullying. Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. Archibald School has a zero-tolerance policy of bullying. This policy aims to produce a consistent whole school response to any bullying incidents, including cyber bullying that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our

school. Archibald Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Bullying from staff, parents or pupils are all not acceptable**.**

Archibald Primary strives:

1. To ensure children have a safe and secure environment where there is an understanding that bullying will not be tolerated.

2. To encourage and allow all our children the opportunity to be individuals and to express their own opinions without fear of ridicule.

3. To ensure that both children and parents understand the procedures that will be taken when an incident of bullying takes place.

4. To ensure that children feel safe, secure and listened to.

Bullying prevention is firmly embedded in our PSHE curriculum.
Archibald creates a safe and supportive learning environment through positive behaviour. We have 5 Golden Rules, which embody the ethos of our school¸ 'Believe and Achieve'¸ making it a safe and happy environment. Every member of the school community is familiar with the rules and uses them as a benchmark for positive behaviour. Our school works to prevent discrimination. We praise and reward positive behaviour rather than focusing on negative behaviour. We use The Nurturing Programme to deliver our curriculum. At the heart of the programme are the key principles of using personal power to make the right choices, gentle and hurting touch, dealing with anger and sharing secrets and telling lies. These principles ppromotes the spiritual, moral, cultural and mental development of our children and of society teaching the pupils the importance of being a good friend, how they can support each other and preparing them for the next stage in their education. Pupils are taught to help each other, to look out and be aware of bullying and not be involved as bystanders.

We ensure that all pupils are aware that there are nine different forms of bullying (including cyberbullying and prejudice-based bullying) and know what action they can take if they are being bullied. Staff are trained to look for the signs of bullying and know what to do in the case of an incident. We ensure that pupils know what support is available and who they can talk to if they need help.

Archibald Primary actively tries to prevent Bullying and have systems in place to support us to achieve this. Our primary aim is to keep all of our pupils safe. Our school works carefully with pupils to ensure that they are free from peer or outside pressure to become involved with unwanted attention or activity including extremism/radicalisation, and sexual bullying. Staff complete regular PREVENT training and are confident in recognising changes in pupil's behaviour.

Prevention
As a school, we are always looking to reduce and eliminate any form of bullying in our community. These listed below is not an exhaustive list but just some of the strategies or approaches that we use:

1. Through the ethos of the school, incorporating our School Code of Conduct.
2. Opportunities within the school curriculum – PSHE, assemblies, workshops, visiting speakers and computing provision.

3. Nurturing – through the use of circle time to enable children to both express their views in a safe and controlled environment and to feel that their views and beliefs are valued; engaging children in dialogue on a regular basis.
4. Ensuring that the school environment is safe and that staff are aware of areas where problems may arise.
5. Through Peer Initiatives - A Team & Friendship stop
6. Through the on-going training of all our staff. So that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems and sources of support are known and available.
7. Openness and communication are often the most powerful ways in which to combat bullying and this should involve all members of the school community.
8. The children also have access to worry boxes. (In each class)
9. Access to outside agencies such as NSPCC and Childline are advertised around the school.
10. Having clear disciplinary sanctions which reflect the seriousness of an incident.
11. Having clear policies communicated to parents, pupils and staff, and creating an environment of good behaviour, respect and pupils feel safe.
12. The use of Worry Monsters throughout the school.

Procedure for dealing with reported bullying

If an incident of bullying is reported, the following procedures should be implemented:

- The member of staff to whom it was reported or who first discovers the situation, will control the situation, reassure and support the pupils involved. A detailed and dated record of the incident will be recorded (usually by the Mentors) as verbatim as possible. (*Please see Bullying incident form)*
- All bullying incidents no matter how low level they may appear initially should be recorded (sheet attached in policy) as this information may be vital in the future.
- He/she will inform appropriate members of staff (Mentors, Team Leaders, Care Team, Designated Safeguarding Lead and Deputy Designated Safeguarding Lead/Head Teacher) as soon as possible.
- There will be a discussion with the alleged victim to gather information/ details concerning the incident. These will be recorded on the incident form. The incident form will usually be completed by a mentor.
- There will be a discussion with the alleged perpetrator to gather their side of the story and details will be recorded on the incident form.
- A bullying incident will be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.
- Staff should be informed and the incident logged on CPOMS within two days. The Headteacher and Deputy Headteacher will decide whether the incident should be logged under the ‘bullying’ lozenge.
- Following the discussions, Mentors may be assigned to work with the perpetrator to support them to change their behaviour. This may involve 1-1 support, in class support or the Mentor working with a small group of pupils from the class. Resources such as stories may be used to set the theme or context for the work. When dealing with bullying, the mentors will work with both parties to ensure the needs of both parties are addressed and met.
- The victim will be supported and monitored by the Mentors, separately from the bully.
- The families of both parties will be contacted and informed.

- A way forward, including disciplinary sanctions and counselling, should be planned and preferably agreed. Sanctions: Any form of disciplinary action or sanctions will be in line with the school's Behavioural Policy.

Advice to staff
Always set a good personal example. Be a good role model for the children and be clear that our school does not tolerate bullying.

1. Be alert for children who appear upset. Look out for those children who are often isolated or are at risk of recurrent jokes or banter by their peer groups. Those that have recurring school absences or do not want to come to school. Take action immediately.
2. Be vigilant at all times especially around playground and changing room areas or areas of the school where children are not always under direct supervision of staff in unstructured times.
3. ALL staff should always be watchful for any signs of bruising or other marks on children which are not easily accounted for. If you have any concerns, then please act immediately and see Safeguarding and Child Protection Policy for guidelines.

Advice to parents
Archibald Primary School pride ourselves with working closely with our parents and firmly believe that close communication between Home and School can enable us to deal with difficult situations as they arise.

Bullying can occur in all schools and places of work from time to time. Parents should be aware that we have a **zero tolerance** of bullying and do not tolerate any form of bullying at Archibald Primary, we will always respond to reported incidents.

If a child shows any unusual behaviour or attitude, we would ask that parents discuss this with the school immediately. We operate an open-door policy and parents are encouraged to speak to their child's teacher at the end of the day or at a mutually convenient time. Parents should contact the office and a Mentor will deal with any concerns. Similarly, if a child says that they are being bullied or that they know someone who is, parents should let us know so that we can take immediate and appropriate action. We invite parents to communicate any concerns to us either about their child or others.

3.1 Peer Led Initiatives

The School Council
The School Council plays an active role in our **whole school zero tolerance** anti-bullying policy. They have also been responsible for producing an Anti-bullying leaflet for pupils which demonstrates Archibald Primary School's zero tolerance policy on bullying. It describes the types of bullying and offers advice for children what they can do if they are being bullied. Copies of the leaflet are distributed to the school and further copies are readily available.

3.3 Anti- Bullying Week
As part of our PSHE scheme of work we have an annual whole school national Anti-Bullying week (November) when pupils take the initiative in discussing issues surrounding bullying. Our anti-bullying week has a different focus each year. Issues are addressed through PSHE, circle time, Computing and in other curriculum areas. Outcomes from the national anti-bullying week may include pupils' creative work, drama or pieces of work

produced during Computing. We ensure that we teach children about prejudice and challenging stereotypes. By the time our pupils leave Primary School they will have been taught the 9 different types of bullying.

3.4 Joining us Together (JusT)
Challenging Homophobia in Primary Schools (CHIPS)

We use our JusT scheme of work to promote diversity - talking about engaging and working with our community. We also talk everyday about every child being special and we encourage children to be proud of who they are and where they come from. The CHIPS work helps to ensure that children who are, or feel they might be LGBT (Lesbian, gay, bisexual or transgender), or who have family members who are LGBT feel more included. There are lots of LGBT people in our community – people that our pupils come into contact with frequently. LGBT people are on TV and most soaps now have regular LGBT characters.

Through developing the 'Challenging Homophobia in Primary Schools' Scheme of work we are aiming to:

- Give potential LGBT children the skills to deal with their sexual orientations and gender identity when they realise who they are
- Give potential heterosexual children the skills to deal with their sexual orientation when they realise who they are
- Reduce the likelihood of homophobia, biphobia and transphobia because by talking about LGBT people we de-mystify them and help to remove the taboo.

Early intervention has been identified as being the key to addressing homophobic, biphobia and transphobic bullying in schools. We are teaching that some boys grow up and fall in love with girls, others grow up and fall in love with boys and some girls grow up and fall in love with boys and some grow up and fall in love with girls. This creates the different types of families we have in our communities.

3.5 Care Team

We have mentors who support to resolve discrimination and issues that arise. A **bullying incident form** (see appendix at the end of anti-bullying policy) is completed and a copy is scanned and added to CPOMS. Paper copies are kept in the Head teachers' office. Any issues are monitored at the Care Team which are held on a termly basis, through the half termly Care Teams and through the use of CPOMS. Care team will be used to unpick bullying incidents and to pick bullying data and trends.

3.6 Parents

At Archibald, we have an open-door policy and parents are invited to discuss with their child's class teacher any concerns they have. If this is not convenient, class teachers will arrange a mutually convenient time with the parent. Parents can discuss any concerns they have with our Mentors who will feedback to the Head Teacher and class teacher.

During Anti Bullying week, parent workshops may be held as part of the activities planned for the week, led by the Mentors to raise awareness of the different forms of bullying (including cyberbullying and prejudice-based bullying) and to ensure that parents know what support there is for their children and their family if their child is being bullied.

3.7 Lunch Time Issues

Issues that occur at lunch time are dealt with by either Mentors or a member of the Senior Leadership Team. The incident is recorded on CPOMS.

4. **Teaching Styles**

Teachers use a range of teaching styles in the delivery of lessons to establish a climate of trust and respect for all. Rehearsal Room Techniques, role-play, stories, video clips etc., within the formal curriculum are used to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

5 Bullying Outside of School

Taken from the Preventing and tackling bullying document.

"Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff (*this legislation does not apply to independent schools)*. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed."

Bullying that takes place outside of the school is investigated by the Mentors who will speak to all parties involved. When the issue has been resolved, the incident will be logged on CPOMS and parents will be contacted. The incident and the actions agreed will be shared in the Head Teacher/ Mentor daily meeting.

6 Cyberbullying

Definition

Cyberbullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet to deliberately upset or mentally hurt someone. Cyberbullying is different to other forms of bullying in that it can occur at any time of the day every day and is the invasion of home and safe and personal spaces. With the increasing popularity of Social Networking sites such as Facebook, Instagram and BBM, and online social gaming such as mine craft, children can find themselves to be easily targeted. A worrying fact is that Cyber bullies are often anonymous. The audience of comments can be very large and reached rapidly. Controlling electronically circulated messages means that the scale and scope of Cyber bullying can be greater than any other forms of bullying and can seem un-ending to victims. The difficulties facing cyber bullying are that electronically forwarded content is hard to control and can cause worry about content resurfacing making it difficult for victims to move on.

Pupils are aware of the impact of cyberbullying and know to seek help if they are affected by any form of online and electronic bullying (such as with BBM, Xbox live, snapchat, ask.fm and mobile phones). Pupils are aware of where to seek help or advice if they experience problems when using the internet and related technologies (parent / teacher / carer / trusted member of staff or an organisation such as ChildLine or CEOP). If

children become victims of cyber bullying, they are advised not to reply but to save messages or screen capture as evidence and to tell a trusted adult. They are advised to only talk to people online who they have met or know and to tell someone straight away if they feel uncomfortable about anything online or in the digital world.

Cyber bullying incidents should be reported to the e-safety leader (Jennifer Davison) and dealt with through the e-safety flow chart (Please refer to Endeavour Academies Online Safety Policy).

Recent changes have seen the increasing popularity of Social Networking sites such as Facebook where children and adults can find themselves a target.

7 The Role of Governors

7.1 The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. The Governing Body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

7.2 The Governing Body monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

7.3 A parent who is dissatisfied with the way the school has dealt with a bullying incident should follow the guidance set out in the Complaints Policy.

8 The Role of the Headteacher

It is the responsibility of the Head Teacher 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 reports to the Governing Body about the effectiveness of the anti-bullying policy on request.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. Our Mentors will speak to the parents and pupils involved to resolve the issue. The Headteacher will discuss the incident in a daily meeting with the Mentors to ensure that the issue has been resolved.

The Headteacher ensures that all staff, including lunchtime staff, receives 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.

9 The Role of the Teacher and Support Staff

All the staff in our school takes all forms of bullying seriously and seek to prevent it from taking place.

Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it the mentors and their Team Leader who would then discuss it with the Head Teacher. Teachers and support staff do all they can to support the child who is being bullied. If a child has been identified as being bullied over a period of time, then, after consultation with the Head Teacher, the teacher informs the child's parents. Mentors may be assigned to work with the bullying child to support them to change their behaviour. This may involve 1-1 support, in class support or the Mentor working with a small group of pupils from the class. Resources such as stories may be used to set the theme or context for the work. When dealing with bullying, the mentors will work with both parties to ensure the needs of both parties are addressed and met.

10 The Role of Parents

Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact the mentors and/or their child's class teacher immediately. If they are not satisfied with the response, they should contact the Mentor who will discuss the issue with the Headteacher in their daily meeting. If they remain dissatisfied, they should follow the school's complaints procedure.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

11 The Role of Pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. This is promoted through our PHSE in The Nurturing Programme, SEAL programmes and Worry Monsters. Worry Boxes.

Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire. The Headteacher and Deputy Headteacher meet regularly with Pupil focus groups to discuss the pupil's views on the school.

Worry Box/Worry Monsters

Pupils who feel that they are unable to discuss their worries or concerns in person are able to share their concerns in the class worry box. This is an anonymous way of sharing worries and concerns. It is the Class Teachers responsibility to read the worries and decide the most suitable way to resolve the issue. This may be in a whole class circle time or may involve the teacher addressing the issue 1-1 with the child. The concerns and worries must remain anonymous.

12 Records of Bullying Incidents

Bullying and any issues related to bullying will be addressed immediately by a mentor/ Class Teacher in the first instance. The mentors keep a log in which they record all incidents of bullying that occur both in and out of class. They also record incidents that occur near the school, or on the children's way between school and home and any incidents of cyber bullying that may occur outside school. Any adult who witnesses an act of bullying passes it on to the mentors. Bullying incidents will also be logged on CPOMS under the bullying lozenge. (Decided by the Headteacher or Deputy Head Teacher)

When any bullying taking place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and appropriate sanctions for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong and that child is encouraged to change his/her behaviour in future. If a child is involved in bullying other children, we inform the Head Teacher. We then invite the child's parents into the school to discuss the situation. Archibald Primary will actively work together with the families to resolve the issues. In more extreme cases, for example where these initial discussions have proven ineffective, the Head Teacher may contact external support agencies, such as the social services.

All members of staff attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Our Mentors will follow up any concerns of bullying with the pupils to ensure that the bullying has been resolved. Parents will be contacted and informed. Notes from meetings with parents will be filed on CPOms.

Any bullying incidents will be reviewed and monitored at the Care Team. The Team Leader will feedback the actions of the Care Team to their team. *Also see Care Team agendas.*

Primary School
ARCHIBALD

SCHOOL BULLYING INCIDENT FORM

Name of Person Reporting the Incident	
Date and time of incident	
Name and class of Victim	
Name and class of Perpetrator	

Type of Bullying incident (please tick all that apply)			
Name calling		Ridicule / humiliation	
Persistent teasing / sarcastic remarks		Demanding money / valuables	
Threats		Hiding / removing possessions	
Spreading rumors		Unpleasant / hurtful gestures or looks	
Pushing		Spoilt work	
Hitting / kicking		Unwanted physical contact	
Use of weapon		Unpleasant / hurtful email / texts / web posts	
Exclusion / not speaking		Provocative / sexist taunts	
Other: (please state)			

Racist		Due to disability	
Cyber bullying		Sexual	
Homophobic		LAC	

Brief summary of incident *Please be a specific as possible - g*iving dates. • When did the incident occur? (before/during/after school) • Who was involved? • Where did it take place? • How long has it happened before it has been reported?	

Action Taken Include any exclusions, parental involvement or involvement of external agencies	

Have staff been informed?	Yes/ No
Incident added to CPOMS?	Yes/ No
Have both parents been informed?	Yes/ No
Actions followed up?	Yes/ No
Date actions followed up:	

Form completed by:	
Date form completed:	

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Primary School ARCHIBALD