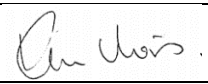


Meriden Church of England Primary School

Behaviour and Anti-Bullying Policy



Lead Staff	Lucy Anderton (Headteacher), Stephen Beamond (Deputy Headteacher)		
Approved by Full Governing Body	September 2020		
Signature of Chair		Date	September 2020
Review Cycle	Annual	Review Date	September 2021

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

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

Aims and expectations

Our values above are built on mutual trust and respect for all. The school’s behaviour and anti-bullying policy is designed to support the way in which all members of the school can live and work together in a supportive way to develop those values. It is essential that every member of the school community feels valued and respected, is treated fairly, and above all is happy and safe.

This policy is a means of promoting good relationships, so that we can all work together with the common purpose of helping everyone to learn. It supports the school community in aiming to allow everyone to learn together in an effective and considerate way.

The policy applies to behaviour shown both in and out of school, and school will enforce its power in dealing with anti-social or bullying behaviour out of school hours if Meriden School pupils are involved. The behaviour management steps and procedures will be followed in all cases.

We follow a positive approach to behaviour, rewarding good behaviour, as we believe that this will develop an ethos of kindness and cooperation. This approach is designed to promote good behaviour, rather than merely deter anti-social behaviour. We involve the children in understanding the consequences of the behaviours they choose.

We treat all children fairly and apply this behaviour policy in a consistent way. In addition, staff work to get to know all children as individuals. ‘Fairly’ in this sense does not necessarily mean exactly the same; it is used to mean with due regard for every individual.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

KiVa (‘Against Bullying’ resource) and Jigsaw sessions encourage children to explore and understand their feelings and those of others. They also support children in finding solutions to any issues, both in the classroom and on the playground, during school and extended hours, and resolving them peacefully and sensibly.

Children are supported in the key transition points from EYFS to Year 1, Year 2 to Year 3 and Year 6 to secondary school through a programme of transition activities. School liaises with secondary schools to arrange pupil/staff visits and meetings to assist with the transition from Year 6 to secondary school.

This policy has been written with consideration given to the contents of *'Behaviour and Discipline in Schools'* (DfE January 2016)

The policy gives due regard to the Equality Act 2010 in respect of safeguarding and in respect of pupils with SEN.

With regards to bullying:

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

This policy aims to produce a consistent school response to any bullying incidents that may occur.

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

- Provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils
- Gives Headteachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

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

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

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

Rewards and sanctions

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

- Teachers congratulate children. Praise is a significant and powerful reward.
- Stickers can be awarded for good work, or behaviour, or to acknowledge outstanding effort.
- Children may be sent to show good work or for praise to other staff or Head.

- Teachers give children individual Dojo points either for consistent good work or commendable effort in workbooks. Certificates and badges are awarded each time a child collects a set amount (see Appendix 1) Those pupils scoring the most points each week from each class are rewarded in assembly through a 'randomised' prize system. There are also House and Class rewards.
- Each week we nominate a child from each class to be 'Star of the week'.
- We hold a weekly 'Celebration Assembly', where we present certificates for 'Star of the week' and Dojo points. We also encourage children to celebrate their achievements out of school, as part of our positive approach: certificates /awards for out of school activities can be brought to these assemblies.
- We communicate praise and success to parents to share the good news through a weekly newsletter
- Postcards are sent home.

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

- We remind a misbehaving child of the expectation to give them a chance to choose the appropriate behaviour before sanctioning them.
- We expect children to listen carefully to instructions. If they do not do so, we ask them either to move to a place nearer the teacher, or club leader, or to sit on their own.
- We expect children to try their best in activities. If they do not do so, we may ask them to redo a task or finish it in a part of their free time.
- If a child is disruptive, the adult reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- Children may be sanctioned with some loss of free time or privileges, in proportion to the incident.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the adult stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the adult records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

With regards to bullying:

The DfE (Department for Education) defined bullying in its 2017 key guidance document 'Preventing and Tackling Bullying' as:

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group physically or emotionally"

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

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

Bullying may be for a variety of reasons and the reasons may not be immediately obvious.

It may be related to:

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

- Sexual harassment or sexism

Bullying can take the form of:

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

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

For a more extensive and detailed set of descriptions please see the ‘Preventing and Tackling Bullying’ document.

Early signs of distress

Things to look out for:

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

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCFS Non Statutory Guidance 2007 relating to Section 93 of the Education and Inspections Act 2006, ‘*The Use of Force to Control or Restrain Pupils*’. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself, others or property or prejudice good order and discipline. The actions that we take are in line with government guidelines.

The role of teaching and support staff

- Teachers and Learning Support Assistants in our school have excellent classroom management skills and high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability
- Teachers and Learning Support Assistants treat all children in their classes with respect and understanding and act as positive role models at all times
- The Class Teacher keeps a record of any serious or repeated incidents of unacceptable behaviour on the ABC log (see appendix 2) which is shared with the phase leader. Records are also kept electronically using CPOMS. In the first instance, the Class Teacher deals with incidents him/herself following the Behaviour Management Steps (see appendix 3). However, if misbehaviour continues, parents will be

informed and the Class Teacher may seek help and advice from the Inclusion Co-ordinator, Family Support Worker, Deputy Head Teacher or Head Teacher.

- The Class Teacher liaises with the Family Support Worker, school Inclusion Co-ordinator and external agencies, as necessary, to support and guide the progress of each child. The Class Teacher may, for example, discuss the needs of a child with the LA's behaviour support service.
- Staff CPD is in place to support all members of staff in delivering the behaviour policy.
- Lunchtime Supervisors support this behaviour policy to ensure that our high expectations related to children's behaviour are adhered to.
- If disputes arise, all children involved will be given a chance to explain their case and will be encouraged and supported to find a solution.
- Lunchtime Supervisors inform Class Teachers if there have been any incidents of unacceptable behaviour at lunchtime, and how it has been dealt with. Serious and/or repeated incidents of unacceptable behaviour are recorded.
- Children are provided with a variety of playground activities and equipment to reduce the risk of boredom which could lead to unacceptable behaviour.
- Lunchtime Supervisors are made aware of any children with specific behavioural needs. They support the Class Teacher with any specific behaviour management strategies, rewards and consequences that are appropriate to individual children.
- Our Senior Lunchtime Supervisor will carry out high level monitoring for any children who display unacceptable behaviour.
- Leaders of clubs support this behaviour policy to ensure that our high expectations related to children's behaviour are adhered to. They inform school staff if there have been any incidents of unacceptable behaviour and how it has been dealt with. Serious and/or repeated incidents of unacceptable behaviour are recorded. If necessary, parents are contacted or club leaders may decide to remove the child from roll.

With regards to bullying:

- Meriden is a 'KiVa' school. All stakeholders follow the KiVa ethos and the systematic approaches used to tackle bullying in schools.
- Teachers use a range of methods such as circle time, art, drama and role play alongside the KiVa curriculum which helps prevent bullying and establish a climate of trust and respect for all. They aim to help pupils understand the precise definition of bullying, to consider the feelings of all those involved in a bullying situation and to practise the restraint required to avoid lapsing into bullying behaviour.
- All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- Teachers keep robust and thorough records of all incidents that happen in their class using CPOMS in the first instance; the school KiVa proforma will be used to follow up concerns. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the 'KiVa Team'. These key figures in school follow a rapid and rigorous process which first helps establish whether the situation is actually bullying, and then tackles the issue through a combination of supporting the victim and placing responsibility on those committing the bullying actions to make a difference. Any punishments for those displaying bullying behaviour are in line with the school 'Behaviour Management Steps'.
- The headteacher is made aware of all incidents of bullying and once initial discussion have taken place with the children involved, we then invite the children's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies, such as the Educational Welfare Service.
- All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

The role of the pupils

- We have an expectation that children behave well, make sensible and responsible behaviour choices and show respect and thoughtfulness towards their peers and adults, both in and out of school.
- We develop the children's ability to manage their own behaviour by specific lessons e.g. 'Circle Time' and through the whole curriculum and school day, e.g. at lunchtime. We stress to children that they make behaviour choices. We teach that actions have consequences, explaining the rewards and sanctions clearly, so that they are aware of the consequences of their chosen behaviour.
- Through Class Council and School Council children have opportunities to improve the school and to influence decisions and rules, and for their voice to be recognised.

With regards to bullying:

- Pupils are encouraged to tell anybody they trust if they are being bullied, or witness bullying. We also use the acronym **S.T.O.P** to support the children in understanding what to do if they experience bullying: 'Start Telling Other People'.
- Through the KiVa process, pupils (if involved directly in a bullying situation), are encouraged to facilitate the rebuilding of positive relationships rather than isolated by blame.
- Pupils are involved in telling us their views and helping us deal with a range of school issues, including bullying, for example through Class and School Council. (School council will not discuss specific instances or individuals.)
- Pupils actively promote positive behaviour at lunchtimes through the roles of play leaders and peer mediators.

The role of the Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The Headteacher keeps electronic records of all reported serious incidents of misbehaviour.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified, and in accordance with Government guidelines.

With regards to bullying:

- It is the responsibility of the headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The headteacher is the lead member of the KiVa team and is thus involved in cases of bullying within school.
- All records are held electronically on CPOMS and centrally by the headteacher in order for them to be monitored and entered on the Bullying Log (Appendix 4) so that any patterns of behaviour can be identified. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy at Governors' Meetings.
- The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments.

For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour is wrong.

- The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of parents

- Our school brochure outlines parent/carer responsibilities in creating a shared goal for behaviour. Please also see our Attendance Policy.
- We aim to build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- We explain the school values in the school prospectus, and we expect parents to read them and support them.
- Parents should contact their child's Class Teacher if they have any concerns about their child's attitude or behaviour, or about any problems that their child is facing. Communication with parents related to their child's behaviour is recorded on a meeting log (see appendix 5)

With regards to bullying:

It is a statutory requirement that all schools have an anti-bullying policy. However, school action alone cannot guarantee success and so it is important that parents and school work together.

We advise that you do not inadvertently "give permission" for bullying by making remarks such as, Go hit them back, Don't be a wimp, Boys will be boys, It's part of growing up, You must learn to look after yourself.

Parents should share any bullying concerns with school at the earliest opportunity. In the first instance approach the class teacher, informally to discuss your concerns and possible ways forward. These will be followed through. Make an appointment to have a 'follow up' meeting.

After the first informal meeting, staff will note your concerns using the proforma (Appendix 5) and the date for follow up meeting in diary; they will then inform the KiVa team which includes the Family Support Worker (Family Support Worker), Deputy Headteacher (Stephen Beamond) and Headteacher. They in turn will inform other staff including support, admin, lunchtime and part time members of staff; speak with all the individuals concerned to gain a picture of the behaviour causing concern and give support. The alleged bullies will need to be clear that their behaviour is unacceptable and why, what can be done to improve matters and the sanctions imposed if matters do not improve. The support should also include help to ensure that the 'victim' has strategies should he/she feel uncomfortable in any situation, e.g. places to feel safe and calm, self-assertive strategies. The teacher will monitor and log carefully any subsequent related events and follow these up.

If parents feel that the bullying behaviour is continuing despite these strategies being implemented, they should contact the headteacher. If after going through the above process a parent still feels that further action should be taken they should make a formal approach to the governors. The concern should be raised in writing and addressed to the Chair of Governors, c/o the school. This would then be investigated by the governors and the Chair of Governors would inform the parents of actions and outcomes. If parents feel that they wish to make an official complaint about the issue, or the procedure they may do so in writing addressed to the Chair of Governors, c/o the school. The complaint procedure would then be followed. (See Complaints Policy)

The role of governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in adhering to these guidelines.
- The Head Teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

With regards to bullying:

- 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 school, and any incidents of bullying that do occur will be taken seriously, and dealt with appropriately.
- The governing body monitors incidents of bullying that do occur. The governors require the school to keep accurate records of any incidents of bullying, and the Headteacher to report to the governors half-termly about the effectiveness of school anti-bullying strategies.
- A parent who has concerns with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body will acknowledge any concern immediately and then respond formally within ten days to any request from a parent to investigate incidents of bullying. In all cases the governing body notifies the headteacher, and asks her to conduct an investigation into the case, and to report back to a representative of the governing body.

Fixed-term and permanent exclusions

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

Allegations against a member of staff

- We use the “Dealing with allegations of abuse against teachers and other staff” April 2013 statutory guidance from the DfE.
- All allegations should be reported immediately to the Head Teacher, or in the case of the Head Teacher being the subject of concern, the Chair of Governors. The Local Authority Designated Officer Simon Stubbs will also be informed for advice and monitoring of cases.
- In the case of a malicious allegation “the school will consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion.” (Dealing with allegations of abuse against teachers and other staff April 2013)
- Please see DfE guidance for further detail.

Inclusion and Equal Opportunities

The school has a legal duty under the Equality Act 2010 in respect of safeguarding all pupils and providing equal opportunities for pupils with Special Educational Needs and/or disabilities (SEND).

Each child is valued and respected regardless of ability, race, gender, religion, social background, culture or disability and is offered a child-centred curriculum, opportunities to develop to their full potential, the means to develop physically, intellectually, emotionally and socially and the chance to develop good behaviour and responsible attitudes for life.

Staff ensure their approach to all children is non-discriminatory, that all groups have equal access to the full range of educational opportunities provided by the school and that diversity is celebrated.

Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of unacceptable behaviour using the agreed proforma.

The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

In order to prevent behaviours from escalating, professional external support will be requested where appropriate. The school has regular contact with the Social, Emotional Mental Health Team (SEMH) and the Autistic Spectrum Disorder Team (ASD) in order to best support staff and pupils.

With regards to bullying:

This policy is the governors’ responsibility, and they review it regularly. The headteacher will analyse information for patterns of people, places or groups and use this to inform policy and procedural updates.

This policy will be reviewed by Governing body, Class and School Councils and through parental consultation in line with the school’s cycle.

Related Policies

Please also see the following policies

- Attendance Policy
- Child protection policy
- E-safety and Acceptable Use policy
- Equality Policy
- Managing Aggressive Behaviour from Parents and Visitors policy
- PSHE Policy
- Safeguarding policy
- Confidentiality policy
- Complaints Policy

Resources for children and parents

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

Anti-Bullying Alliance: Provides advice for parents

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

DCSF: Safe to Learn document

Behaviour and Anti-Bullying Policy - Coronavirus Addendum

1. Scope

This addendum applies until further notice.

It sets out changes and exceptions to our normal behaviour policy. Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

2. Expectations for pupils in school

2.1 New rules

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe. Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact the Headteacher if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life.

- Children should try to arrive at the time stated for their class. They should walk 2 meters away from children out of their class bubble so should wait for any other children to enter school.
- Hygiene measures must be followed. Hands should be washed when entering school at the start of the day, before eating, after playing and before going home as a minimum expectation.
- Children can only spend times at break / lunch with children from their own bubble. They can only play in their designated area and must not enter the area of another class for any reason
- Children must ensure that if they see a child/adult from another bubble whilst moving around school, they should not push past them but should move away. They should not queue up next to a child from another bubble.
- If a child sneezes or coughs, they must use tissues and dispose of it as soon as possible ('catch it, bin it, kill it'). They should avoid touching their mouth, nose and eyes with hands and should wash their hands once the tissue is binned.
- Children must tell an adult if they are experiencing symptoms of coronavirus
- Children must not share equipment with others unless their teacher or teaching assistant has told them it is okay to do so.
- Children must not enter the toilets if a child from another bubble is already in there. They should wash their hands for 20 seconds using soap and water before leaving.
- Children must not cough or spit at or towards any other person, or pretend or threaten to do so.

2.2 Rewards and sanctions for following rules

To help encourage pupils to follow the above rules, we will reward them with Dojo points.

However, if pupils accidentally fail to follow these rules, we will remind them of the correct behaviour. If pupils deliberately choose not to follow the rules, pupils may lose break times, parents will be informed and depending on the severity of the breach, they may receive an internal exclusion.

2.3 Changed rules

- From September 2020, all pupils must wear uniform to school and follow normal school rules on uniform. However, children are however expected to attend in their PE kit on the day they are to have a PE lesson.

3. Expectations for pupils at home if self-isolation is necessary

3.1 Remote learning rules

If pupils are not in school, we expect them to follow all of the rules set out below.

Parents should also read the rules and ensure their children follow them. Parents should contact the class teacher initially if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning.

- Be contactable during required times as determined by the class teacher – although take into account that younger pupils may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages

3.2 Dealing with problems

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, class teachers will get in touch with parents and see if there are any issues we can help them address and liaise directly with the child themselves.

4. Monitoring arrangements

We will review this policy as guidance from the local authority or Department for Education is updated. At every review, it will be approved by the full governing board.

5. Links with other policies

This policy links to the following policies and procedures:

- Child protection policy
- Behaviour policy
- Health and safety policy



Individual Rewards

Certificates for 100, 200, 500, 750 and 1000 points

Name put on 'Roll of Honour'



Class Rewards

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

Points are given for...

Behaviour

Good listening
Reading at home
Helping others
Perseverance
Contribution
Good manners
Values (3)
Tidying
Look your best (2)
Caught being good



Work

Positive attitude to work
Doing your best
Presentation
Homework (5)



Appendix 2

ABC form

Name: _____ Date of Birth: _____

Class: _____

Date &Time	Where did it happen?	What happened just before? (A)	What did the child do? (B)	What did you do? (C)	What happened as a result of YOUR ACTION?	Staff Initial

Bullying Log



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

Meriden C of E Primary School Behaviour Management Steps



REWARDS

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

SANCTIONS

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

*Recorded in CPOMS/ ABC forms

Appendix 5

Meeting with _____

Name of Staff present: _____

Date/ time: _____

Child's name/ Class _____

Key points of discussion

Agreed outcomes

Eg. Action – by whom?

More information gathering

Staff informed

Referred to:

Letter/ next meeting

Review of situation on:

Copy to: Head

Class teacher

SENCO

Anti-Bullying Behaviour Flow Chart

