



BEHAVIOUR AND ANTI-BULLYING POLICY

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1. Introduction and Ethos

We aim to provide a high quality, healthy learning experience, raising the aspirations and achievements of all, and expecting the highest standards in a safe, positive environment.

We will nurture each child, and support them in learning to contribute as responsible and positive members of society.

The issues of self esteem, and of individual responsibility are at the core of the school's work. In living out this ethos, the school has high expectations of the behaviour of staff, children, parents and governors.

We believe that:

- The quality of teaching, learning and behaviour in school are inseparable, and the responsibility of all staff.
- Inappropriate behaviour cannot be tolerated because it obstructs the children's rights to learn and teachers' rights to teach.
- Respect is essential to support positive behaviour and that it must be given in order to be received. Parents and carers, pupils and staff all need to show mutual regard.
- Positive feedback leads to growth and improvement, but negative labelling, verbal abuse or public humiliation is damaging to an individual
- The support and involvement of parents is essential for the maintenance of positive behaviour

The school aims to work in partnership with home to build the self-esteem of children and encourage the growth of responsible and caring individuals. We work together to develop positive and supportive relationships that value and respect each member of our own community and the wider world. All parents are asked to sign the Home/School Agreement when their child joins the school, and in so doing, to agree to support this policy.

We aim to ensure that positive behaviour is recognised and rewarded. Expectations and responsibilities are clearly shared and understood through our school values and code of conduct (see below).

Inappropriate behaviour is met with a fair and assertive response. Children are encouraged to reflect on their behaviour and future actions. Any sanction is directed at the action, and not at the child. The school recognises the crucial importance of a positive climate for learning in which children can thrive. Staff are mindful of this, and of the impact of their own behaviour upon the children.

We will do our best to ensure the school day promotes good learning and encourages positive behaviours. We understand that the following is essential; we understand that if the following is not in place it can trigger unwanted behaviour therefore we work hard to ensure:

- The curriculum is engaging, relevant and age appropriate
- Lessons and work in class is differentiated
- Seating arrangements will enable each child to have as much space as possible and pupils can move around the room with ease.
- Classrooms, resources and lessons will be well organised to create a calm and orderly atmosphere.
- Suitability of the demands and expectations on a given child. – we understand that there cannot be excuses but there can be reasons for inappropriate behaviour.

We know relationships are key.

- Staff will apply the philosophy of Unconditional Positive Regard (Carl Rogers theory)

A basic acceptance and support of a person regardless of what the person says or does. Rogers believes that unconditional positive regard is essential to healthy development. People who have not been exposed to it may come to see themselves in the negative ways that others have made them feel. Through providing unconditional positive regard, we seek to help our pupils accept and take responsibility for themselves. This provides the best possible conditions for personal growth – for us all.

- *Unconditional belief that the child will do the right thing.*
- *Unconditional respect*
- *Unconditional WARMTH.*
- *Least intrusive opening*
- *Even in the most difficult of situations staff will control tone, body language and choice of words*

2. Aims

Through the operation and delivery of this policy we would aim to:

1. Ensure that all children are and feel safe.
2. Attempt to ensure that children both remain happy in school and enjoy coming to school in order for them to attain their full potential.
3. Ensure that all our actions are underpinned by a commitment to equality of opportunity.
4. Ensure that everyone applies the detail of the policy consistently and fairly to all children.
5. Have knowledge of this policy so that irrespective of where any member of staff is mainly based, they are able to apply the appropriate aspects of the policy in an age-related manner.
6. Communicate the policy to as wide a relevant audience as is possible, e.g. parents, other staff who come into the school, including supply teachers.
7. Ensure that we work from a belief in the positive aspects of discipline and behaviour, taking every opportunity to reinforce good role models within the group, class or the wider school community.
8. Ensure that we as staff members set an example that the children can be proud of, can respect and can follow, so encouraging mutual respect.
9. Explain the reasons behind the various aspects of the policy to the children in age appropriate ways in order that the children themselves may become more independent in their approach towards behaviour in school and have a clear knowledge of what is expected.
10. To establish firm but fair discipline in both the classroom and in the school as a whole dealing firmly with any child who shows inappropriate behaviour.

Henry Hinde Junior School Code of Conduct and Values:

Please remember our code:

- I will follow directions straight away.
- I will use the right voice at the right time.
- I will keep hands, feet and objects to myself.

Please remember our Values:

- Responsible
- Equal
- Successful
- Problem solvers
- Enterprising
- Collaborative
- Tolerant

5. Expectations

Classroom and areas around school will display our code of conduct and values. It is clear that expectations in behaviour and relationships need to be shared and understood by all members of the community. As a result, the school sets out its expectations on the pages that follow.

A description of responsibilities for all the members of the school community:

Staff and Governors	Pupils	Families
To be respectful towards all members of the school community.	To be respectful to all members of the school community.	To support and be respectful of the staff and governors in promoting the school's ethos.
To provide a positive example, embodying the rules and values.	To contribute to and follow the rules at all times.	Be aware of the school's expectations.
To be calm and consistent in dealing with children.	To support and care for each other.	To provide the school with an up to date emergency contact number.
To encourage the values and ethos of the school among the children.	To be respectful of others' property and learning.	To share in the values, ethos and expectations of the school.
To have high expectations of the children.	To listen to others and be respectful their opinions.	To support and comply with the policy.
To meet the educational, social, emotional and behavioural needs of the children.	To take responsibility for their own actions and behaviour.	To provide the school with an explanation of the reasons for any absence, and to keep authorised absences to a minimum in the interests of the child's progress.
To provide an appropriate, challenging and stimulating curriculum.	To be respectful, listen and follow the instructions to all members of staff (teaching and non-teaching).	
To support and comply with the school policy.		

Rewards and Positive Strategies

Thrive and Strive

Henry Hinde Junior School recently introduced 'Thrive and Strive' - our unique shop and banking system. The rationale behind our project is threefold;

- motivate and enthuse our children to take responsibility for their own behaviour and learning.
- promote positive role modelling and ensure every child is rewarded.
- to teach our children the concept of, and the relationship between work, money, saving and spending.

Children have the opportunity to spend their 'earnings' or save them. Once every half term each class will browse the goods available on Henry's Mobile Store and spend their hard earned 'Golden Hinde's' or save for a larger purchase. Merchandise ranges in price from 40GH up to 120GH.

All staff, including lunchtime supervisors, office and support staff carry Golden Hinde's with them at all times and if/when they see child/children demonstrating our behaviour values the child/children can be rewarded with a Golden Hinde.

House Points

The children, teachers and teaching assistants all belong to one of our four house teams: **Francis, Chichester, James and Rose**.

House points are awarded by any member of staff for academic effort and success. These points are displayed and collated in each class. The class totals are collected at the end of each week by team point monitors, the results are announced in assembly. The winning team each week will receive a ball in their tube and their house colour will be on the trophy in the entrance.

The members of the winning team over each term will receive 'Super Golden Time' – this may include a non-uniform day, cinema afternoon in the hall or art and craft afternoon.

Learning and Behaviour Award

Learning and behaviour certificates are awarded by the class teacher and presented in the weekly celebration assembly to celebrate academic success and positive behaviour.

Inappropriate behaviour at Henry Hinde Junior School

Level One: behaviour that can be effectively managed within a classroom environment by the class teacher – consequence includes loss of golden time.

Level Two: more serious negative behaviour that is not so easily managed within a classroom environment.

Level Three: Serious negative unacceptable behaviour or persistent level two type behaviour.

Level Four: Very serious unacceptable behaviour or persistent level three type behaviour.

Unacceptable behaviour explained:

<u>Level One</u>	<u>Level Two</u>	<u>Level Three</u>	<u>Level Four</u>
<p>Not on task/ wasting time.</p> <p>Deliberate avoidance or non completion of set work</p> <p>Distracting another child, chatting in class/assembly.</p> <p>Distraction, interruption of activities, calling out, attention seeking behaviour.</p> <p>Negative body language.</p> <p>Accidental damage to school/others' property through careless behaviour.</p> <p>Running indoors.</p>	<p>Any Persistence of level one.</p> <p>Telling lies.</p> <p>Teasing others, name calling, making, unkind and derogatory comments.</p> <p>Play fighting, dangerous or rough/aggressive play on the playground (including when playing football).</p> <p>Retaliation</p>	<p>Any persistence of level two.</p> <p>Not responding to instructions; uncooperative behaviour.</p> <p>Stealing.</p> <p>*Racial or prejudice abuse.</p> <p>Deliberate, persistent or malicious lying.</p> <p>Inappropriate/bad language or actions.</p> <p>Graffiti on school property (including school books).</p> <p>Deliberately damaging another child's property.</p> <p>Deliberately injuring another pupil</p> <p>Verbal Threats</p> <p>Deliberately spitting</p> <p>Answering back/ Rudeness towards staff</p> <p>Any other similar behaviours that the HT deems to be at this level.</p>	<p>Any persistence of Level three.</p> <p>Serious acts of sustained Violence towards pupils and adults eg: hitting, kicking, fighting, and biting.</p> <p>Persistent bad language and verbal abuse.</p> <p>Continued refusal of an adult's reasonable request.</p> <p>Vandalism of school buildings/property.</p> <p>Bringing dangerous items into school.</p> <p>Leaving school premises without consent.</p> <p>*Bullying (including cyber)</p> <p>Any other similar behaviours that the HT deems to be at this level.</p>

*** This will be investigated by the AHT/DHT or HT and could result in level 4 consequences depending on the outcomes.**

All level four type behaviour will result in a full investigation and will be logged. (Please also refer to the school anti-bullying policy)

Unacceptable behaviour explained:

Level One type behaviour

Each member of staff must follow the same procedure:

Every lesson counts for learning and it is extremely important that lessons are not interrupted by children displaying persisting low level behaviour. Unwanted behaviours will be logged including where warnings are verbally shared.

- Any child displaying level one type behaviour will, after two verbal prompts, spend ten minutes in reflection. The class teacher will inform parents/guardians if the child is in reflection for three times or more in a week and it will be recorded onto CPOMS.
- On some occasions Teachers/leaders may use professional judgement when deciding on consequences should there be an exceptional context eg: the child is experiencing trauma related experiences.

Persistence of Level One

If a child chooses to display the same negative behaviour or another act of unacceptable behaviour within the lesson they will be asked to leave the classroom for the rest of the lesson. They will be sent to the partner class or shared area and given a level two. They will not receive any attention other than to be told where to sit. They will return to their class teacher at the end of the lesson. The child should then return to the next lesson and with a fresh start approach. The same procedure will be followed. If the child is asked to leave the lesson again they will be sent to a leader's classroom/area. They will then be issued with a level three and a Senior Leader will be informed. If the child chooses to behave inappropriately in a third lesson on the same day then the procedure will be followed and if they are asked to leave the classroom they will be sent to the Head Teacher. They will not return to the class for the remainder of the day. A Senior Leader may telephone the parent.

If a child refuses to leave the classroom and or an area and becomes further disruptive they will be warned that if they don't leave then they will be removed. This behaviour will result in a level 4. The child will be given the choice to move independently and if they choose not to then a senior leader will be called and the child will be removed.

Level Two

- The child will be sent to the 'Timeout Zone' (outside the Deputy Head Teacher's office)
- The child will spend two playtimes in reflection
- If any child receives level two's 3 times per half term the leader of the phase may contact parents and discuss their child's behaviour. (Leaders will monitor behaviours on a weekly basis).

Level Three

- If a member of staff believes the child has shown unacceptable behaviour at level three they will summarise the incident to the Deputy Head Teacher /Senior Leader. The Deputy Head Teacher /Senior Leader will consider the behaviour and investigate if necessary.
- The child will not be allowed outside to play for the following 3 playtimes/lunchtimes and may not be allowed to take part in off-site or extra - curricular activities. Lunch will be eaten whilst being supervised by Deputy Head Teacher /Senior Leader.
- Privileges for an extended period may be withdrawn at the discretion of the Headteacher.
- The Deputy Head Teacher /Senior Leader will contact the parents that day and inform the parent/carer about the behaviours demonstrated

Level Four

- If a member of staff believes the child has shown unacceptable behaviour at level four they will summarise the incident to the Headteacher. The Headteacher will consider the behaviour and investigate.
- After investigation; parents will be immediately informed by telephone and will be expected to support the school's actions. This phone call may be followed by a formal letter. An appointment may be made with parents, teacher and Headteacher to discuss expectations of the child's future behaviour.
- All privileges for an extended period will be withdrawn at the discretion of the Headteacher.
- The child may lose the privilege to work within their class/year group/phase.
- In some cases, the child may be excluded for a fixed period, usually in the first instance of 1 to 5 days and the formal recording of that exclusion will be made.
- In extreme cases the child may be permanently excluded.

Fixed term and permanent exclusion will follow guidelines set by DFE.

Persistent unwanted behaviours

Our behaviour policy is well known by pupils and staff regularly talk through the rules and remind pupils of expectations. If a child regularly displays unwanted behaviours linked to level two and level 3 as per unacceptable behaviour chart on page 7, the consequences will escalate. Staff will of course ensure that the child understands why the behaviour is unacceptable and offer advice and implement any strategies that may help avoid further persistence. However, if for example a child regularly receives level 2 consequences within a two - three week period for similar behaviours then the consequence may be converted to a level three. The Headteacher will consider the individual context and the needs of the child but in doing so will prioritise the safety, well-being and education of all pupils in school.

Lunchtime

School code of conduct and values apply over lunchtime and 'Golden Hindes' can be given to children by all lunchtime staff.

Inappropriate behaviour at lunchtime:

Positive reinforcement is the focus for lunchtime. A child who chooses to behave in an inappropriate way will be warned first unless the behaviour is so serious a warning is not possible eg: a child has been hurt. Learning Support Assistant's/Mid-day Supervisors will inform the child involved they have a warning and they will refer to the code of conduct being broken. If they do not correct their behaviour or go against the code again during the lunch break then they will be expected to stay with the adult on duty for a period of time. If the behaviour is more serious negative behaviour such as those behaviours listed in level two and three then this will require an investigation by a teacher/leader and the child or children involved will be sent into school and will stand outside the Headteacher's office. If the child refuses then SLT should be sent for.

Any inappropriate behaviour dealt with over lunchtime must be reported to the class teacher at the end of lunch. Further sanctions maybe issued such as having lunch in a separate space and, or referred to senior staff who may then contact parents.

If a child receives a number of consequences for play or lunchtime behaviour the school may consider using the supervised and structured play option that is in the Star room for lunchtimes. This will be supervised by an adult who sets up appropriate free play activities. Part of their role in these sessions is to help children develop social skills alongside other children in a smaller more nurturing environment. All other children and in particular those with additional needs always have use of this provision too. Staff in school will decide how this is managed.

Persistent inappropriate behaviour

On the rare occasions when a child persistently struggles or chooses not to follow the code of conduct and not learn from consequences (predominantly level two and three behaviours), other strategies may be put in place to support the child and to ensure teaching and learning in class is undisrupted for other pupils and staff. Where appropriate the school will seek specialist advice and support from outside agencies. The school may consider use of a reduced timetable if deemed appropriate.

The school may introduce an age appropriate daily chart to:

- split the day for the child into smaller sections
- help the child manage their own behaviour.
- reduce the number of level consequences
- be used to help track and log behaviours- identify patterns etc.
- to prevent persistent behaviour disrupting teaching
- to enable daily communication between staff and parents

The chart will be explained to the child and parents involved. Parents will be expected to return the chart on a daily basis. Should a child's behaviour be a risk to his or her own safety and, or, that of others a risk assessment will be completed and there will be an agreed response developed between parents and school.

If a child is placed on a chart or has similar intervention for persistent unacceptable behaviour the Headteacher may withdraw access for a period of time to extra curricular activities eg: clubs. The Headteacher may also restrict access to other special events such as trips and events eg: disco or activities off site. Sometimes, if behaviour in the classroom is not an issue then a chart may be used solely for play and lunchtimes.

Deliberate physical abuse towards other pupils and staff will not be tolerated and may result in reduced time/sessions during school, fixed term exclusions or at worst, permanent exclusion.

Use of reasonable force

Occasionally staff may need to use reasonable force in order to:

- Maintain the safety of pupils and staff
- Prevent serious breaches of school discipline
- Prevent serious damage to property

Staff Authorised to Use Force

All staff are authorised to use reasonable force within the context of the DfE publication 'Use of Reasonable Force, Advice for Headteachers, Staff and Governing Bodies' (July 2013). Staff are strongly advised to follow all sections of the guidance, but the section on 'recording and reporting significant incidents' is statutory.

The Headteacher can legally authorise others (e.g. volunteers or parents assisting on a school trip, but caution in extending such authorisation should be exercised and will always be under specific direction of a supervising member of staff.

The Headteacher is responsible for ensuring that all staff are aware of their right to use reasonable force and in what circumstances they may use it (this right is not a basis for a legal defence in the event of an allegation of misconduct or malpractice).

Members of staff should not put themselves at risk. An individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety. If reasonable force is necessary, then staff will ensure that there is at least a second member of staff with them where possible.

If a child requires regular positive handling in order to keep themselves and others safe the head teacher will train staff in de-escalation and positive handling to ensure safe handling is used. There are a number of staff who have been trained using Team Teach handling techniques. Parents will be informed if such techniques are used. School will look to organise an agreed response document which will be shared with parents and signed should regular handling be required.

Minimising the Need to Use Force

Use of force is only used as a last resort and procedures are in place at Henry Hinde Junior School to create a calm and orderly environment and supportive school climate that lessens the risk and threat of violence of any kind. Effective relationships are developed between staff and pupils and PSHCE activities support pupils in managing conflict and coping with feelings. Staff are also given guidance and training in how to manage pupil behaviour.

Specific circumstances - School trips/visits/swimming/PE

Following the guidance of the Equality Act 2010, we endeavour to provide all children with full access to the school curriculum: this includes educational visits and trips. If a child has significant difficulties where an activity may pose additional risks for that child or the safety of others – we will work closely with staff and parents to develop a plan of support in order for the child to attend the trip and ensure the best possible outcome for all involved. This may involve for example: additional staffing, different modes of transport, amended visit time/structure of the visit.

Screening and searching pupils

Taken from the Behaviour and discipline in schools - Advice for headteachers and school staff (January 2016), there are two sets of legal provisions which enable school staff to confiscate items from pupils: 'The general power to discipline' and the 'Power to search without consent' At Henry Hinde Junior, staff may confiscate items that are of high value, deemed inappropriate, are against the school policies or are causing an issue. Where a specific policy does not exist, the teacher should use their discretion, whether the item is returned to the child or to the parent/guardian. Items returned to the child should usually be returned no later than the end of that school day. If the item needs collecting by a parent/guardian the teacher should ensure that the parent/guardian is made aware that an item has been confiscated – either through the child or via text/phone call; where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian. Staff do have the Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property;

The legislation sets out what must be done with prohibited items found as a result of a search.

The power to discipline beyond the school gate

As a school we will respond to concerns regarding children's behaviour outside of school which could:

- have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school. Pupils, Parent's and Staff are advised to inform school if they have any concerns. Each concern will be dealt with based on the nature of the incident.

Anti-Bullying Policy

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

At Henry Hinde Junior School we do not tolerate bullying of any kind. Every child has the right to learn in a safe and happy environment where all children respect each other as individuals.

Bullying can take many forms, it may happen face to face or indirectly through cyber bullying, all types of bullying will be taken equally seriously and will be dealt with appropriately. No child at Henry Hinde Junior should be in fear of bullying. We understand that friends have disagreements and fall out, this is not usually bullying. The 4 main types of bullying are:

Physical	hitting, kicking, taking belongings
Emotional	spreading rumours, intentionally being unfriendly or excluding
Verbal	name calling, teasing, insulting child or family
Cyber	mobile phone calls, texts, use of social media to intimidate, insult or upset

Bullying can be motivated by actual differences or perceived differences between children. It may be due to a prejudice against a specific group. Specific types of bullying include:

- Bullying related to race, colour, religion, culture or belief
- Bullying related to special educational need or disability
- Bullying related to appearance or health condition
- Bullying related to sexual orientation
- Bullying related to home or family circumstances, different family make ups eg. Looked after/ adopted children, children from lesbian, gay, bisexual or transgender families.

Our aim is to have no bullying at Henry Hinde Junior but any reported cases of bullying will be dealt with swiftly to ensure the best care and education for the children at school.

Preventing Bullying

All children are taught to treat one another and school staff respectfully. The values, assemblies and specific PSHCE lessons teach children to understand themselves as individuals and celebrate the differences in the school community. Class discussions, stories and the wider curriculum provide opportunities for children to openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Children are taught that the use of any prejudice based language is unacceptable. The school's behaviour policy ensures children take responsibility for their own behaviour and learn to understand how their actions can affect others.

Children are specifically taught about what bullying is and the forms it can take. They understand how they can prevent bullying and what to do if they are ever the victim of, or witness to, any incidences of bullying.

We use national initiatives such as anti bullying week and external agencies to further embed the work in school that bullying, of any form, is unacceptable.

Identifying Bullying

A child may indicate by signs or behaviour that he or she is being bullied. All adults should be aware of these possible signs and investigate if a child:

- is frightened of walking to or from school/ begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic) and begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- is afraid to use the internet

Reporting Bullying

All children and families should feel confident to report bullying without fear that further bullying will take place. Bullying can be reported to:

- Any adult in school that the child/ parent/ carer feels confident to tell- teacher, senior leader, learning mentor, lunchtime supervisor.
- Another child
- A child can write a note and put it in their class talk box located in every classroom.

Dealing with bullying

Every case of bullying is a level four behaviour and will be logged and investigated by the Headteacher or Deputy Headteacher. Each case is individual and will be dealt with sensitively and swiftly. This may include talking with the victim and bully/ bullies, talking with other children who may have witnessed/ heard about incidents and parents will always be contacted.

Supporting children

Bullied children will always be given support, staff will reassure children that they are safe and the bullying must not continue.

Bullies must also be given support to ensure their attitude and behaviour can be improved for the future. However, consequences will also be put in place in response to the behaviour, these may include:

- Writing a letter of apology
- Reflection time
- Loss of extra-curricular activities and privileges
- In serious cases, exclusion may be considered

Resolving Bullying

All the children involved should be part of the discussions leading to a positive solution. Honest group discussions with a supportive adult should aim to resolve the situation and identify a positive way forward. Staff should ensure that they follow up any actions put in place and are vigilant to ensure no further bullying takes place.

Involving Parents/ Carers

- Parents/ Carers will be informed of policy and procedures for preventing, reporting and dealing with bullying.
- Parent workshops on cyber bullying and e safety.

Logging and Monitoring cases of bullying

Staff may setup weekly meetings with a child who they feel is vulnerable or who feels they are being bullied. This would ensure there is a weekly conversation to share any concerns. There may be observations of children in the playground. A diary may also be introduced where the child is encouraged to write down any issues that they feel they cannot talk about.

An annual questionnaire to children and families is used to inform school practice and regular pupil and parent conversations identify any areas of potential concern and future actions.

Governors' Statement

As required by the guidance from the Department for Education on "Behaviour and discipline in schools - Guidance for governing bodies", the following is a statement of general principles in 'determining measures to promote good behaviour and discipline amongst pupils' DFE, p2

The Governing Body of Henry Hinde Junior believe that children behave well when they feel safe and secure and understand that behaviour is an expression of need. We strongly guide the school to develop approaches that reflect this belief and support the pupils to develop their emotional well - being. We also expect the school to provide effect support for pupils with difficulties.

In addition we ask school to provide clear guidance for their staff on:

- Screening and searching pupils
- The power to use reasonable force or make other physical contact;
- The power to discipline beyond the school gate;
- Pastoral care for school staff accused of misconduct; and
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour