



Behaviour Policy

At Lakeview School, we aim to create a safe and supportive environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour.

Only through a consistent approach to supporting behaviour are we able to achieve an environment in which children can learn and develop as caring and responsible people. This policy is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. It is the result of consultation with pupils, parents, governors and staff and reflects current and developing practice within the school. The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

Aims and Principles:

Through this policy we aim to:

- ensure a consistent and calm approach to and use of language to reinforce positive behaviour;
- A fair and consistent approach to the management of behaviour
- ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents.
- To develop social skills through the taught curriculum, including making friendships, dealing with success and failure, being assertive and solving problems.
- To help pupils develop self-esteem and teach strategies for sharing, co-operating and responding to inappropriate behaviour.

In order to meet these aims, we encourage the children at Lakeview to:

- Share in the school's ethos and values, through the promotion of our school values
- Respect themselves, their teachers and other adults, and each other, and to show this by being polite, friendly and considerate of others, and by listening carefully and obeying instructions immediately
- Take responsibility for the choices they make, especially in relation to their behaviour, and to use any strategies they may have been taught (including thinking skills) to manage conflict
- Tell someone as soon as possible if something is worrying them
- Move quietly, calmly and responsibly around the school and be courteous and ready to help others by opening doors and offering to assist with a job etc.
- Show respect for their environment by helping to keep the school clean and tidy, put litter in bins, keep cloakrooms tidy and take care of displays, equipment and their own and other's personal belongings.

School Rules and Relentless Routines

We recognise that clear structures have the best impact on behaviour. Our school's principles for behaviour sets out the **rules and relentless routines** that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

School Rules

Our school has three simple rules: **Be Safe, Be Ready, Be Responsible**.

These rules are explicitly taught and modelled by all members of our school community. Children are expected to follow these three rules when in class, on the playground and outside of the classroom.

We work with the statement '**Safe, Ready, Responsible**'. Namely asking, are students **SAFE** in their actions and behaviours towards others and themselves, are students **READY** to learn and participate fully, are students **RESPONSIBLE** for the choices that they make in learning and towards others? These three concepts of 'Safe, Ready, Responsible' will drive everything we do at Lakeview and help shape the positive culture we want to see for our pupils.

Relentless Routines

These routines, consistently seen and heard around school, will ensure all pupils are clear about the behaviour expectations of all adults.

- Pupils and adults will be expected to demonstrate high level of expectation when moving around school. Pupils and adults will adhere to agreed dress codes '**awesome appearance**' and ensure that they are well presented before walking to assembly, for example.
- When adults in school require the full attention of a class or group of children, they will use key phrases such as '**eyes on me**'. Pupils are taught to stop what they are doing, turn to face the adult and **Be Ready** to listen. This ensures a quiet and calm classroom where the teacher can address pupils at the same time.
- Similarly, adults will use the term '**cinema seats**' indicating that children should turn themselves (and chairs as appropriate) to face a single direction. This will be combined with '**eyes on me**' and ensures that children understand that they need to be actively engaged in what the adult is doing and saying.

Rewarding Positive Behaviour

Our school behavioural approach is based on the philosophy that positive reinforcement encourages children to demonstrate the correct values and behaviours.

Explicit Rewards:

- One child each week is rewarded with a Visible Values certificate for exemplary demonstrating one of the school values. Children will also have the treat of having hot chocolate with the Head Teacher.
- A class Star of the Week is awarded to one child each week; they will receive a certificate and star badge for demonstrating exemplary learning; children in year 5 and 6 are also awarded a golden tie to wear for the week. Children will also have the treat of having hot chocolate with the Head Teacher
- Children will receive merits for exceptional work in class which exceeds and goes above the expectations of the individual. These are recorded in the pupil planners by noting the date and initials of the adult awarding the merit. On achieving a set number of merits, children are presented with: a bronze award, silver award, gold award and a platinum award. Once the platinum award has been achieved, to ensure there is a continued incentive, the teacher is able to nominate any child in the class for an Excellence award.
- Children are also rewarded with values tokens, for demonstrating the school values – this is recorded in their pupil planner using values stickers, and tokens are deposited in the school values vault to enable children to work towards a whole school reward.

- Positive messages will be sent home regularly by class teachers and members of SLT to inform parents of good behaviour – via phone calls and positive praise cards

Our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. Children will be recognised for their good behaviour by:

- non-verbal signs (e.g. a smile) to individual children
- public praise
- rewards – spoken praise, an achievement sticker, being able to choose a favourite activity,
- shared school rewards systems - sending a child to another member of staff for praise

BEHAVIOUR STRATEGIES AND SANCTIONS

We encourage a positive dialogue with children. Inappropriate behaviour is often a means of communication. Staff should always use a measured, gentle approach at an appropriate point. The adult should refer to the child by name, lowering themselves to the child's physical level, making eye contact, delivering the required message which should be re-enforced with the school's values; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour; which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Dependent on the negative behaviour displayed, it may be appropriate to delay acting upon this until there is an opportune moment to have a reflective discussion appropriately. When addressing negative behaviour, the stepped sanctions process should be followed in all cases.

Unacceptable behaviours may include:

- Disruption of learning
- Non-completion of classwork
- Name calling or teasing
- Failure to follow instructions
- Playground incidents – rough play
- Deliberate disrespect of the school's rules or towards others

Serious misbehaviour is defined as:

- Persistent taunting, teasing and bullying behaviour
- Spitting
- Swearing
- Violence (i.e. physical contact made with the intention to harm)
- Any form of bullying
- Fighting,
- physical assault against peer or staff member
- Direct verbal abuse against a peer or staff member
- Threat of harm
- Inappropriate sexual behaviour
- Vandalism
- Theft
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items or those that are not age appropriate
- Persistent incidents of misbehaviour
- Any form of behaviour that is dangerous or which has the potential to be dangerous

It is important to note that the above types of behaviour are not an exhaustive list of what behaviours may constitute a breach of Safe, Ready, Responsible. If a child's behaviour is seriously disruptive, dangerous or one of the above definitions of 'serious behaviour' the class teacher should inform a member of SLT immediately.

Acceptable forms of Sanction:

- Targeted discussion
- Restorative conversation
- Verbal reprimand
- Removal from class
- Detention – during or after school
- Loss of privilege e.g. break or a trip/visit
- School based community service (tidying classroom)
- Isolation
- Exclusion (temporary/permanent)

Strategies to address negative behaviours		
1.	Encouragement	Gentle encouragement, a visible cue, a 'nudge' in the right direction, small act of kindness
2.	Rules and Expectation reminder	A reminder of the school values and school rules Use positive language linked to the values and rules to encourage the child to make positive behaviour choices.
3.	123 Magic - make the right choice	Highlight the positive action you expect to see, as an instruction, giving take up time – at least 10 seconds on each occasion up to 3 times e.g. 'walk thank you' (instead of don't run) 'use kind hands thank you' (instead of don't hit). Praise the positive action from the pupil ' <u>thank you for making a good choice</u> '.
4.	Reflective discussion	Have discussion if they have not responded positively to the first three steps, at the end of the lesson or at the point of the behaviour if outside of class time – even if they have chosen to do the right thing at a later point. The class teacher will contact parents to inform of the incident and share any further action. The adult may call upon the support of the learning mentor and the senior leadership team (SLT). A ntecedent, B ehaviour and C onsequence' to be recorded on CPOMs. The CPOMs log should be closed if there is to be no further action.
5.	ABC monitoring (see below: ABC approach)	Where a child continues to demonstrate negative behaviours (5 incidents occurred/escalated to stage 4 in a 2-week period), parents will be contacted and informed. An ' A ntecedent, B ehaviour and C onsequence' (ABC) record will be introduced to monitor the behaviours over a further 2 week period initially. This will be reviewed with SLT each week and the outcome shared with parents/carer at the end of the monitoring period. Sign off or escalation to the next steps will be agreed with the parents, teacher and SLT.
6.	Formal Behaviour Plan	Where negative behaviour continues and previous strategies are not having an impact. A meeting will be held with the learner, parent and member of SLT to discuss concerns, agree targets, actions and introduce a behaviour plan. The behaviour plan will be reviewed daily by a member of SLT and will be reviewed weekly by the class teacher and SLT. A review meeting will be held with the

		parents and child at the end of the 2 week period. Where successful, this will end; it may be agreed to continue for a further period. Where the plan is in place for up to a half term with little or no change, escalate to the next stage.
7.	SLT supervision	Working alongside SLT and independent work set
8.	Internal exclusion	Working in temporary isolation and independently in school
9.	Fixed term exclusion	School work set to be completed at home

The ABC approach

This approach supports us in being able to determine the intentions behind the behaviours; we use an ABC form [antecedent (A), behaviour (B) and consequence (C)] to record observed behaviours and actions over time.

This can help us find out what a child is trying to say (e.g. express tiredness or frustration from a task being too hard), as well as what the child gets out of the behaviour (e.g. someone's attention or an object they want). ABC forms are used throughout the school to help all staff understand a child's behaviour.

Separating observations into these three categories can be useful in understanding what certain behaviours are linked to or triggered by. It can help us to understand why particular behaviours are taking place. It can even suggest more effective intervention and care.

An ABC behaviour chart forms part of an evidence-based strategy that helps to understand behaviour and assess the effectiveness of the strategies in place by addressing both antecedents and consequences.

We use this as a school, to analyse the events and this informs our behaviour sanction approach. External advice may also be gathered when repetitive behaviours observed. We also recognise that the school's standard behaviour approach may not be appropriate and is dependent on the individual child.

On occasion, the decision may be that an individual behaviour plans is created as an alternative. This will be fully discussed with the parent in advance and is at the total discretion of the leadership team.

Calming down

When dealing with a child who has been demonstrating unacceptable behaviour we recognise the need for that child to calm down. This may be achieved by asking the child to sit on his or her own or the teacher may ask the child to visit another class. Alternatively, another member of staff (e.g. a learning mentor or SLT) may be called upon to discuss the issue with the child. It may be necessary to ask the child to leave the classroom, but children should not be left outside of the classroom on their own for any extended length of time, without a member of SLT being made aware. If a child misses work during a period of 'time out' this work will subsequently need to be completed. A child who is spending 'time out' must be supported by an appropriate adult.

A reflective space is provided at lunchtime for children to think about their actions and to consider how they might have avoided a particular playground issue, and/or how to make amends.

Listening

We will aim to be good listeners, recognising that children may be able to modify unacceptable behaviour if they are encouraged to accept responsibility for themselves and the choices they make. It must be recognised that listening effectively requires time and that sometimes a child may have to wait until an appropriate adult is available to discuss the problem.

Stepped Sanctions

The aim of the stepped sanctions process is to enable children to reflect on their actions and consider the future behaviour choices. The steps are sequential and progressive, however the course of action and steps taken are determined by the type and severity of the behaviour demonstrated and are at the discretion of the Head Teacher. Should an incident be for a significant behavioural issue, the school reserve the right to apply a sanction a greater period of exclusion, and ultimately have the right to permanently exclude any child who puts children and adults at risk. Adults should take the appropriate steps to deal with any behaviour which does not follow the school's behaviour policy, or meets the school's behaviour expectations.

Stepped Sanctions	
1	moved to another class
2	Loss of break, lunch time (can be multiple days) afterschool detention (at the discretion of SLT)
3	Removal from classroom (at discretion of SLT) and work in alone with SLT member (individual playground breaks) Loss of privileges.
4	1-5 days internal exclusion (at discretion of SLT). (Individual playground breaks). Loss of privileges.
5	1-5 days fixed term exclusion. Loss of privileges. (at the discretion of the Head Teacher – may be multiple days determined by the severity of the incident)
7	Permanent Exclusion

Parental contact

We want to ensure that parents are fully aware of our behaviour management process and that we are doing the utmost to ensure that all children are following the school's behaviour policy. It is vital that parents are included from an early stage in the process where negative behaviours escalate and where the behaviour policy is not being followed. Parents will therefore be contacted by telephone and invited to attend meetings so that we have inclusive behaviour practice and to ensure we hear the voice of the parent as well as the child.

School action	Parental contact
Reflective discussion held with a child (Stage 4) Moved to another class,	Telephone call to parents (and follow up letter for detention)
Loss of break After school detention if 5 recorded incidents in 2-weeks or due to the severity of the incident	

ABC record introduced to monitor behaviour for 2 weeks due to: 5 behaviour incidents occurred/escalated to stage 4 in a 2-week period	Parents informed. Invited into school for discussion if required. Informed of the outcome after this period and next steps agreed.
Formal Behaviour Plan (stage 6)	Meeting arranged with parents to set up the behaviour plan. Exclusion process outlined. Weekly review with parents and informed of the outcome/next steps agreed, at the end of the plan period.
Working under SLT supervision	Parents informed. Invited into school for discussion if required and next steps agreed.
Internal exclusion	Parents informed. Invited into school for discussion if required and next steps agreed.
Fixed term exclusion	Parents informed and invited into school at the outset of the exclusion. Re-integration meeting with parent and pupil on the first day returning after the end of the exclusion period and next steps agreed.

Child on Behaviour Plan

Please be aware that we understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour. This could still include being on a report card but is decided based on the individual's needs.

Sanctions should always:

- make it clear that unacceptable behaviour affects others
- avoid being applied to a whole group for the activities of individuals;
- be consistently applied by all staff to help to ensure that children and staff feel supported and secure at all times.

Detentions and Internal Exclusions

It is very important for children to know that their parents will be informed if their behaviour is unacceptable (see 'Parental Involvement' below). In some circumstances it may be necessary for a child whose behaviour has been unacceptable on several occasions throughout the day, and who, perhaps, has subsequently failed to complete the expected amount of work, or has prevented others from doing so, to be given a detention (5 recorded behavioural incidents on CPOMS over 2 weeks). During a detention the child will be given work to do and will be supervised by an appropriate member of staff, depending on the level of detention given.

1. Lunchtime Detention – Usually for poor classroom behaviour
2. SLT Detention with a member of the Leadership Team (5 recorded behavioural incidents on CPOMS over 2 weeks) – for significantly disruptive behaviour or low-level violence
3. SLT working/internal exclusion (7 recorded behavioural incidents on CPOMS in one month) or when a child has exhibited extremely challenging/unacceptable behaviour and has, perhaps, put themselves or others in danger, it may be appropriate for that child to undergo

an internal exclusion, whereby they will be expected to work in isolation from their peers for the entire day, including playtime and lunchtime.

UNACCEPTABLE BEHAVIOUR

Violence

We believe that there can be no excuse for the use of violence in school and that any sort of violence at school, including violent retaliation, is unacceptable; staff will encourage appropriate behaviour through their teaching and explain to children that even 'play fighting' is wrong, that it is likely to hurt someone, and that it will not be tolerated. Physical acts of violence will be recorded on CPOMs immediately and is a Level 4 incident on Stepped Sanctions.

Hate Incidents (Abusive, racist, sexist, homophobic or other forms of insulting language)

We recognise that name calling and/or the use of any kind of abusive, racist, sexist or homophobic language, including that used in retaliation, is wrong and is just as hurtful as physical violence. Children are taught during ethos assemblies and PSHE lessons that it is unacceptable.

Bullying and the use of threat

'Bullying is the wilful coercion of others by fear, or the persecution or oppression of another person by force or by threat' (Oxford English Dictionary). Bullying can be both verbal and physical. It leaves the victim feeling frightened, threatened and upset. It is usually more than an isolated incident but can be difficult to identify. We are aware that bullying does occur both in the classroom and the playground, but we will not tolerate bullying in the school when it is found. We will look for indications of bullying such as behavioural changes or unwillingness to go out playground. If staff notice incidents of bullying they will first comfort the victim and then refer the 'bully' to a member of the Senior Leadership team, or the Head Teacher if necessary.

Un-co-operative and defiant behaviour which makes it difficult for the teacher (or other adult) to carry out their duties effectively

The refusal to follow the instructions of an adult, (i.e. a teacher, Learning Support/Teaching Assistant, Midday Supervisory Assistant etc.) is unacceptable and must be addressed. If a child refuses to do as they are asked, they will be asked to make the right choice using one or more of the strategies to encourage positive behaviours. This may need to be repeated, but responsibility for making this choice must be clearly stated as the child's own. If they continue to refuse beyond the reflective discussion, then a consequences must be applied.

Disruptive behaviour or negative responses to the achievement of others

We recognise that disruptive behaviour can have a negative impact on the learning and well-being of all children within a class, that it is the result of a conscious decision made by the child in question, and therefore it will not be tolerated. However, we also recognise that, for some children, this may be due to an unidentified need, and that it may therefore not be appropriate to reinforce such negative behaviour with an immediate response. Disruptive behaviour often needs to be dealt with in a sensitive, non-confrontational way.

Positive Behaviour Support

There is a strong emphasis on diversion, diffusion and de-escalation, through modifications of the environment, use of routines, improved communication and positive attitudes. In a small minority of instances physical interventions may be used to keep people safe while other positive behaviour support strategies continue. We are a non-contact school and physical

intervention would be only ever be used by appropriately trained staff, if a child was about to harm themselves or another child/staff member.

PHYSICAL INTERVENTION & USE OF REASONABLE FORCE

Staff will not handle a pupil unless there is an exceptional circumstance whereby they may need to intervene physically to hold a child/ren to keep them safe, prevent a child/ren injuring himself/herself, or to prevent them injuring another child/ren or member of staff.

The use of such physical contact or restraint will only be used if it is clearly in the best interests of the safety of pupils or other members of the school community.

The actions that we take are in line with government guidelines on the safe and positive handling of children.

PARENTAL INVOLVEMENT

At Lakeview School, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- understand and reinforce the school language as much as possible;
- share in the concern about standards of behaviour generally;
- support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

We feel that it is very important to work closely with parents and parents are invited into the school on many different occasions throughout the year, both formally and informally. This gives class teachers many opportunities to build and maintain positive relationships with parents. We hold 'Parent Consultation' afternoons and evenings twice a year and an opportunity to discuss the school report. Early in the school year parents will also be made aware of the school's Home School Agreement with the expectation that in choosing Lakeview for their child, they automatically 'sign up' to the home school agreement. We ask that parents raise any issues or disagreement related to this agreement at the point of it being sent home each year. Sometimes staff or parents may need to meet at other times and parents and staff are urged to contact each other if there are any concerns. The best time for staff and parents to meet is at the end of the school day, however, it is necessary to make an appointment as staff often have to attend meetings at 3.30 pm.

If a member of staff would like to talk to a parent, he/she will contact that parent as soon as possible in order to discuss the relevant issues. We recognise that we need to be consistent with children. Children need to know that we are being 'fair'. However, it is also important to recognise that there could be extenuating circumstances that affect a child's behaviour, e.g. a death in the family, separation of parents, a child witnessing an act of violence, a child subject to some form of abuse. Parents/carers are urged to inform the Class Teacher if they know of anything which may be having a detrimental effect on a child's behaviour. This information will be treated as private and confidential.

We need parents' full co-operation if our policy is to be effective. It is essential that parents support us in the 'No hitting back policy'. Parents and carers have a very strong influence on children. In the past, incidents have occurred in school and parents have taken matters into their own hands by either 'telling off' another child or arguing with another parent or staff member in front of the children. If staff or parents are aggressive towards each other in front

of the children it can only reinforce the sort of negative behaviour we are trying to discourage in the children. In view of these points, it is essential that parents approach the school if their child is having issues with another pupil. We will not support a parent telling their child to hit back, nor do we support parents approaching pupils or their parents directly to resolve issues.

In certain circumstances where a child has been involved in a serious incident of inappropriate behaviour a Senior Leader will contact the parents immediately and ask them to come to the school to discuss the matter with him/her. If possible and/or appropriate the child will be involved in the discussions.

LUNCHTIME SUPERVISION

Lunch time can be a very difficult time for some children. Certain children identified as being 'at risk' of displaying challenging behaviour at lunchtimes will therefore be invited to attend a supervised lunchtime club. These children will join small groups of their peers (no more than 5 in a group) and will be supervised. They will then accompany their group leader into lunch and will subsequently take part in structured activities throughout their lunch time, organised and supervised with the aim of developing social interaction skills. Clubs include board games, computer use, social skills activities and crafts. It is important to recognise that these supervised lunchtime clubs are a provision for these children and not a punishment.

EXCLUSIONS

At Lakeview, we do not believe that exclusion is in the best interests of pupils experiencing difficulty with their behaviour in school, therefore exclusion of any type is an absolute last resort and will only be used in extreme cases.

As an inclusive school, Lakeview's target is zero exclusions. However, if a child's behaviour is not modified and continues to be unacceptable the ultimate sanction will be to exclude him/her from school.

Internal Exclusions

In some circumstances it may be necessary to isolate a child from other pupils for a fixed period. When excluded internally, a pupil will spend some time, usually one day, working in isolation, sometimes with SLT or in the classroom of a senior leader. Parents are informed of the circumstances surrounding the internal exclusion.

Fixed Term Exclusion

In extreme circumstances a decision may be made to exclude a child from school. A fixed term exclusion will be for no more than five days. The Headteacher would inform the parents of the exclusion and their right to make representations to the Governing Body and the LEA. Parents of an excluded child will be asked to attend a meeting before the child returns to school. All parties will need to agree on a plan of action which will help the child to deal with his/her behavioural difficulties. The plan of action will be recorded and a date will be set for a review meeting. Other professionals may be invited to the meeting if appropriate (e.g. social worker and educational psychologist etc.)

Permanent Exclusion

The Headteacher can exclude a child from school permanently if in his/her judgement the pupils return to school would seriously prejudice the education of the other pupils or would place the safety of the pupils and/or staff at risk. As in the case of a fixed term exclusion the parents will be informed in writing and advised of their right to make representations to the Governing Body.

A meeting will be held to discuss the exclusion. The Headteacher will write a report which clearly states the reason for the exclusion and the events which led up to the exclusion. The following people will attend the meeting: the Headteacher, Inclusion lead, the child's parents/carers and governors. The governors will have been identified as those who are prepared to be an Exclusion Panel. The child may be invited although this is not usually appropriate.

The Headteacher's report is sent to all members of the panel as well as to the parents. The meeting is formal in nature and minutes will be taken of the decision reached and the reason for the decision. If the governors agree to the exclusion, the parents have the right to appeal. The parents have fourteen days in which to lodge an appeal to the governors. The appeal is heard by an independent panel and their decision is binding.

Record Keeping

Lakeview School recognises the importance of recording children's achievements as well as any incidents where the behaviour policy is not followed. In school we use a secure online system to report incidents of challenging behaviour and to log the actions taken. This logging is essential in building a bigger picture of a child's needs and ensuring that the information is shared with those in-school professionals who may be working with other members of the same family. Teachers are asked to record any behaviour which is disruptive, violent, linked to bullying or hate incidents or which causes concern for any reason. Frequent reports are run in order to allow SLT to monitor behaviour across the school.

Accordingly, the school will follow DFE guidance and ensure that the following serious incidents and relevant letters and documentation are formally recorded on CPOMS/Integris:

- Fixed Term Exclusions and
- Permanent Exclusions
- Bullying Incidents
- Discriminatory Incidents

Incidents of poor behaviour are communicated to parents either by the class teacher or SLT. If the behaviour is extreme or incidents of poor behaviour are frequent or persistent a formal meeting will be arranged to discuss this. In these cases, a standard letter will be sent following the meeting to outline the key discussion points and actions that the school, parents and child can take to improve the behaviour. This letter is uploaded to CPOMS.

Bullying

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

- Deliberately hurtful (physically or emotionally)
- Repeated, often over a period of time
- Difficult to defend against

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done repeatedly over a period of time and on purpose. Children sometimes fall out or say things because they are upset.

When occasional problems of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns and disagreements. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Preventative Measures:

- Regular PSHE lessons using the Jigsaw scheme of work.
- Assemblies linked to themes associated with Safe, Ready, Responsible
- Whole school participation in National Anti-Bullying Week
- Lessons on E-safety and Cyber Bullying as part of the Computing curriculum

Identifying Child-on-Child Abuse:

Pupils who are being bullied may not report it. However, there may be changes in their behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or absence from school.

Adults should be aware of possible signs that a child may be the victim of child on child abuse and investigate further if they have concerns. When an adult finds evidence of bullying it must be reported to a member of SLT immediately. Any investigations should be completed fully, with an outcome recorded on CPOMS. An addition to CPOMS regarding the pupil who may be the victim of bullying should also be made, even if this is not substantiated (found to not be bullying) for further monitoring.

In any case where a pupil discloses that they are the victim of bullying, or that this is alerted to a staff member by observing possible signs or through a disclosure by another individual, the parents/carers of the identified pupil will be informed immediately and invited to a meeting to discuss further.

Reporting concerns: children at Lakeview School are taught to understand that they should always report bullying if they are a bystander and witness it happening. Ignoring bullying is unfair to the victim.

Staff will ensure that children who report bullying are provided with the appropriate reassurance and support should they require it. Bullying is considered Serious Misbehaviour and must be reported to a member of SLT immediately who will investigate. Parents and Carers are encouraged to alert the school immediately if they have any concerns about bullying.

Dealing with bullying:

If bullying is identified, a member of SLT will listen and speak to all children involved separately. Staff will reinforce to the bully/bullies that their behaviour is unacceptable. Lakeview considers all bullying as Serious Misbehaviour and appropriate sanctions will be applied according to this policy. If possible, pupils will be reconciled. The Inclusion Team will provide support to the victim of the bullying. Support will also be given, to help the bully/bullies understand and change their behaviour. Parents will be informed and invited to come into school for a meeting to discuss the problem and the support that the school has put in place as a result.

Cases of bullying will be monitored to ensure that repeated incidents do not occur. Bullying incidents will be discussed at SLT meetings.

The Headteacher will present termly reports on serious bullying incidents to the Governors. If necessary and appropriate, the Designated Safeguarding Lead in school, Social Services or The Police will be consulted.

Services/help organisations that can help:

Childline - 0800 11 11 Bullying online www.bullying.co.uk Anti-bullying Network
www.antibullying.net Anti-Bullying Alliance www.anti-bullyingalliance.org.uk

Pupil Support:

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. For those identified with SEN the system may be altered and adapted to meet their needs. They may stand outside the policy according to their Education, Health and Care Plan (EHCP) which will indicate the actions planned to address and support their needs. These are monitored by the SENCO and Pastoral Team and all staff working with the pupil should know and implement the agreed strategies for that pupil. The school's SENCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, with parental consent, the school seeks support and advice from specialist teachers, an educational psychologist, and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Preventative measures include (but are not limited to):

- Short planned movement breaks
- Adjusting seating plan
- Adjusting uniform requirements
- Training for staff

Any preventative measure should consider the specific circumstances and requirements of the pupil concerned.

Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training:

Our staff are provided with training on managing behaviour, as part of their induction process. Behaviour management will also form part of continuing professional development.

Monitoring & Evaluation

The school's Leadership Team will monitor the effectiveness of the policy at least once a year and report back to the Local Governing Body. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by the Leadership Team in order to monitor and evaluate any changes

brought about by the policy. All concerned parties will be kept informed of any review and action that will need to be taken.

Application and scope of this policy

This Behaviour Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g. in the dining room, at play and lunch times or when off site, etc. but the same principles of promoting good behaviour will always apply.

Link to other policies

- Learning & Teaching policy
- Safeguarding (Child Protection) policy
- Positive Handling Policy
- Special Educational Needs Policy
- Special Educational Needs and Disabilities (SEND) Report
- Equalities Policy
- Exclusion policy
- Acceptable Internet Usage Policy
- Anti-Bullying Policy

Agreed February 2023

Review Date February 2025