At East-the-Water Primary School we expect pupils and staff to be polite, co-operative and considerate of others. Staff are committed and consistent in creating a school environment where these qualities are seen to be important and are positively encouraged. Our approach to behaviour management is positive and is based on several key principles which reflect the school ethos and our relationships with the pupils.

Challenge, support, report

A successfully inclusive school culture with non-stereotypical learning attitudes, can reduce the level of bullying incidents, providing a safe and happy school environment. East-the-Water Primary School places an emphasis on equality, diversity and safeguarding by considering three approaches;

- **Challenging** those responsible for causing any kind of prejudice or bullying and taking actions which prevent further behaviour patterns continuing or establishing
- **Supporting** pupils who are vulnerable, in need of structure or additional resources
- **Reporting** what has happened and identifying actions the school has taken in line with agreed policies and procedures drawn up by the school or other agencies e.g. inclusion officer. This ensures approach is consistent and immediate.

Good practice

As a school we acknowledge that there are different kinds of bullying and at different levels. East-the-Water Primary has a zero tolerance response to all unacceptable behaviour and prejudices. The school celebrates achievements, diversity and addresses aspects of bullying in groups such as assemblies, PSE curricular activities and is included in daily planning.

East-the-Water Primary keeps parents informed of incidents, supports victims/perpetrators to rebuild relationships and seeks outside agency support or advice. All staff are clear what procedure to follow when reporting bullying or prejudice-related incidents. Any incidents will be reported to the Headteacher and Governing Body. The Senior Leadership Team will continue to monitor that actions taken have prevented any further incidents or patterns occurring. Staff are supported to further develop their confidence to recognise and respond to behaviour and provided with regular CPD.

East-the-Water Primary considers incidents as bullying or prejudiced –related if they include the following aspects;

- Race
- Sexual orientation
- SEN or disabilities
- Age
- Appearance or health condition
- Religion or culture

Key principles:

Staff will:
- Model positive strategies with each pupil to help his/her personal, social and emotional development
- Respond immediately and positively to appropriate or improved behaviour rather than to focus on unacceptable behaviour
- Reward appropriate or improved behaviour
- Provide a consistent approach to behaviour management throughout the whole school
- Provide good adult role models. All adults who come into contact with the pupils have a collective responsibility for behaviour management within the school and respect each pupil's needs
- Identify between behaviour that is disrespectful and needs to improve and behaviour that is a barrier to learning and needs different strategies applied
- Work with parents on all aspects of behaviour management

The school's Golden Rules are seen as being central to our policy by providing a framework within which the pupils and staff can operate using a shared social and emotional vocabulary and language. These should be referred to at all times.

Staff expect pupils to follow the Golden Rules:

- Do listen to people
- Do be gentle
- Do be kind and helpful
- Do work hard
- Do be honest
- Do look after property

Pupils can expect staff to:

- To provide an exciting, challenging, relevant and appropriate curriculum
- To be courteous, consistent, fair and treat pupils as individuals

- To be punctual
- To value the pupils' work
- To listen to pupils' explanations of behaviour
- To recognise good work and behaviour
- To deal with inappropriate behaviour through the consistent use of the Golden Rules

Valuing Appropriate Behaviour:

Positive experiences improve relationships and it is important that pupils achieve recognition for their positive contribution to school life. A high standard of behaviour management will be expected by senior leaders through the consistent application of the Golden Rules, supported by a balance of rewards and sanctions. When pupils are rewarded they feel successful and show high self-esteem. Rewards come in a variety of ways and should be supported across a team:
- Verbal recognition eg praise, thanks, verbal feedback
- Recognition and celebration eg Star of the Week, special responsibility, display
- Written feedback on work
- Stamps on work
- Stickers
- Sharing efforts within the class, with parents or other adults
- A visit to Headteacher or member of SLT to share improvement
- Formal mention and praise in weekly 'Star of the Week' assembly with a certificate displayed in the school corridor
- Golden Time-this takes place on a Friday afternoon and lasts for only 30 minutes. Pupils are able to choose form a range of rewarding activities which are 'golden' or special, well prepared and fun.
- Pupils repeatedly not achieving full Golden Time should be referred to Headteacher or Deputy Headteacher and new behaviour strategies considered.

Pupils with emotional and behavioural barriers:

See SEN policy

Playtime and Lunchtime Club, intervention Clubs:

Pupils experiencing behaviour difficulties or in need social and emotional support during the lunch break are invited to join a club outside, Playtime Club or/and Lunchtime Club. These are supported by adults in a safe environment, providing sanctuary to prevent 'failure' in an unstructured play environment eg playground.   Here pupils learn social and emotional skills and rehearse ways to regulate their behaviour. Pupils develop positive friendships.

MDAs and TAs

All lunchtime supervisors encourage pupils to behave appropriately during the lunch hour and reinforce the Golden Rules. Pupils may be given a sticker/ praise from an MDA or TA for special behaviour. Unacceptable behaviour is communicated to the class teacher. If the Golden Rule broken is Do be Gentle, a member of Senior Leadership Team should be contacted for advice. TAs and MDAs should not contribute to moving on/up pupils on a Behaviour Track or add to a Golden Time Grid.

Golden Time and Golden Time Grid

This is a compulsory strategy and should be used in isolation to a Behaviour Track system. Pupils, after out of the classroom should lose Golden Time. This should correspond with the number minutes of lost learning. Pupils can redeem minutes of Golden time if teacher has observed an effort to rehearse the same Golden Rule. All children should be awarded 30 minutes Golden Time at the beginning of each week. Golden Time should be planned with the class. The time should be special and exciting and not put out at the last minute echoing a wet play!

Maintaining high standard of behaviour:

The highest standard of behaviour is expected from our pupils. Positive behaviour is emphasised and unacceptable behaviour will be dealt with using Golden Grid system to support and measure improvement. Behaviour management should support school policy and be managed consistently by all staff. A consistent approach enables senior leaders to identify and improve poor and ill-mannered behaviour but offer support to pupils with significant barriers to their learning. This approach should be using:

- Non-verbal signs of approval or disapproval
- Verbally registering approval and disapproval by modeling continual improvement eg why a Golden Rule was achieved or not
- Only Teachers can move pupils along a Behaviour Track or Golden Grid
- TAs providing support/ intervention can give praise verbally with praise or stickers but should not contribute to Behaviour Track or Golden Grid. Criteria for success may be different from class teacher.
- 5 minute sand timer is used to measure 'time out' in another class as short term strategy, KS2 may prefer 10 min timer. On arrival to a classroom, the adult taking the pupil must explain the focus of which Golden Rule was broken and avoid lengthy narratives. The Teacher receiving the pupil should ask why the pupil has arrived and reacted shocked. There should be no need for further interruption.

- If after 'time out' the pupil continues to interrupt learning again, the pupil must be sent with an adult to a member of Senior Leadership Team with an explanation of reason and Golden Rule broken on three previous occasions.
- Time lost from the Golden Time Grid (in blocks of 5 minutes) should correspond to the learning time lost when sent into another class. Lost Golden Time can be 'earned' back. This would mean that the pupil must demonstrate real effort in following the rule that has been broken but not for achieving a target in some other area.
- Informing parents - if behaviour fails to improve parents must be kept up to date and informed /offered an appointment to discuss further action and ways to avoid pattern being embedded. Parents are often confused if they are called to speak with Senior Leaders and the pupil's teacher has not contacted the parents at an earlier stage. This may have prevented the problem. Parents should be updated in person or by telephone.
- Behaviour logs will be used for short defined period of time e.g two weeks when a significant pattern or trigger is not apparent to staff and/or all strategies have failed to improve significant behaviour displayed by a pupil. Patterns of behaviour will be recorded briefly using a coded system. Codes ensure logs can be managed by staff during teaching periods. Staff will be instructed to keep behaviour logs by a member of the Senior Leadership Team/SENDCo. This must be an accurate and reliable source and parent must be updated that a log is being initiated. Parents can request to see behaviour logs but the intention is to support staff to identify behaviour which is causing barrier for the pupil to fully engage during the school day. (Appendix 3)
- If incidents are of a high level eg shouting at staff, verbal bullying, senior leaders may use the high level incident log (Appendix 4). Either in addition to or instead of the behaviour log. The purpose of the high level incident log is to log more detail and pupil voice about a specific details of an incident.
- An individual plan or provisional map is introduced or reviewed with small achievable targets if challenging behaviour continues to be a barrier to the pupil's learning or interruption to the learning of others.

Class Trackers

Class Behavior Tracks may be themed to meet interest of an age group. The movement of pupils on this board should only be managed by Class Teacher and correspond to pupils' commitment to a particular Golden Rule. This may be used to support a whole class/ group establishing a Golden Rule until embedded or an individual pupil who needs to be rewarded when trying to regulate a particular behaviour eg if a pupil's target is **to listen** and reduces calling out, the child should only be awarded with a move when the child has followed the rule.

The track should be designed to complete a cycle enabling well behaved pupils to remain motivated and rewarded for behaving well. Pupils must never be moved down/ back on a Behaviour Track. The number of cycles completed should not be restricted but awarded in some way. The same Golden Rule and criteria should be measured by the behaviour of each child in the class ensuring system of reward is fair. Rewards of achieving a cycle can be considered but must be awarded after each cycle and available to all pupils eg for each receive a stamp on a reward card or a token to collect for a greater reward when five are collected. If prizes are awarded, a lottery/ raffle system must be avoided. Additional reward systems such as marbles in jars are to be avoided.

Using the Golden Time and Golden Time Grid Managing behaviour which causes a barrier to learning Compulsory	
Scenario	Strategy

All pupils are awarded 30 minutes Golden Time at beginning of each week	The Golden Grid is displayed near the teaching area and is used in isolation to using Behaviour Tracker. Golden Time should be special and a treat. This should not be thrown together at the last minute or seen as staff non-contact time. Plan something fun. When used effectively teachers and pupils plan together at the beginning of the week using the Behaviour Tracker to measure if criteria is met for whole class.
Pupils have 'time out' after 3 warnings of repeatedly not meeting criteria of same Golden Rule (gentle warning, firm warning, time out)	Pupils are sent to another teacher (same teacher each time if possible) with a TA clearly communicating the rule broken and with timer identifying time lost. There is no need for a TA to give narrative of incident or additional reprimanding to the pupil on route to other class.
Pupils who repeatedly interrupt learning in a session after warnings or time lost, maybe more than one Golden Rule	A Senior Leader is contacted **after the session** and a behaviour log maybe put in place to further reduce any pattern developing eg time of day, subject, children involved.
Losing Golden Time for repeatedly not meeting criteria of Golden Rule	Pupils will lose time corresponding with time lost in another class. Time can be redeemed if pupil makes a noted effort to rehearse same Golden Rule. Children who have not retained 30 minutes of Golden Time should sit out until lost time is reached. Catherine or Adam need to be informed if the same child misses 30 minutes for a 2nd week and behaviour strategies reviewed for the child.
Not meeting criteria of 'Do be gentle' (physical)	Child is sent out to another class with timer and Golden Time is lost without any warnings. A repeated incident must be reported to a Senior Leader after the session. If a pattern develops the Teacher will be expected to keep and accurate log of any other incidents.
Sending a child to or sending for a Senior Leader come and manage behaviour	Send the child with a TA and with clear instructions of what support is needed and reason for support/incident. TA remains with child outside an office. If a Senior Leader is busy TA seeks support from another member of SLT after a few minutes. **Never** leave a child in an area unsupervised or without explanation. The Senior Leader called may return to your classroom and remain to observe the pupil's transition back into the session.
Child misses playtime to complete work as a result of time out of class.	The Teacher who arranged lost playtime is responsible for supervising the consequence and lost play arranged with the pupil.
A pupil has worked hard during intervention or played well in the playground.	Only Teachers can give rewards in response to a pupil meeting a given behaviour criteria. Redeeming lost Golden Time should never be for 'doing well' generally. 'Doing well' is expected behaviour and not exceptional. Significant SEN pupils may have their own targets arranged with SENDCo over a short period eg period of transition.

Using a Class Behaviour Tracker to Reward Positive Behaviour Optional	
Scenario	**Strategy**
Pupils complete cycles of Behaviour Track	Theme of the Behaviour Tracker may vary but must enable pupils/ groups to complete a cycle as many times as they can. This ensures well behaved pupils are motivated to continue to behave well and staff acknowledges pupils' efforts and those pupils who behave well every day. Pupils must **never** be moved down/ back on a Behaviour Track. Behaviour tracks must focus on one class Golden Rule or learning attribute to support a Golden Rule at a time eg improving transition times. Usually a new class will focus on Do Listen in an Autumn term.
A pupil has broken the Golden Rule the class is focused on and cannot be moved up/ along the track.	The pupil will remain in the same place on the Behaviour Track but never be moved down/back. The pupil is given three warnings and 'time out'. The pupil's initials are placed on the Golden Grid and the lost Golden Time corresponds with the timer when sent out of room eg 5 mins. Pupil can redeem lost Golden Time if he/she is observed making an effort to rehearse the same Golden Rule. If this is the same rule as whole class focus then the pupil cannot be moved along/ up Behaviour Track. If the pupil is finding it challenging to implement rule expected/ begin to move along the Track, this must be discussed with a senior leader. A new strategy will be considered and a behaviour log initiated. Pupils should not sit stationary on a track for longer than a few days. Teachers need to be attentive of how frequently pupils are moved up/ along of using this system- it must seem fair and positive – keep a record of those who complete a cycle
Some well-behaved pupils have completed the cycle a number of times and the week hasn't ended.	A reward system should be considered for pupils who strive to complete the cycle as often or as fast as they can eg sticker on a chart each lap. The reward system must be accessible to all pupils each week and must be fair. There should be a whole class award for an agreed number of laps achieved. If this reward is a prize, first consider if it is sustainable and can a whole class win each week? Every pupil who reaches an agreed class target of laps must be awarded -a lottery or raffle system avoided leaving a pupil's reward to chance. Additional strategies such as marbles in jars must be avoided.
Some pupils have worked hard and responded to intervention or were helpful during playtimes.	Only teachers can decide and physically move pupils up/ along Behaviour Track or decide if pupil names are placed on Golden Grid. The Behaviour Track is used only in response to whole class's effort towards an shared aspect in their learning led by teacher eg Look after property to support a careful transition involving resources and storage. TAs who feel that they need to praise pupils for behaving well or working hard should do so using verbal praise or stickers.
Some pupils have disrupted intervention taking place outside the classroom or reported to have got into trouble during playtimes	TAs or MDAs on playtime duty must check background of incident and the involvement of any other pupils. Staff must consider why Golden Rule is broken if reprimand is to be effective and appropriate. Playtime duty staff must report incidents to Class Teachers. If unresolved, Teacher must check background of incident and decide which Golden Rule was broken. Teacher should resolve incident and if a pattern is noticed, report to a Senior Leader once the session has ended. If **Do be gentle** is the rule broken and incident not resolved, a Senior Leader should be called to the playground and the TA / MDA reports the incident to class teacher.
It has hard to move significantly challenging pupils along the Behaviour Track	The teacher must decide with the class TAs, what is acceptable behaviour and can be ignored preventing a spiral of poor behaviour getting established daily eg groaning when being reprimanded, stamping foot when leaving the room for time out. The Teacher must support TAs to agree on small steps and find opportunities to praise and reward as often as possible. When behaviour management is most effective • Teacher reduces risk of failure by organising classroom or seating • Class Team find regular opportunities to notice and acknowledge when the pupil gets the learning or play right • Teacher allows *forgiveness* time between warning for pupils to make an effort to move in direction of criteria • Pupils are sent to Senior leaders with work to celebrate and praise as often as possible • Criteria for challenging pupils is the same set for all pupils in class

The Behaviour Track is not working for some challenging or SEN pupils over time	Ask for support from Catherine or Adam to consider whole class management strategies or behaviour logs. It maybe that key pupils need smaller steps or that a whole class strategy needs to be applied. Once poor behaviour is addressed in a class, pupils with learning behaviour can be supported. Pupils with learning barriers will need different targets to move up/along a Behaviour Track and this should be discussed with Deana.

Reporting adult incidents of bullying or harassment at East-the-Water Primary

Talking negatively about another colleague during working hours and on the school premises	Shouting at another colleague in the presence of staff or pupils	Undermining another colleague in the presence of other staff or pupils	*Drip feeding* gut feelings about a colleague to others which are not based on fact and give a negative impression of another member of staff in their absence
Highlighting a colleague's differences and excluding the colleague from taking part in a discussion or support which hinders their performance intentionally	Making a negative remark regarding about colleagues race, culture, religion or sex	Repeatedly ignoring a colleague intentionally during the working day or on the school premises	Ignoring a request for help from a colleague who is being bullied or having a passive role in company of colleagues who are displaying bulling behaviour

- The member of staff who is being bullied or observed to be bullied by another colleague must immediately report the incident to their line manager who will in turn report this to the Headteacher.
- Headteacher must gather information by asking who was involved, what was said, how they feel. This information will be logged and reported immediately to the Chair of Governors.
- Headteacher will record the place, date and time of incident and confirm any discussions with staff involved.
- The Headteacher must reassure the member of staff that they have been listened to, they have made the right decision to report it and that the incident will be dealt with. The incident will remain confidential.
- The Headteacher will deal with the incident by discussing the issue with HR and the Chair of Governors following initially the Whistle Blowing Policy (DCC).
- HR will advise if further action needs to take place and the appropriate policy and procedure that needs to be followed. This may result in an investigation.

Whistle Blowing Policy (Devon County Council employees)
'Concerns can be raised orally to the Headteacher or a Governor but it is good practice for the concern to be recorded in writing at an early stage to ensure that all the details are correctly understood. A written allegation should set out the background and history of the concern (giving names, dates and places where possible) and the reason why you are particularly concerned about the situation. It is preferable for you to record this in writing yourself. However, where the person to whom you voice your concerns writes these down a copy will be sent to your home address or via your representative to give you an opportunity to agree this as a correct record. The earlier you express the concern, the easier it is to take action. Although you are not expected to prove the truth of an allegation, you will need to demonstrate to the person contacted that there are sufficient grounds for your concern.
Untrue Allegations
If you make an allegation in good faith but it is not confirmed by the investigation, no reprisals will be taken against you. If, however, you make malicious or vexatious allegations, disciplinary action may be taken against you.

Reporting pupil incidents of Racial Harassment and Bullying (Appendix 1 and 2)
East-the-Water Primary School

Staff are expected to follow the school procedure when responding to bullying or racial harassment

If a pupil reports an incident of racial harassment or bullying
- Teaching Assistants/MDAs must take the pupil immediately to the class teacher of the pupil who is reporting the incident. Teaching Assistants/MDAs do not at any time deal with the incident.
- Class teacher must gather information by asking who was involved, what was said, how they feel.
- The class teacher must record the place, date and time of incident in writing.
  *It is not appropriate to ask the offending pupils to apologise.
- The teacher must reassure the pupil they have been listened to, they have made the right decision to report it and that the incident will be dealt with.
- The teacher must report the incident to the Headteacher immediately.
- The Headteacher will deal with the incident by discussing the issue, feelings or pupils involved and reason for incident.
- The parents of each pupil will be sent a letter informing them of the incident, and meeting in school.
- Class teachers will be expected to lead a PSE type activity to support pupils or further develop positive attitude within the class. The teacher must report the activity planned enabling the process to be recorded fully.
- The incident and follow up will be recorded formally in Reported Incidents and Physical Handling Log Book.
- The Governors will be informed in the Headteacher's report or Headteacher will contact Chair.

If an adult observes an incident of racial harassment or bullying
- Teaching Assistants/MDAs must take the pupil immediately to the class teacher of the pupil who was observed. Teaching Assistants/MDAs do not at any time deal with the incident.
- Class teacher must gather information and follow the procedure as stated above.

If an adult reports an incident of racial harassment or bullying
- The Headteacher will deal with the incident by discussing the issue and reason for incident by implementing Behaviour Policy.
- The adults involved will be sent a formal letter informing them of the incident. The incident and follow up will be recorded formally and the Governors informed.

East-the-Water Primary School will not tolerate bullying or racial harassment of governors, staff, parents or pupils. The Governing Body will be informed of any staff who do not support this procedure.

Appendix 1
Bully Incident report Form

Report completed by;	Term (✔); A1 A2 Sp1 Sp2 S1 S2						
Incident (s) Date : Time : Specific location : Eg behind climbing wall in large playground Details of Incident :							
Details of people involved and level of involvement (1-4) **1**=victim, perpetrator, ringleader **2**=supporting, defending, reinforcing **3**= observing, not seeking assistance, reported incident **4**=indirectly involved, name emerged from discussion later							
Name		Year	Gender M/F	Level 1-4	CP ✔	SEN ✔	EMG ✔
Bullying incident related to ; (tick all areas that apply)							
Race			Appearance /health condition				
SEN/disability			Sexual orientation				
Gender			Religion/culture				
Age			Other (define)				
Forms of bullying used; (tick all areas that apply)							
Physical aggression			Verbal threats				
Deliberately excluding			Spreading rumours				
Name calling/teasing			Damaging/taking possessions				
Cyber bullying			Others(define)				
Frequency and duration of bullying behaviour pattern identified above							
Once or twice			Persisting over half term				
Several times per week			Continual throughout year				

Other notes relating to behaviour or other relevant previous behaviour			
Check list ; (tick all areas that apply)			
Involve same person?		Follow up date set ?	
Parents notified? How?		Actions agreed with victim?	
Discussed with individuals?		Actions agreed with perpetrator?	
Group discussion used as a strategy?		Notes/files attached?	
IEP reviewed/intro?			
Other actions :			
Medical treatment / first aid required?		Other agency involvement?	
Police involved?		Staff statements necessary?	
Report to governors?		Other(define)	

Follow meeting date; Action plan completion date; Shared and agreed with(✓) ;			
Pupil	Parent /Carer	Teacher	Headteacher
SENCo	Other agency (define)	Social worker	Other (define)
Completed by(PRINT); Signed; date;			

Appendix 2

Pupil report form

This form must be completed by a member of the Senior Leadership Team, prior to developing action plan.

Completed by; Date;	
Name of pupil;	
Year group;	Teacher;
What happened to you?	
When did it happen?	
Where did it happen?	
What make things better for you at school?	
What do you want the school to do?	

Appendix 3
Behaviour Log

Name

Week beginning

Day	Lesson1	IBreak	Lesson2 SPaG	Lunch	Lesson3	Leson4	Lesson5	Storytime
Mon								
Tues								
Wed								
Thurs								
Fri								
Codes	**Codes can be altered to meet needs of significant behaviour** **F** fighting **T** talking back **I** interrupting **R** refusing instruction **U** use of unkind words/actions							

Appendix 4

High Level Incident Log

Name   **Class**   **Teacher**

Description of the incident	Date / Time	Staff / pupils involved
Brief description including • staff involved • Where • Witnesses • Any triggers observed before/after	**Session interrupted** Eg maths intervention, lunch	Staff / pupil witnesses

Pupils voice
Debrief of incident, what was happening?
What strategies were considered?
Was there a trigger before or after incident?