



TRAfalgar INFANT SCHOOL

Policy for Managing Behaviour and Dealing with Incidents of Bullying

Reviewed by PPC Committee: Autumn 2018

Next Review: Autumn 2019

At Trafalgar Infant School our aim is pupil achievement and pupil development.

The governing body has a legal duty to ensure that a behaviour policy and an anti-bullying policy are in place. The governors are required to monitor their effectiveness on an on-going basis and formally once a year. They are also responsible for ensuring that a record is kept in school of all incidents, including racist incidents.

At Trafalgar Infant School it is the responsibility of the Inclusion Co-ordinator to maintain the policy, leaflet for staff and leaflet for parents and the PPC Committee to review these documents and any changes to ensure that they support our high expectations of behaviour. Pupil and Parent Surveys canvas opinion as to how the school community feels about bullying. The PPC Committee reviews the results and comments from these surveys to revise policy where needed.

Pupil Achievement:

Good behaviour is essential if all pupils are to learn successfully and achieve well.

Pupil Development:

Learning how to behave appropriately is part of our broad and balanced curriculum, ensuring the promotion of social, emotional and moral development (SMSC) and social and emotional aspects of learning (SEAL).

These aims are reflected in our Golden Rules* and our information leaflets – 'Managing Behaviour and Dealing with Bullying'*, written for staff and parents and our Online Safety Policy and AUA's (acceptable usage agreement)

We encourage children to:

- Be kind and helpful
- Be gentle and honest
- Listen well and work hard
- Look after property

We make our expectations clear by:

- Discussing the Golden Rules and the Managing Behaviour Guides and online safety rules, and reviewing these yearly with all staff and pupils.
- Introducing class Golden Rules and procedures each September.
- Including Circle Time as part of the PSHCE curriculum (which incorporates SEAL curriculum guidance) in our weekly planning.
- Providing good role models.
- Being consistent and fair.
- Involving pupils in decisions, and consistently using agreed language with them e.g. 'You always have a Choice'.



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Our aims when dealing with unacceptable behaviour are:

- To stop it happening again.
- To help children identify what they might do differently next time.
- To help children understand that they are responsible for their own actions.
- To prevent damage to children or things.
- To reinforce positive behaviour.
- To help children develop empathy.
- To find an escape route and a way forward.
- To be fair.
- To instil trust.

Definition of a bully:

Bully n. A person who habitually seeks to harm or intimidate those whom they perceive as vulnerable.

Our aims when dealing with incidents of bullying are:

- To stop it happening again.
- To encourage both victim and bully to think about the causes and effects of bullying
- To help find solutions to the problems themselves.

Challenging Behaviour and Bullying

We will consult with the Inclusion Co-ordinator and/or our online lead, and actions may include:

- Referring to the 'Information re: Physical Contact with Pupils' sheet.*
- Referring to the information sheet 'Dealing with Incidents of Bullying'.*
- Referring to our Online Safety Policy*.
- Completing a Behaviour Checklist* to establish any patterns of behaviour over time.
- Drawing up an Individual Education Plan (IEP)* or an Individual Behaviour Plan (IBP)* setting time-limited and measurable targets.
- Setting up a Pastoral Support Plan* if a child has been excluded and is re-entering the school.
- After dealing with incidents, filling out a Physical Intervention Report Form,* a Behaviour Incident Report Form* and/or a Bullying Incident Report Form.*

Care and Control Policy

All staff are reminded that any form of inappropriate verbal or non-verbal behaviour to control a situation is not acceptable – see Guidance on Use of Reasonable Force and Other Physical Contact (see link below) and Managing Behaviour and Dealing with Bullying – Information Guide for Staff*, and talk to the Executive Headteacher, Deputy Headteacher or Inclusion Co-ordinator for further advice. When dealing with challenging behaviour which may result in physical contact, a Physical Intervention Report Form* must be completed and given to the Executive Headteacher, Deputy Headteacher or Inclusion Co-ordinator.

***All these are located in Behaviour Management File in Inclusion Co-ordinator's Room.**



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Reference Links:

- **School behaviour**
<http://www.education.gov.uk/aboutdfe/advice/f0076803/behaviour-and-discipline-in-schools-a-guide-for-headteachers-and-school-staff/the-school-behaviour-policy>
 - **Pupil Discipline/Exclusions**
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf and the latest guidance at http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/g00210521/sta_tutory-guidance-regs-2012
 - **Allegations of abuse against staff**
<http://www.education.gov.uk/aboutdfe/advice/f0076803/behaviour-and-discipline-in-schools-a-guide-for-headteachers-and-school-staff/the-school-behaviour-policy>
 - **Anti-bullying policy** - Preventing and Tackling Bullying (July 2017):
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies>
- Cyberbullying: advice for head teachers and school staff (Nov 2014):
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf
- Advice for parents and carers on cyberbullying (Nov 2014):
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf
- Local guidance - Anti-Bullying Strategy 2008 – 2012**
<http://schools.richmond.gov.uk/home/management/anti-bullying.htm>
- **Attendance Targets**
<http://www.education.gov.uk/aboutdfe/advice/b00200969/statutory-guidance-for-schools/behaviour-and-attendance>
 - **Use of reasonable force and other physical contact**
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf
 - **Managing Behaviour – An Information Guide for Parents** TIS
 - **Managing Behaviour - An Information Guide for Staff** TIS
 - **Complaints Policy** LA/TIS
 - **Equalities Policy** TSF
 - **Quality Circle Time in the Primary Classroom** J. Mosley
 - **Social and Emotional Aspects of Learning (SEAL) 2006** DfES
 - **Anti-racial Harassment Policy 2010** LA
 - **Pupil and Parent Matters – NAHT booklet 2011** TIS
 - **Online Safety Policy & Online Safety top tips** TIS
 - **Acceptable Use Agreements** TSF

For staff and Governor information only

Date of change	Summary of significant changes and the reasons
Autumn 2017	References to Home School Agreement removed. Links to guidance docs updated. References to e-Safety changed to Online Safety.
Autumn 2018	No changes