



EAST ALLINGTON BEHAVIOUR FOR LEARNING POLICY

March 2025

There are no bad children, just good children sometimes having a tricky time.

At East Allington we recognise that the values we promote within the school play an important part in the spiritual, moral and social development of the children for whom we hold a responsibility. Behaviour management is the responsibility of all staff and all members of the school community.

Our Values: **EA ABC:** this ties in with the UNCR rights of the child.

ACTIVE

We have the right to be active learners and we push ourselves: Article 29

We have the right to ask questions: Article 29

We have the right to try our hardest: Article 29

BOLD

We have the right to take risks with our learning: Article 29

We have the right to speak out: Article 12

We have the right to stand up for what's right: Article 12

CARING

We have the right to be cared for: Article 3

We have the right to look after everyone in our school: Article 3

We have the right to keep ourselves safe: Article 3

East Allington is a **Rights Respecting School**. As part of this ethos, each class develops a class charter of children's rights and responsibilities. Staff remind children of the rights they have and the responsibilities that ensure they and others can have them. These rights will be referenced when talking to children about their behaviour.

Every class will generate a **class charter** that details the rights of the children and how their behaviour will ensure all children can access these rights. Adults are a part of this process in ensuring the children's rights are protected and respected. Children and adults sign these charters to show they are committed to uphold them.

The UNCR has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights. Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status.

At East Allington, we work with these rights to guide everything we do, we feel the following rights are particularly pertinent to this policy:

Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 2 (without discrimination) The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.

Article 12 (respect for the views of the child) Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 28 (right to education) Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Legislation and statutory requirements:

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

This policy refers to Keeping Children safe in education (2022) and the school's commitment to ensuring that the school is a safe place to learn.

Behaviour is a form of communication. We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are self- confident and secure and so more likely to reach their full potential.

Our approach to Behaviour management is positive from the outset. Every Staff member ensures that every opportunity is taken "***to catch children being good***". There is a consistent approach to celebrating behaviour and where instances of poor behaviour occur there are clear systems in place. The curriculum supports individuals and nurtures their growth through PSHE, Circle Time and Assemblies. All staff consistently model positive behaviour.

Aims

- For every member of the school community to feel valued and respected, and for all persons to be treated fairly.
- Provide an ethos and environment within which everyone feels safe and which enables everyone to learn effectively.
- Teach children behaviour that is appropriate to different situations.
- Raise awareness amongst children of the need to recognise and manage their emotions and reactions.
- Support children whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult.

Objectives

- To provide clear expectations for a range of situations that children will meet within the school day and/or on the school premises.
- To provide clear expectations for a range of situations that children will meet within the school day and/or on the school premises.
- To have clear strategies for regulating conduct and promoting good behaviour, self-discipline and respect.
- To reinforce good behaviour so that children feel good about themselves.
- To prevent bullying.
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Rewards

We recognise children's efforts to behave as expected in the following ways.

- Praise for appropriate behaviour.
- Drawing the attention of others to their good behaviour.
- In Beech and Oak Class, a 'Star of the Week' is chosen. Class Dojo is also used in both classrooms
- Certificates are given out in an assembly each week to two children from each class who have demonstrated the school values of being ACTIVE, BOLD AND CARING.
- Individual children may have sticker charts, incentives and rewards depending on what meets their needs.
- Individual classes will have their bespoke reward systems.

Consequences

Staff use their professional judgement to manage each situation as they see fit, considering their knowledge of the child and what works. Staff must share incidents with colleagues to ensure they disseminate and review actions. They must share good practice and strategies that work with individual children. Sometimes it is not

appropriate for other children to witness the consequence. Other children should be told that consequences have happened but not necessarily details of what.

It is important that children are talked to regarding consequences of their actions and it is explained why their behaviour has not been appropriate – this will refer to the class charters. The child's voice will always be listened to, whether through words or communicated in some other way.

- Say the child's name – '**connect then correct**'; A verbal reminder of rights and the rights of others – **USE THE RIGHTS AND PUT THE BEHAVIOUR BACK ON THE CHILD**: 'You are distracting x, do you think that's OK? Are you respecting their right to... What do you think you should do now?'
- Move the child within the room – or within the playground (warn them of the **NEXT** consequence)
- Loss of break time or lunch time – a child will sit outside the staff room so they can be observed to ensure their safety.
- Not being allowed to join in with certain activities
- When a serious incident occurs, it may involve the Head. This may result in temporary or permanent exclusion. Similarly, a teacher may feel that the Head teacher having a word with someone may be a useful intervention. It is important that we use our professional judgement.

Where does a child go if they're sent in?

Children sent in must go to sit outside the staff room. Children in Beech and Oak classes must be accompanied by a child from Willow class. The child's teacher must be told, so they can check the child has gone where they are supposed to.

What if a child refuses to do what I ask them to?

Ask an older responsible child to find a teacher.

Am I allowed to hold a child's hand for 5 minutes?

Yes, if you are keeping them or others safe – or they could be asked to sit on a bench

I was told that a child had done something but not witnessed it – what do I do?

Talk to the child in question. Ask them to explain & observe closely – tell them what action you are taking and justify using rights. Tell the teacher.

The important message around the language for staff is 'respect'.

Children and adults *MUST* take responsibility for respecting their rights and the rights of others.

This does NOT mean they should be told to take responsibility for their rights.

Remember to keep referring to children's rights during interactions – this isn't just for when things go wrong, but for catching them doing good! Before you can meaningfully interact with a child, you need to make a connection; using their name, 'I can see you're.....' – showing them you have thought about their needs too.

If something isn't working for a child: CONNECT - say their name, make sure they are looking at you - then CORRECT - refer to children's rights

Unsafe for children to:

- Play on the bars outside reception class - please ask them to get off 'to keep you safe'.
- Go behind the poly tunnel
- Play on the rubber matting when all children are on the field

Informing parents: parents should always be informed of serious incidents and their consequences. Parents are generally supportive and will want to know about any incidents, however minor - this good communication is crucial.

Recording: behaviour and safeguarding incidents are recorded on **CPOMS**, the Trust's recording system. This is as a record and to see whether there are patterns that might help unpick causation. These incidents are reviewed by the DSL and by staff at meetings.

Monitoring and Evaluation

Incidents related to behaviour are recorded by staff and where appropriate, chronologies of incidents, actions and results are kept. These are to be collated on CPOMS. These are shared with the Head-teacher/DSL.

We expect the success of our policy to be evident in the behaviour and attitudes of children and adults within the school community.

Escalation.

Teacher's will monitor behaviour and will raise parents' awareness of any problems. However, if the teacher has specific concerns:

1. **A more formal meeting with the parents** will be requested by the teacher to discuss concerns and to agree further strategies to support the child.
2. **A weekly tracking system** will be set in place where children will receive immediate recognition and praise for improved behaviour
3. **A meeting between parents and the Head-teacher** will be requested to discuss what action now needs to be taken.

Should a member of staff have a concern or a serious incident occur, stages within the policy can be accelerated to ensure that the needs and safety of individual children are met quickly.

Special Circumstances/Statement of SEN – For some children with specific ways of learning, behavioural issues or a statement of SEN, **a more individualised approach** may be required. Consequences and actions will always be put in place, but these must reflect the needs of the child, enabling them to understand and modify their behaviours in ways they can access. In these circumstances, a behavioural contract will be drawn up in consultation with the child, parents/carers and school staff. This will detail expectations and clear consequences.

Restorative Justice and Restorative Practices

Restorative practices including language are used throughout the school. The use of restorative practices helps to:

- reduce crime, violence and bullying
- improve behaviour
- strengthen civil society
- provide effective leadership
- restore relationships
- repair harm

Fixed Term and Permanent Exclusions (Suspensions)

Fixed term or permanent exclusions will only be used as a last resort. It will be used where there is a serious breach of the school's behaviour policy and where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

Exclusions

"... permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy."

"where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school."

After the implementation of a personal behaviour support plan and a period of monitoring, or following 3 isolated days, then exclusion procedures may commence in accordance with the DfE Exclusion from maintained schools, academies and pupil referral units in England, statutory guidance 2017. In light of a serious incident at school that results in a person being hurt; damage to school property or disruption to the teaching and learning of other pupils, the sanctions in the behaviour policy will be escalated immediately the child may receive a fixed term/ or permanent exclusion at the discretion of the Head Teacher. Only the Headteacher (or an acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

The Headteacher may also exclude a pupil permanently. This is now called a suspension. If the Headteacher excludes a pupil, s/he informs the parents without delay giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Headteacher must, without delay, notify the governing body and the local authority of: • a permanent exclusion; • exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term;

Exclusions which would result in the pupil missing a public examination or national curriculum test. For all other exclusions the Headteacher must notify the local authority and governing body once a term. In the case of a fixed period exclusion which does not bring the pupil's total number of days of exclusion to more than five in a term, the governing body must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

Support Agencies

We have a strong working relationship with a number of educational and health agencies who can give additional input where it is deemed necessary to review a child's behaviour. This is undertaken with permission from parents/guardians.

Use of reasonable force

The school reserves the right to use reasonable force with a pupil should the need arise. This would be to keep a child safe from themselves or the actions of others. This will be undertaken in line with training that staff have received and in accordance with the guidance set down to the teaching staff by the governing body.

Screening and Searching Pupils

The school reserves the right to screen and search pupils for property and dangerous weapons should the need arise. This will be done respectfully and in accordance with the guidance set down to the teaching staff by the governing body.

Racist and sexist Behaviour

This behaviour is not tolerated at East Allington. Such occurrences will be dealt with in line with the schools policy. Racist incidents will be recorded and reported according to policy.

Off-site behaviour

It is expected that East Allington pupils will uphold the good reputation of the school when walking to and from school or on a visit with a school group, both through their behaviour and by their adherence to the school's dress code.

The power to discipline beyond the school gate

Staff have the right to discipline pupils beyond the school gate when non-criminal negative behaviour or bullying occurs anywhere off site and is witnessed by a member of staff or reported to the school.

The Head-teacher, in dealing with the incident outside school will consider the following:

- If the misbehaviour has repercussions for the orderly running of the school.
- If the misbehaviour poses as a threat to another pupil, staff member or member of the public.
- If the misbehaviour could adversely affect the reputation of the school.

The Head-teacher will also consider and notify the police or anti-social behaviour co-ordinator in their local area of the actions taken against the pupil, if they feel it is appropriate. If the Head Teacher feels the misbehaviour is linked to the child suffering then the school's safeguarding policy will be followed.

Misconduct of Parents on school site

In the event of a parent displaying misconduct on school property the Head-teacher will notify the parent with a written warning about the behaviour or in a serious breach of misconduct ban the parent from physically setting foot on school property.

Misconduct of staff members:

In the event of a staff member being accused of misconduct the Head-teacher will follow the guidance and advice in "Dealing with Allegations of Abuse against Teachers and Other Staff."

Staff members will not automatically be suspended after an allegation of misconduct, pending an investigation into the matter. The decision will be made in line with the Local Authority.

Monitoring and Evaluation

All behaviour is monitored by staff and rewards and sanctions applied accordingly. Serious incidents are logged in the School Behaviour log which is stored on the shelf in the office. Behaviour and attendance are audited on a half termly basis. This audit leads to the identification of targeted training and intervention for staff and pupils to address any priorities in the policy application.

This policy will be reviewed March 2026



EAST ALLINGTON ANTI-BULLYING POLICY OCTOBER 2023

ANTI-BULLYING STATEMENT

As a Rights Respecting school, East Allington Primary School believes that all bullying behaviour is unacceptable. For children and young people, providing safe and happy places to learn is essential to achieving school improvement, raising achievement and attendance, promoting equality and diversity and ensuring the safety and well-being of the school community. Similarly, children receiving care away from their home for daily or residential purposes need to feel safe and secure from bullying.

East Allington takes any evidence of bullying very seriously. Any incidents will be judged as being **S.T.O.P. – Several Times On Purpose**. These are pre-meditated actions and the children will be helped to understand the nature of what bullying is. Every opportunity will be given to children to remind them of their rights and responsibilities – the right to be safe and the responsibility to keep others safe and tell teachers as soon as possible of any incidents so they can be dealt with promptly. The school will also use the November anti-bullying week to remind children of their rights and responsibilities.

Introduction

The East Allington Anti-Bullying Policy exists to support our aims and to ensure that pupils learn in an environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. This policy acknowledges that to allow or condone bullying may lead to consideration under child protection procedures but we also acknowledge that lower level issues are also not acceptable. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools. The East Allington Anti-Bullying Policy is firmly in line with the aims of the East Allington Behaviour Policy. It has also been created in line with the Child Protection, SEND, and Equality Policies, alongside Devon guidance.

Aims

East Allington Primary School aims to provide a safe, caring, inclusive and happy environment where there is mutual respect, an emphasis on good manners and understanding across the school community. All members of the school community are encouraged to develop into responsible citizens. The school also aims to enable effective communication of the Anti-Bullying Policy to all stakeholders including pupils, parents and staff through a variety of methods:

- In school assemblies and school council meetings
- On the East Allington Primary School website (paper copies of the policy available upon request also)
- Through CPD for staff and pupils
- Through monthly newsletters
- At parent consultations
- Through the East Allington Primary curriculum

WHAT IS BULLYING? - DEFINITIONS

Bullying	is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally
Physical Bullying	includes pushing, kicking, hitting, punching, spitting, taking or hiding someone's things
Relational Bullying	is any bullying behaviour or abuse using psychological and emotional methods, but not necessarily including direct physical attacks
Sexist/ Transgender/ Homophobic Bullying	is when bullying is motivated by a prejudice against another person who is LGBTQ+
Racist Bullying	is a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome, marginalised and excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status
Sexual Bullying	is any unwanted physical contact or sexist comments
Online/Cyber Bullying	is the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else
SEND Bullying	is the deliberate bullying of any person because of a Special Educational Need or a disability that the target may have
Verbal Bullying	is when an individual uses verbal language (e.g. insults, teasing, etc.) repeatedly to gain power over their peers

Signs and symptoms of bullying:

A child may indicate, by different signs of behaviour, that he or she is being bullied. However, these can also indicate other safeguarding concerns or worries in a child's life. Nonetheless adults should be aware of the signs and investigate further if a child:

- Becomes withdrawn, anxious or lacking in confidence
- Cries themselves to sleep at night or has nightmares
- Begins to underperform at school
- Has unexplained cuts or bruises
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what is wrong
- Feels repeatedly ill in the morning
- Becomes aggressive, disruptive or unreasonable

STRATEGIES FOR THE PREVENTION AND REDUCTION OF BULLYING

We proactively harness our school ethos and values to teach friendship skills and to nurture empathy on a daily basis. We create and celebrate together opportunities for our pupils to make 'the right choices'. We also seek to encourage our pupils to exercise 'good will' i.e. showing compassion, speaking up for others and doing what is right even when this may feel uncomfortable. Our school assemblies and our PSHE lessons provide a vehicle to reinforce our zero tolerance to bullying behaviour.

Children are encouraged to let adults know if they are feeling upset or worried, either by finding a trusted adult at school or at home. We recognise that talking about feelings, and having a language of feelings, is one of the cornerstones of emotional literacy and we include the modelling of such conversations in all our lessons, especially in PSHE. We use the curriculum whenever possible to reinforce the inclusive ethos and values of the school, and to help pupils to develop strategies to combat bullying-type behaviour. Below are some of the strategies and opportunities we provide:

- Developing the PSHE curriculum throughout the school to develop the five 'aspects': self-awareness, managing feelings, motivation, empathy and social skills as a basis for planning
- Online Safety taught through the Computing curriculum
- Involving the school community in writing and reviewing the policies
- 'Circle time' on bullying issues
- Assemblies (whole school and phase) at targeted times during the year and in response to arising issues
- Raising awareness of Bullying for all stakeholders during initiatives such as Anti-Bullying Week.
- Raising awareness of Bullying through the school website - links to published information
- Buddy system to support younger children.
- Establishing Online Safety rules and ensuring they are displayed
- Information leaflets/ Digital Parenting magazine

- Using drama activities and role play to help children become assertive in dealing with bullying situations.
- Promotion of a positive playground ethos
- Everyone in the school community to model appropriate behaviour to each other
- Providing Anti-Bullying training for all staff on a regular basis
- The use of restorative practices across the school to ensure empathetic proactive approaches
- To ensure the allocation of an Anti-Bullying and Behaviour Governor
- NSPCC anti bullying materials to be disseminated to all children through class and whole school assemblies.

RECORD KEEPING AND REPORTING

Any suspected or confirmed cases of bullying within the school community will be reported to the Head Teacher. The headteacher will report confirmed incidences to DCC. All incidents will be logged in an Anti-Bullying Log (CPOMS) and dealt with in line with this policy and the policies linked to this policy (*see links to other policies*).

Procedures at East Allington Primary School:

East Allington Primary School aims to deal with all reported incidents of bullying promptly. Pupils will be encouraged to report/discuss any behaviour they are not happy with.

In the first instance, teachers will try to deal with any incident in a supportive manner to avoid further distress. This may be:

- As face to face talks
- Taken as a theme in a class PSHE discussion if the bullied child is more at ease with this.
- Restorative practices to be employed to ensure an empathetic response.

Should other incidents or more serious incidents occur, the following procedure will be used progressively to address the problem by a member of the school teaching or leadership staff. This cross references with our Behaviour Policy.

1. Formal, noted talk with the pupils concerned (parents notified verbally to allow any queries to be raised).
2. Parents of the pupils involved asked to attend a formal meeting at school.
3. Formal involvement and possible exclusion of the aggressor. Outside Agencies such as the Devon Behaviour Support Team may be consulted in line with the Behaviour policy. This may include involvement from the police where an incident of bullying is of sexual or other serious nature in line with our Child Protection policy.
4. The bullying behaviour or threats of bullying will always be investigated and the bullying stopped quickly.
5. Target/s of bullying will be supported.
6. Attempts will be made to help the aggressor/s change their behaviour.

Desired outcomes of the above actions:

1. The aggressor/s will be asked to genuinely apologise. Additional consequences may take place in line with the school Behaviour Policy and Devon Exclusions Policy.
2. If possible, the pupils will be reconciled through conflict resolution and Restorative Justice practices to empower any targets.
3. Support plan to monitor the target and build up their confidence again.
4. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying **does not** take place.
5. Interventions in place for the child demonstrating bullying type behaviour.
6. Parents of all parties involved will be informed of the actions and outcomes during a final formal meeting.

MONITORING AND EVALUATION

The school will review this policy every year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school. Head Teacher and Governors will monitor bullying alongside the regular monitoring of behaviour generally (linked to the Behaviour policy).

LINKS TO OTHER POLICIES

This policy should be read and followed in conjunction with the following policies: Curriculum, Behaviour, Child Protection, SEN, Equalities, Responding to Parental Concerns and Health and Safety Policies.

This policy will be reviewed July 2024