



# NEWCOMEN PRIMARY SCHOOL



**'BELIEVE ACHIEVE SUCCEED'**

## Policy to Promote Positive Behaviour

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Headteacher: \_\_\_\_\_ Date: \_\_\_\_\_

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# Newcomen Primary School

## Policy to promote positive relationships and behaviour



### **Aims, expectations and principles:**

At Newcomen Primary School we pride ourselves on the reputation we have for being a caring and welcoming school. Our school is a community where we believe it is vitally important that everyone is safe and happy. We aim to provide an environment in which our children are secure and confident, irrespective of gender, disability, ethnicity, social, cultural or religious background. We also pride ourselves on exemplary behaviour throughout the school where children's potential can be realised in a calm learning environment.

The primary aim of this policy is to promote good choices which lead to effective relationships so that everyone can support each other, work together and learn well. It aims to promote relationships which are happy, safe and secure. This policy aims to help children to become positive, responsible and increasingly independent members of the school community and the wider community. The school rewards good behaviour as it believes that this will develop an ethos of kindness and co-operation. The policy is designed to promote good behaviour.

Central within the policy is choice: we refer to good choices (which lead to good consequences) and choices which are bad (which lead to negative consequences - usually based around our system of sanctions). There are two key reasons for using the language of 'choice':

- it promotes self-management of behaviour and self-discipline, promoting reflection of what behavioural choices existed.
- it avoids labelling children - instead, we refer to the choices we all make and that we should always try to make good choices.

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. Throughout school, all stakeholders aim to 'catch' good behaviour. If we became complacent, many good choices could be taken for granted and many children who always make good choices could become 'invisible'. Positive behaviour is acknowledged and praised.

### **School Policies**

This policy is to be read in conjunction with:

- Newcomen Primary School Peer on Peer Abuse Policy
- Online Safety Policy
- Child Protection Policy
- Equality Policy
- SEND Policy
- Sexual Violence and Sexual Harassment Risk Assessment

### **Roles, Rights and Responsibilities:**

#### **Pupils**

It is the responsibility of pupils to make good choices at all times and with all adults and pupils in school. This will lead to pupils behaving well and building up and maintaining good relationships.

#### **Class teacher**

All staff in our school have high expectations of the children in terms of their relationships, choices and behaviour. A key priority is to reward and praise good choices in order to reinforce good behaviour and positive relationships. With these principles in mind, specific responsibilities of the class teacher are to:

- praise children on individual / group basis.
- treat each child fairly and with respect and understanding.
- be a positive role model by demonstrating positive relationships with everyone in school.
- keep a record and any relevant notes if a child misbehaves on a regular basis, involving parents/carers when necessary.
- liaise with external agencies to support and guide the progress of each child.
- report to parents about the child's social and emotional aspects of school life, including behaviour and relationships.

#### **Support Staff**

It is the responsibility of teaching assistants, office staff and all other adults in school to support the Headteacher and teachers in meeting the above objectives. As with teachers, a key priority is to reward and praise good choices in order to reinforce good behaviour and positive relationships. All staff should be proactive in 'catching' pupils behaving well and exclaiming about how well a pupil has behaved. This is a fundamental part of our school ethos.

## Headteacher

In addition to the above, it is the responsibility of the Headteacher to:

- support the staff by implementing the policy and by setting the standards of behaviour.
- implement this policy consistently throughout the school, and to report to governors, when requested, on its effectiveness.
- ensure the health, safety and welfare of all children in the school.
- maintain record of all reported serious incidents.
- issue fixed-term exclusions to individual children for serious acts of misbehaviour and for repeated or very serious acts of anti-social behaviour. The Headteacher may permanently exclude a child.

## Parents / Carers

The school works collaboratively with parents / carers so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents immediately if we have concerns about their child's welfare or behaviour. All parents / carers have signed a home school agreement and we expect them to buy into our culture and ethos.

### **We expect parents to: (Extract taken from Home School Agreement):**

1. Support the school in its aims to educate my child.
2. Accept responsibility for my child's behaviour and support the school's policies.
3. See that my child attends school regularly and on time, informing school of reasons for absence.
4. Check that my child brings everything required for school.
5. Support my child with learning at home as stipulated in the Homework Policy.
6. Attend Consultation Evenings to discuss my child's progress.
7. Make sure that books and equipment are cared for.
8. Ensure that my child is dressed appropriately in school uniform.
9. Be aware of the school's Courtesy Code of Conduct (See Appendix 1)

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If still unresolved, the school Governing Board. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## Governing Board

The Governing Board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governing Board support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy but the Governing Board may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## Consequences

### **Positive consequences**

Positive consequences for the good choices and good behaviour include:

- Regular verbal feedback to reinforce positive behaviour.
- Reference to good role models.
- Children are congratulated.
- Stickers or other small prizes.
- Celebration of individual's achievement inside and outside of school in the weekly Newsflash.
- Written comments on a child's work.
- Headteacher award in weekly celebration assembly.
- Visit to another member of staff to highlight praise.
- Informing parents.
- Weekly spelling awards and classroom visit from Headteacher.
- Children's involvement in eco-schools, school council and digital citizenship.
- Attendance at events such as trips, school disco and family days.
- Receiving Leonardo the Lion.
- Certificates for Reading and Times tables.
- Personalised postcards sent home.

Assemblies, especially our Friday and Monday assemblies, are an opportunity to publicly celebrate children in school. In addition, we celebrate achievements out of school in order to promote a wider range of interests and a broad outlook. Children are encouraged to bring in any trophies or medals gained during out of school clubs/activities to be acknowledged in assembly.

Attendance is also rewarded. Termly certificates are given for good attendance to both individuals and classes. There is an annual award for the class with the highest attendance over the year. Children are also given the opportunity to decide on an appropriate golden ticket award for the accolade. The Weekly Attendance Shield is awarded to the class with the highest attendance and this information is displayed weekly in the outdoor noticeboard as well as being highlighted in the weekly Newsflash.

## **Negative consequences**

At Newcomen Primary School we have a shared and agreed code of conduct (Appendix 1). This has gone through school council and all children have participated in discussing and agreeing appropriate code of conduct elements. This encourages ownership and accountability. Staff at Newcomen Primary employ consistently and clearly a hierarchy of negative consequences if a child breaks a school rule. This is to ensure a safe and effective learning environment in which positive, happy, healthy relationships flourish.

Unacceptable behaviour includes:

1. Disruption to learners
2. Refusing to follow commands
3. Name calling / verbal threats
4. Swearing
5. Racial / homophobic language
6. Vandalism
7. Taking without permission
8. Physical aggression
9. Leaving the teaching area/building/playground without permission
10. other

We have a series of consequences if someone breaks a rule:

1. A reminder about behaviour and choices with class teacher.
2. Time out from child's class if behaviour is impacting the learning of other children.
3. Missed break / lunchtime if negative behaviour occurs during time away from the classroom or the incident within the classroom / learning environment warrants such action.
4. If pattern of negative behaviour becomes regular or incident is deemed severe enough, then pupil sees Headteacher/Deputy Headteacher and parents/carers are invited to meet Headteacher.
5. If negative behaviour continues, then Headteacher can implement a fixed term exclusion. This is followed up with a meeting with parents/carers.

Serious misbehaviour is very rare at Newcomen. Such behaviour would mean warnings are automatically by-passed and the Headteacher becomes involved. Similarly, any pattern of negative behaviour means parents are contacted. We contact parents to keep them informed and to discuss ways to respond and gain a consistent message between home and school. We do recognise that there are occasionally overriding factors or circumstances but these are rare and so variation from the sanctions system is rare. This is to maintain their effect and impersonal nature ie we aim to remove the personal judgement so children understand and accept the school rules (Courtesy Code of Conduct). The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

## **Monitoring**

- The Senior Leadership Team monitor the effectiveness of this policy on a regular basis.
- The Headteacher also reports to the governing board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps a variety of records of incidents of misbehaviour.
- The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- Racial incidents must be reported to the local authority.
- Homophobic incidents are also recorded.
- It is the responsibility of the governing board to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.
- The Headteacher keeps a record of all serious behavioural issues linked to bullying, cyber bullying, racist incidents and homophobic incidents.

## **Equality**

At Newcomen Primary School we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life. We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all. At Newcomen Primary School we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

### **Our Equality Objectives are:**

1. To ensure that all pupils achieve their full potential.
2. To identify barriers to learning and close any gaps in achievement.
3. To promote a deep awareness, understanding and appreciation of the diversity of our local, national and global communities.

### **We shall achieve these objectives by:**

1. Maintaining the highest possible expectations of all pupils. We will realise this ambition by ensuring teaching is consistently of the highest quality, using assessment to inform planning, and rigorously monitoring progress and standards.
2. Identifying vulnerable groups and individuals and developing teaching and learning that is tailored to individual needs; thus ensuring progress is sustained and achievement gaps can be closed.
3. Identifying and exploiting every opportunity in the curriculum and in all the activities of the school for deepening the appreciation, understanding and respect for diversity.

### **The role of all the pupils:**

- All pupils of Newcomen Primary School agree that all pupils of all races, backgrounds, nationalities, gender, religions and disabilities should be treated equally.
- All pupils agree to promote tolerance and respect for all pupils within school.
- All pupils agree to educate all members of the school community on all aspects of equality and tolerance of all.
- All pupils agree to take positive action against any aspect of discrimination and inequality.

## **Rights Respecting School**

Newcomen Primary School is a Rights Respecting School. Regular assemblies are held to promote the rights of a child and School Council play an active role in promoting the UNICEF values throughout the school.

## **SMSC**

At Newcomen Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve. We aim to provide an education that provides pupils with opportunities to explore and develop:

- their own values and beliefs,
- spiritual awareness,
- high standards of personal behaviour,
- a positive, caring attitude towards other people,
- an understanding of their social and cultural traditions
- and an appreciation of the diversity and richness of the culture

# **Sexual Violence and Sexual Harassment Guidelines**

## **What is Sexual Violence?**

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

**Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual consent

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16; 17
- sexual intercourse without consent is rape.

## **What is Sexual Harassment?**

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment.

This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- consensual and non-consensual sharing of nude and semi-nude images and videos
- sharing of unwanted explicit content;
- upskirting
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats

## **Use of Reasonable Force Guidelines**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Use of reasonable force: Advice for Headteachers, staff and governing boards July 2013. The actions that we take are in line with government guidelines on the restraint of children. More details can be found in the school's Positive Handling Policy.

### **Key points**

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

### **Who can use reasonable force?**

- All members of school staff have a legal power to use reasonable
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### **When can reasonable force be used?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

### **Schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

# **Suspensions and Permanent Exclusions Guidelines**

Newcomen Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities.

## **Partnership with Parents and Carers**

Parents working in partnership with the school to consistently reinforce the school's expectations is an important factor in every child's success. At Newcomen Primary School, we work in partnership with parents and carers to ensure that expectations are clear. This includes ensuring that parents and carers are kept informed about decisions made in response to a child's behaviour so that we can work together in the best interests of pupils to ensure expectations for behaviour are made clear.

The school is responsible for communicating to pupils, parents/carers and staff its expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct. These include:

- Policy to promote positive relationships and behaviour:
- Courtesy Code of Conduct
- Home-School Agreement

## **Supporting Pupils to Succeed**

We aim to include, not exclude, and we approach all challenging behaviour in a supportive and positive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. No exclusion will be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation.

## **Types of Exclusion**

### ***Internal Exclusion***

Internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will be in a different classroom. An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for an external / fixed-term exclusion.

### ***Suspension***

A suspension is when a child is excluded from school and must remain home for a fixed amount of time. This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the breach of policy.

### ***Permanent exclusion***

A permanent exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and the Headteacher will consult with senior leaders and Chair of the Governing Board as soon as possible in such a case.

## **Reasons for Suspension/Exclusion**

This can either be a very serious incident or the repetition of serious incidents. Any exclusion will be at the discretion of the Headteacher. A decision to exclude a pupil for a fixed period or permanently is seen as a last resort by the school. The physical and emotional health of our children and staff is our primary concern. Therefore, we accept that in some serious situations exclusion may be necessary.

The decision to exclude will be in response to a very serious breach of school rules and policies or serious risk of harm to the education or welfare of the pupil or others in the school.

Exclusion may be the result of persistently poor behaviour or a serious single incident.

The length of an exclusion will depend upon a number of factors such as the severity of the incident and the likely impact on the child's learning and ability to succeed on returning to school. Such decisions will be made in the best interests of the child, whilst also mindful of the need to maintain order and reinforce the rules and expectations of the school in a clear and consistent way. In the most serious cases, where the problem persists and there is no improvement permanent exclusion may be necessary.



## Safeguarding

An exclusion will not be enforced if doing so may put the safety of the pupil at risk. In cases where parents/carers will not comply by, for example, refusing to collect the child, the child's welfare is the priority. In this situation, depending on the reason for exclusion, the school may consider an internal exclusion until the end of the day, implementing the original exclusion decision from the time the child is collected from school, or, in more severe circumstances the school may contact Social Services and/or the Police to safely take the pupil off site.

## Re-integration

After fixed term exclusion the pupil and parent/carer will be requested to attend a reintegration meeting with a senior member of staff. At this meeting the behaviour leading to exclusion will be discussed and targets will be set for improvement. Support around behaviour will be also be discussed.

## Behaviour outside school

Pupils' behaviour outside school **on school business** e.g. on school trips, at sports events, is subject to the school's behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school; and additionally this includes the any serious breach of policy which could 'bring the school into disrepute'.

## Pupils with special educational needs and disabled pupils

The school must take account of any special educational needs when considering whether or not to exclude a pupil. The Headteacher should ensure that reasonable steps, in line with the Disability Discrimination Act have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

## Managed move

In cases where the Headteacher and parents/carers agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered, or if a parents/carers failure to engage in strategies implemented by the school are resulting in a continuing pattern of poor behaviour or lack of improvement in behaviour, the Headteacher may consult with the Local Authority and propose a managed move to another school. This is not exclusion and in such cases the Headteacher may assist the parents in placing the pupil in another school.

## Equal Opportunities

The Governing Board recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at Newcomen school should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

## Key Points:

- **Only the Headteacher (or the 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 and may also exclude a pupil permanently.**
- **It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.**
- **The Headteacher informs the local authority and the governing board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.**
- **If the Headteacher excludes a pupil, she informs the parents immediately, 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 board. The school informs the parents how to make any such appeal.**
- **A committee, made up of between three and five governors, considers any exclusion appeals on behalf of the governing board.**
- **When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the local authority, and consider whether the pupil should be reinstated.**
- **If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling. The governing board itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.**

*Please refer to the DFE guidelines below for more details:*

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)

## **Anti-Bullying Guidelines**

Bullying can happen in any school. At Newcomen Primary, it is extremely rare. We have these principles and procedures in place to ensure that bullying, if it occurs, is quickly stopped.

### **Definition (DFE)**

Bullying is actions that are meant to be hurtful and which happen on a regular basis. Bullying can be direct (physical or verbal) or indirect (eg being ignored or not spoken to). There can be specific types of bullying, including lesbian, gay, bisexual or transgendered (**LGBT**) bullying. All are treated extremely seriously at Newcomen Primary.

### **Aims and objectives**

Our school is a safe and secure environment where everyone can learn without anxiety. Bullying is wrong and damages children's social and / or emotional health. We therefore do all we can to prevent it by sustaining a positive, happy and healthy whole school ethos in which bullying is regarded as unacceptable. Any such cases are dealt with promptly.

### **The role of children**

- All pupils should know that hurting someone (physically or emotionally) is wrong and that bullying is wrong.
- Pupils should tell any adult (school staff or parent/carer) if they are being bullied, or if they think they might be.
- Pupils are encouraged to tell us their honest views about school in regular PSHE lessons, School Council meetings, Worries Box and informal conversations with Headteacher. These views can be specifically about bullying but may also be about how safe they feel at school.

### **The role of teachers and other staff**

- All staff take all forms of bullying seriously; they ensure bullying is not tolerated and is dealt with in a swift and effective manner. All staff should communicate to children the message that hurting someone (physically or emotionally) is wrong and that bullying is wrong and unacceptable.
- If staff witness an act of bullying, they should investigate refer it to the SLT immediately.
- Adults fully support any child who is being bullied. Time is spent with the child to restore the child's confidence, happiness and other aspects of health –adults will monitor and restore the child's well-being through checks, smiles and other 'signs' that they are being looked after and are safe. The child's parents / carers will be consulted.
- They also aim to stop the problem: for the child who has bullied, there is also the possibility of some form of exclusion in extreme circumstances. Some time is spent with the pupil who has bullied to explore reasons for his / her actions and demonstrating why his / her actions are unacceptable - adults will be vigilant about monitoring the child's choices and well-being.
- All teachers and support staff should equip themselves with skills and awareness eg through available CPD, policy reviews.
- All teachers and teaching assistants should implement PSHE sessions centred on anti-bullying and how people can stop bullying if there are any signs of someone being bullied in school.
- They should follow the principles set out in this policy and in our **Ethos and Mission Statement** in order to continue our school climate of mutual support and praise, so making bullying less likely: when children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to exist

### **The role of the Headteacher and Deputy Headteacher**

- The Senior Leadership Team ensure all principles and roles set out are implemented.
- The Senior Leadership Team follow all principles and roles set out for teachers and other staff (above).
- In particular, this includes ensuring that all children in school know that hurting someone (physically or emotionally) is wrong and that bullying is wrong and unacceptable at Newcomen Primary. Assemblies are used to reinforce this to the whole school.
- The Headteacher keeps a record of bullying, including any homophobic and online bullying; she reports incidents, if any, to the Governing Board on a termly basis.
- The Headteacher reports to the Governing Board about the effectiveness of the policy on request.

### **The role of parents / carers**

- Parents / carers have the responsibility of supporting this entire policy on positive relationships, behaviour and its appendices, including this one.
- Parents / carers concerned about bullying should contact their child's class teacher or the Headteacher / Deputy Headteacher straight away. They might be worried that their child is being bullied, but they should also contact school if they suspect their child may be bullying someone else.

### **The role of Governing Board**

- The Governing Board supports the school in all principles and roles set out here. It does not condone any bullying at all in school. Any incidents of bullying will be taken very seriously and dealt with appropriately.
- It monitors incidents of bullying and reviews the effectiveness of this policy. It requires the Headteacher to keep accurate records of all incidents of bullying and to report to the governors about the effectiveness of anti-bullying strategies.
- It will respond to any formal complaint from a parent / carer in line with our complaints procedure.

# **Cyberbullying Guidelines**



## **Definition**

"Cyberbullying is the use of Information Communication Technology (ICT), particularly mobile phones and the internet, to deliberately upset someone" DFE 2007

There are many types of cyberbullying. Although there may be some of which we are unaware, here are the more common:

- **Text messages** that are threatening or cause discomfort
- **Picture / video-clips** via mobile phone cameras - images sent to others to make the victim feel threatened or embarrassed
- **Mobile phone calls:** silent calls or abusive messages or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible
- **Emails:** threatening or bullying emails, often sent using a pseudonym or somebody else's name
- **Chatroom bullying:** menacing or upsetting responses to children or young people when they are in a web-based chatroom
- **Instant messaging (IM):** unpleasant messages sent while children conduct real-time conversations online using MSM (Microsoft Messenger) or Yahoo Chat (although there are others)
- **Bullying via websites:** use of defamatory blogs, personal websites and social networking sites eg Bebo, MySpace, Facebook, Twitter

## **How is cyberbullying different?**

Bullying is bullying wherever and however it takes place. Cyberbullying is a method of bullying that uses ICT to upset, threaten or humiliate someone and has the following key characteristics:

- Cyberbullying can take place at any time, in any location; technology allows the user to bully anonymously
- Cyberbullying can occur on vast and rapid scale
- Electronic content is very hard to control; it can never be guaranteed to be removed totally from circulation
- Bullies can take actions to attempt to be anonymous and can feel 'distanced' from the incident
- 'Bystanders' can easily become perpetrators
- The 'profile' of a cyberbully or a target varies – age / size is not an issue
- Cyberbullying incidents can be used as evidence
- Cyberbullying can occur unintentionally often due to a lack of awareness / empathy – 'It was only a joke'
- Cyberbullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be very severe
- Young people are particularly adept at adapting to new technology, an area that can seem a closed world to adults (eg the numerous acronyms used by young people - POS - Parents Over Shoulder, TUL – Tell You Later); this makes it difficult for adults to recognise potential threats.

**At Newcomen Primary School, we take this form of bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually. An episode may result in a simple verbal reprimand. It will result in a discussion between school, parents/careers. Clearly, more serious cases will result in further sanctions.**

## **Key advice to pupils**

Adapted from DFE guidance, the following points are taught to pupils on a regular basis, especially when teaching about internet use.

- Remember that anything you publish online can be made public very quickly and you will never be sure who may have seen it; once something is posted you lose control
- Treat your password like a toothbrush: never share it with anyone and only give your personal information like mobile phone number or email address to trusted friends
- Learn how to block or report online bullies or anyone behaving badly!
- Always respect others – think about what you say online and what images you send / post
- Don't retaliate or reply.
- Save the evidence – text messages, online conversation, pictures etc
- If you're worried, always make sure you tell an adult you trust or contact someone like Childline, the service provider eg website, mobile phone company, school or police
- If you see cyberbullying take place, then support the victim and report the bullying

There's a wide range of valuable online advice on how to react to cyber bullying. For example, [www.kidscape.org](http://www.kidscape.org) and [www.wiredsafety.org](http://www.wiredsafety.org) have some useful tips.

## **Advice to pupils if they are being bullied online:**

- You should never respond or retaliate to cyberbullying incidents. You should report incidents appropriately and seek support from your line manager or a senior member of staff.
- Save evidence of the abuse; take screen prints of messages or web pages and record the time and date.
- Where the perpetrator is known to be a current pupil or colleague, the majority of cases can be dealt with most effectively through the school's own mediation and disciplinary procedures.
- Where the perpetrator is known to be an adult, in nearly all cases, the first action should be for a senior staff member to invite the person to a meeting to address their concerns, and if they have a reasonable complaint, to make sure they know how to raise this appropriately. They can request that the person removes the offending comments.
- If they refuse, it should be an organisational decision what to do next – either the school or you could report the matter to the social networking site if it breaches their terms, or seek guidance from the local authority, legal advisers or support from other agencies for example, The UK Safer Internet Centre.
- If the comments are threatening or abusive, sexist, of a sexual nature or constitute a hate crime, you or a representative from the school may consider contacting the local police. Online harassment is a crime

## **Key advice for parents / carers**

Adapted from DFE guidance, the following points are frequently communicated to parents / carers in newsletters:

- Be alert to your child being upset after using the internet / phones – they may be secretive, change relationships with friends
- Your child is just as likely to be a bully as to be a target
- Talk to your child and understand how they are using the internet and their phone
- Use safety tools and parental controls – if you're not sure how, contact your service provider. Please note tools are not always 100% effective
- Remind your child not to retaliate
- Keep any evidence of cyberbullying – emails, online conversations, texts etc
- Report the cyberbullying
- Contact the school so they can take action if it involves other pupils
- Contact the service provider eg website, phone company etc
- If the cyberbullying is serious and a potential criminal offence has been committed, then consider contacting the police

# Anti-Racism Guidelines



Like bullying, racism can exist in any school, even those where its pupils are all made up of one ethnicity. At Newcomen Primary, it is extremely rare. However, our school is in a multi-cultural community and we have these principles and roles in place to ensure that racism, if it occurs, is stopped.

## **Definition**

The Stephen Lawrence Enquiry Report defines **racism** as: 'conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin'. A **racist incident** is defined as 'any incident which is perceived as racist by the victim or any other person'.

**Racist behaviour** is any hostile or offensive act or expression by a person of one racial / ethnic origin against a person / group of another racial / ethnic origin. It can also be any incitement to act or express themselves in such a manner that would interfere with the peace and comfort of a person / group, regardless of whether that person / group are present or not.

Racist behaviour in an educational institution can include:

- physical assault because of colour and / or ethnicity;
- derogatory name-calling, insults and racist jokes;
- racist graffiti;
- provocative behaviour eg wearing racist badges / insignia;
- bringing racist materials eg leaflets, magazines into school;
- verbal abuse / threats;
- incitement of others to behave in a racist way (whether or not the ethnic group are aware or not);
- racist comments in the course of lessons;
- ridicule of cultural differences eg food, music, dress etc;
- refusal to cooperate with other people because of their colour and / or ethnicity.

## **Aims and objectives**

Our school is a safe and secure environment where everyone learns irrespective of their nationality, ethnic background or faith. It is not possible to achieve this if anyone faces prejudice or hostility. Racism is wrong. We therefore do all we can to prevent it by sustaining a positive, happy and healthy whole school ethos in which equality of opportunity is fundamental.

We want to:

- make our school safe and welcoming for all pupils, parents and carers;
- sustain an environment in which racist assumptions, attitudes and behaviour are not tolerated;
- sustain an environment in which we all recognise and celebrate our similarities and our differences;
- provide a curriculum which emphasises the positive aspects of all cultures and of a multi-cultural society;
- give all pupils, parents and staff the confidence that racism can and must be eradicated from our society;
- ensure staff are always aware of implicit racism and issues surrounding the use of correct terminology, customs, language etc;
- ensure staff directly intervene when they are aware of racist incidents.

## **The role of children**

- All pupils should know that racism is wrong.
- Pupils should tell any adult (school staff or parent / carer) if they know of any racism in our school.
- Pupils are encouraged to tell us their honest views about school in regular PSHE lessons, School Council meetings, Worries Box and informal conversations with Headteacher. These views can be specifically about racism but may also be about how safe and welcome they feel at school.

## **The role of teachers and other staff in school**

- All staff take racism seriously; they aim to ensure racism is seen as unacceptable. Teachers and teaching assistants should communicate to all children, other staff and to parents the message that racism is wrong and unacceptable at Newcomen Primary and in society.
- All racist incidents will be dealt with no matter how trivial they may seem to be.
- If staff are aware of racism, they should refer it to the Headteacher or Deputy Headteacher directly.
- Adults fully support the victim of racism. Time is spent to restore the victim's confidence, happiness and other aspects of health.
- They also aim to stop the problem. For the child who has been racist there is also the possibility of some form of exclusion. Time is spent with the pupil who has been racist to explore attitudes and reasons and to make clear that his / her actions are unacceptable
- For a member of staff who has been racist, disciplinary procedures will be pursued. For a parent / carer, legal advice will be sought.

- All teachers and support staff should equip themselves with skills and awareness eg through available CPD, policy reviews.
- All teachers implement PSHE and Circle Time activities on a weekly basis; these sessions and other teaching should not shy away from discussing racism, how unacceptable it is and how people can stop it if there are any signs.
- They should follow the principles set out in this policy, our **Ethos and Mission Statement** and our **Single Equality Statement** in order to continue our school climate of mutual respect and praise, so making racism less likely.

### **The role of the Headteacher and Deputy Headteacher**

- The Senior Leadership Team ensure all principles and roles set out are implemented.
- The Senior Leadership Team follow all principles and roles set out for teachers and other staff (above).
- In particular, this includes ensuring that everyone in school knows that racism is wrong and unacceptable. Assemblies are used to promote tolerance and respect of others and good citizenship.
- In the case of serious incidents, an assessment must be carried to find out whether the whole school community must be informed ie whether teachers must explain circumstances to pupils in order to reduce distortion and backlash and whether parents / carers should be informed. Serious incidents are reported to the police.
- If there is an allegation against a member of staff, it should be dealt with under the Redcar and Cleveland Human Resources Disciplinary Procedures (adopted by our school).
- The Headteacher monitors the effectiveness of staff in promoting community cohesion and positive relationships, and in providing support for victims of racism.
- The Headteacher reports to the Governing Board about the effectiveness of the policy on request.
- The Headteacher keeps a record of all racist incidents. The Headteacher has overall responsibility for dealing with racist incidents and recording the action taken; she reports to the Governing Board and local authority any incidents of racism on a termly basis.

### **The role of parents / carers**

- Parents / carers have the responsibility of supporting this entire policy.
- Parents / carers concerned about racism should contact their child's class teacher or the Headteacher / Deputy Headteacher immediately. They might be worried that their child is a victim of racism, but they should also contact school if they suspect their child may have been racist to someone else.

### **The role of Governing Board**

- The Governing Board supports the school in all principles and roles set out here. Any racist incident will be taken very seriously and dealt with appropriately.
- It monitors incidents of racist and reviews the effectiveness of this policy. It requires the Headteacher to keep accurate records of all incidents of racism and to report to the governors about the effectiveness of anti-racist strategies.
- It will respond to any formal complaint from a parent / carer in line with our complaints procedure.

### **Support**

It is recognised that victims of racism may be fearful of the consequences of reporting an incident. However, systems and procedures are robust and staff, leadership and governors will respond in a caring, positive and thorough way. Victims will receive immediate help from an appropriate member of staff in order to reduce the effect of shock and avoid / reduce longer-term distress.

### **PREVENT Strategy**

The school also has a stringent radicalisation policy which covers many aspects linked to racism. Our curriculum is broad and balanced. It promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. Our PSHE provision is embedded across the curriculum, and demonstrated most clearly in our teaching of SMSC which underpins the ethos of the school. It is recognised nationally that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

### **British Values**

Here at Newcomen Primary School we strive to promote and secure British values throughout our curriculum and ethos. This statement demonstrates our commitment to not only promoting British Values, but also celebrating and embracing them.

# Newcomen Primary School

## Relationships and Behaviour:

### Racist / Homophobic incidents (Confidential)



Schools are required to record and report these incidents.

If you witness a racist or homophobic incident amongst children and / or adults, you must report it.

Use the form below and pass to the Headteacher (Miss K Pusztai)

The Stephen Lawrence Enquiry Report defines **racism** as: 'conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin'.

A **racist incident** is defined as 'any incident which is perceived as racist by the victim or any other person'.

**Homophobia** is a dislike or fear of someone who is lesbian, gay or bisexual (LGB). At its most benign it involves passive resentment of LGB men and women. In its most destructive form it involves active victimisation. Such attitudes can also affect anyone who is perceived to be homosexual or who does not conform to stereotypical standards of masculine or feminine behaviour.

**Homophobic behaviour** can start in the early years of primary school, when children frequently misuse words such as 'gay' as a generic insult or term of abuse. Comments that question others' masculinity or femininity – as well as those that refer directly to sexuality – are also frequent and damaging. ('Stand Up For Us', NHS, 2004).

Notes		
<b>Victim(s)</b> (if applicable eg graffiti may not have 'victim')	<b>Perpetrator (s)</b>	
Name of person / people:	Name of person / people:	
Date, time and place of incident (ie of observed behaviour / discussion / disclosure):		
Nature of incident / concern (record any statements from children word for word; continue overleaf if necessary):		
Person completing form (signature notes that this is a true and accurate record, date)		
Seen by Headteacher? (initial, date)		
Action Taken	By whom	Outcome



# Newcomen Primary School

## Relationships and Behaviour:

### Bullying incidents (Confidential)



Our school is a safe and secure environment where everyone can learn without anxiety. Bullying is wrong and damages children's social and / or emotional health. We therefore do all we can to prevent it by sustaining a positive, happy and healthy whole school ethos in which bullying is regarded as unacceptable. Any such cases are dealt with promptly.

#### Definition (DFE)

Bullying is actions that are meant to be hurtful and which happen on a regular basis. Bullying can be direct (physical or verbal) or indirect (eg being ignored or not spoken to). All are treated extremely seriously at Newcomen Primary School.

**If you witness an act of bullying or have been informed about one amongst children and / or adults, you must report it. Use the form below and pass to the Headteacher (Miss K Puszta)**

Notes		
<b>Victim(s)</b> (if applicable eg graffiti may not have 'victim')	<b>Perpetrator (s)</b>	
<b>Name of person / people:</b>	<b>Name of person / people:</b>	
<b>Date, time and place of incident (ie of observed behaviour / discussion / disclosure):</b>		
<b>Nature of incident / concern</b> (record any statements from children word for word; continue overleaf if necessary):		
<b>Person completing form</b> (signature notes that this is a true and accurate record, date)		
<b>Seen by Headteacher?</b> (initial, date)		
<b>Action Taken</b>	<b>By whom</b>	<b>Outcome</b>



# Newcomen Primary School

## Relationships and Behaviour: Cyberbullying incidents (Confidential)



### Definition

"Cyberbullying is the use of Information Communication Technology (ICT), particularly mobile phones and the internet, to deliberately upset someone" DFE

There are many types of cyberbullying. Although there may be some of which we are unaware, here are the more common:

- **Text messages** that are threatening or cause discomfort
- **Picture / video-clips** via mobile phone cameras - images sent to others to make the victim feel threatened or embarrassed
- **Mobile phone calls:** silent calls or abusive messages or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible
- **Emails:** threatening or bullying emails, often sent using a pseudonym or somebody else's name
- **Chatroom bullying:** menacing or upsetting responses to children or young people when they are in a web-based chatroom
- **Instant messaging (IM):** unpleasant messages sent while children conduct real-time conversations online using MSM (Microsoft Messenger) or Yahoo Chat (although there are others)
- **Bullying via websites:** use of personal websites and social networking sites eg Bebo, MySpace, Facebook, Twitter

**If you witness an act of bullying or have been informed about one amongst children and / or adults, you must report it. Use the form below and pass to the Headteacher (Miss K Pusztai)**

Notes		
<b>Victim(s)</b> (if applicable eg graffiti may not have 'victim')	<b>Perpetrator (s)</b>	
<b>Name of person / people:</b>	<b>Name of person / people:</b>	
<b>Date, time and place of incident (ie of observed behaviour / discussion / disclosure):</b>		
<b>Nature of incident / concern</b> (record any statements from children word for word; continue overleaf if necessary):		
<b>Person completing form</b> (signature notes that this is a true and accurate record, date)		
<b>Seen by Headteacher?</b> (initial, date)		
<b>Action Taken</b>	<b>By whom</b>	<b>Outcome</b>

# Newcomen Primary School

## Relationships and Behaviour: Internet Safety incidents (Confidential)



Notes		
<b>Victim(s)</b> (if applicable)		<b>Perpetrator (s)</b>
Name of person / people:		Name of person / people:
Date, time and place of incident (ie of observed behaviour / discussion / disclosure):		
Website accessed:		
Nature of incident / concern (record any statements from children word for word; continue overleaf if necessary):		
Person completing form (signature notes that this is a true and accurate record, date)		
Seen by Headteacher? (initial, date)		
Seen by network manager? (initial, date)		
Action Taken	By whom	Outcome

# Incident Record Form (The Use of Reasonable Force)

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain to prevent in a situation where a pupil may harm themselves or another. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.



1.	Name of member(s) of staff:	
2.	Names of pupil(s): involved:	
3.	Date, time and location of Incident:	
4.	Name(s) of staff who witnessed incident and their locations in relation to the incident:	
5.	<p>Details of how the incident began and progressed:                      (Please attach a continuation sheet if necessary. As far as possible, include details of the pupil's behavior; what was said by each of the parties, steps taken to defuse or calm the situation down, the degree of force used, how that was applied and for how long).</p>	
6.	The reason that force was considered necessary:	
7.	The pupil(s) reaction to the force used:	
8.	(a) Where injury occurred, details of any injury suffered by the pupil, another pupil, or a member of staff:	
	(b) Details of any treatment given:	
9.	Details of any damage to property:	
10.	Details of communication with parents / carer	
	Signature:	Date:
<i>Please continue on back of page if needed.</i>		

# Newcomen Primary School

## Sexual Violence and Harassment Risk Assessment



Question:	Information Gathered /Actions taken	Evidence of Risk
Current situation and management of risk for victim and alleged perpetrator		
Child's Name and Age		
Interview of the victim of sexual harassment or sexual violence		
Interview of the alleged perpetrator of sexual harassment or sexual violence		
Interview (s) of any other witnesses who may have seen the incident		
Victim's view of what happened, their voice and opinion inclusive of their views of next steps taken (we must inform pupils of any professional actions we must take and why, inclusive of contacting the police/social care)		
Alleged perpetrator's view of what happened, their voice and opinion inclusive of their understanding of the next steps taken (we must inform pupils of any professional actions we must take and why, inclusive of contacting the police/social care)		
What additional history or context informs this situation inclusive of contact outside of school, relationships or community context?		
What immediate action is required for the victim: E.g. medical attention, police or social care interview?		
What immediate action is required for the alleged perpetrator: E.g. Medical attention, police, or social care interview?		
What contact and action is being taken by other professionals e.g. Police and Social Care?		
What immediate risk of harm is there to the pupils now and how will they be managed in school pending all the current actions taken?		
What contact with parents has been made and actions taken? (use of script may support contacting home)		
What ongoing support is required for either the victim or alleged perpetrator? (e.g. counselling, one to one, peer mentoring)		
What is the current level of risk to		

those involved in the incident and what is the rationale for your decision making and actions taken?		
What recording of this incident has been made? (include all interviews taken, notes and ensure a full and comprehensive record has been made)		
Next steps and risk assessment following incident		
Where did the incident occur on site and what immediate actions must be taken to prevent a further incident of harm?		
What immediate review of site safety has been taken following the incident?		
What Policies, Procedures and Practices need to be reviewed following this incident?		
Which members of staff were involved and what support do they need following the incident? E.g. (if the incident involved staff negligence/lack of supervision actions should be recorded separately.		
Did all staff involved manage the incident appropriately and consistently? (what further training may be required)		
Have you currently reviewed all vulnerable children (alongside all pupils) in terms of any additional support required in school following the incident?		
What further work within the curriculum could support children following the incident? (inclusive of positive healthy relationships, acceptable behaviour, peer on peer abuse policy)		

Following completion of Risk Assessment:

Agreed course of action:

Outcome of decision and next steps:

Review date (*if applicable*):



**Newcomen Primary School**

**10 Commandments**

**Courtesy Code of Conduct**

- 1, Always walk in a quiet and sensible manner throughout school.
- 2, Always show respect towards others.
- 3, Be an honest and truthful Newcomen citizen.
- 4, Be kind and never hurt others.
- 5, Always work your hardest and give your all.
- 6, Keep your desk, classroom and our environment tidy.
- 7 Please dismount bicycles and scooters whilst on school grounds.

- |     |                |
|-----|----------------|
| 8,  | <b>Believe</b> |
| 9,  | <b>Achieve</b> |
| 10, | <b>Succeed</b> |