



Littletown Primary Academy

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SCHOOL DISCIPLINE & BEHAVIOUR POLICY

**This Policy was adopted by the Full Governing Body of
Littletown Primary Academy**

On 19 9 17

**signed.....
(Chair of Governors)**

Date Policy to be reviewed on:

September 2020

Policy	School Discipline and Behaviour policy		
Applies to	All stakeholders at the school		
Aim	To set out the principles of school discipline so that all stakeholders can work closely together to enable pupils to develop into positive, confident, thoughtful individuals. The atmosphere of the school is one of affection based on rewarding those things which are good whilst having a structure to deal with difficulties when they arise.		
Regulations and related documents	Corporal Punishment - sections 548 to 550 of the 1996 Education Act Advice from East Devon Behaviour Support Team in Section C of this policy		
Policy approved	<i>September 2017</i>	Next Review	<i>September 2020</i>
Definitions	Mentor - a member of staff who has responsibility for inducting a new member of staff		

Overall summary of the Policy	
<p>The policy sets out the rationale and expectations for discipline within the school. Guidelines and rules are included for all staff and children who are in school, or travelling to and from school. The School Council contributed to this policy by setting out how they believe children should relate to each other. The policy includes discipline in the classroom and during breaktimes and lunchtimes and the procedures are detailed in Section D. Year 6 pupils have a role to play in supporting good behaviour at breaktimes and lunchtimes. This is set out in Section D.</p> <p>Discipline is based on rewarding appropriate behaviour, so that children learn from the experience, and only imposing sanctions for unacceptable behaviour. Restraint of pupils is closely governed by law and Section B sets out those circumstances in which appropriate restraints may be used. Section C sets out 20 approaches to help resolve conflict within the school environment which have been suggested by the East Devon Behaviour Support Team.</p>	

Details of the Policy	<p>The contents of this policy are:</p> <ul style="list-style-type: none"> Rationale and school approach to discipline Section A School Rules Section B Restraint of pupils Section C 20 strategies for Conflict Resolution Section D Discipline at Breaktime/Lunchtime Section E Whole School Behaviour Strategy
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RATIONALE

Discipline in schools affects us all - we each have our share of responsibilities. Our aim should be to continue to work closely together to enable our children to develop into positive, confident, thoughtful individuals in an atmosphere of affection based on rewarding those things which are good, yet having a structure to deal with difficulties when they arise. Mutual co-operation by all parties involved, is the cornerstone upon which success flourishes.

The way children behave in school is based upon a combination of factors which involves parents, teachers, the environment and, of course, themselves. When young children join they bring with them patterns of behaviour which are almost exclusively based on those learned in the home. Clearly, the closer those patterns are to those we expect in school the easier the transition and settling in. Equally clearly is the fact that where major differences continue to exist between the way parents and teachers attempt to develop the behaviour patterns of a child then s/he is less likely to respond to the positive environment which is created and may, more negatively, develop behavioural problems with other children and adults.

Parents should aim to

- 1) Provide firm but affectionate guidance which is more likely to produce the attitudes on which good behaviour in school can be based
- 2) ensure they set a good and consistent example to their children by their own behaviour
- 3) avoid permissive or harshly punitive responses to aggressive behaviour, particularly by boys, which can encourage attitudes that are incompatible with schooling

By its very size the control of children in school has to be different from that within a family - e.g. a rule which bans running in the corridor is not something most families have to worry about at home!

Teachers, for their part, have to establish a coherent set of values to which all staff adhere. The enormity of this task is underlined by the fact that two parents may disagree about how some sort of behaviour by their child be dealt with.

Teachers, together with Teaching Assistants and Lunchtime Supervisors, whilst agreeing in broad terms to implement a school policy on discipline, must be able to exercise individual judgement in particular cases.

Staff should aim to:

- 1) strike a healthy balance between rewards and punishments.
- 2) ensure that rules are applied consistently by all members of staff but that there is flexibility in the use of punishment to take account of individual circumstances.
- 3) each teacher will negotiate rules with the children for their class which will involve specific, agreed lists of rewards and consequences. Individual contracts may be designed with pupils who demonstrate particular behavioural problems.
- 4) ensure that school provides a welcoming environment for parents and should encourage parental involvement in the classroom and in home learning.
- 5) recognise the importance of displaying pupils' work in creating an attractive environment, increasing pupils self-esteem and fostering a sense of ownership of the premises.
- 6) mentors should ensure new colleagues are fully aware of this policy and be directed to support materials as appropriate.

Children themselves, of course, make the choices between what is potentially good or bad behaviour but are affected significantly by all the above. Younger children need a more structured guidance that takes into account their lack of experience in such decision making. As they grow older greater self discipline is expected as a preparation for adulthood. In school, children are continually offered choices that involve trust. Some children respond better than others, but however poorly a child responds to trust it must continue to be offered; that is the only way growth takes place.

The ethos within the school will aim to encourage children to:-

- 1) be cheerful, questioning, confident, good-humoured and co-operative.
- 2) appreciate sharing and helping others.
- 3) achieve satisfaction, personal success and progress.
- 4) have a commitment to school, friends, work and attainment.

Parents or other adults in the school who create verbal or physical abuse should be referred to the Headteacher at the earliest opportunity or an Assistant Headteacher in her absence.

Section A

SCHOOL RULES

These are based upon common sense, respect for each other, for property and for the school premises. Within this are implicit expectations and occasionally a child's attention has to be drawn to the fact that, for example fighting is unacceptable, or that we respect nature and do not destroy it.

Relevant rules pertaining to children should be raised in assembly from time to time and as felt appropriate by individual teachers.

The Learning Forum have developed a set of rules that have been agreed by pupils and staff.

- 1) Listen
- 2) Show respect
- 3) Cooperate
- 4) Be Safe

In addition, each class will agree class rules at the start of the year, that are appropriate to that year group.

Rules to protect children:

- 1) Children should walk around the building.
- 2) When children have to form a line they do so in a quiet and orderly fashion
- 3) All pedestrians must use the pedestrian entrances **not** the vehicular access.
- 4) Children should keep off the grass during the bulk of the Autumn and Spring terms to protect their clothing and keep mud from coming into the building.
- 5) Cycles, skateboards and roller-blades must not be ridden on the campus.
- 6) Dogs are forbidden on the campus (except guide dogs).
- 7) A no smoking policy exists on the school site - both inside and out.
- 8) Children with pierced ears must wear studs or similar sized earrings (not hoops).
- 9) Children should not arrive in school before 8.50 unless attending a pre-school activity or the breakfast club, as no responsibility is accepted for their safety before that time.

10) Children must not leave the campus without obtaining the permission of a teacher or supervisor.

11) Toys should not be brought into school unless by arrangement with a teacher to avoid damage, loss and upset.

12) Mobile phones should not be brought to school unless in Y5 and 6, or there is a particular reason, based on safety, in which case it should be handed to the designated person in your child's class, for safe keeping until home time.

13) Children and parents are asked not to use the school apparatus without permission, or outside school hours. The school cannot be held responsible for any injury due to misuse of school equipment, without permission, or outside school hours.

School Uniform

1) It is strongly recommended that children wear uniform.

See Section D for details of discipline at breaktimes and lunchtimes.

Other rules may be introduced as circumstances change.

Section B

RESTRAINT OF PUPILS

Introduction

To clarify the position about the use of physical force by teachers and others to control or restrain pupil.

1. **Corporal punishment.**

The law forbids a teacher to use any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain or injury or humiliation (sections 548 to 550 of the 1996 Act).

2. **Section 550A**

The section allows teachers, and other persons who are authorised by the Headteacher to have control or charge of pupils (e.g. classroom and mealtime assistants and voluntary helpers) to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);
- injuring themselves or others;
- causing damage to property (including the pupil's own property);
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere (e.g. residential visit and educational visits).

3. **Action in self-defence or in an emergency.**

Everyone has the right to defend themselves against an attack provided they do not use a disproportionate degree of force to do so. Similarly, in an emergency, for example if a pupil was at immediate risk of injury or on the point of inflicting injury on someone else, any member of staff would be entitled to intervene. The purpose of Section 550A is to make it clear that teachers, and other authorised staff, are also entitled to intervene in other, less extreme, situations.

4. **Types of incidents.**

There are a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil. They will fall into three broad categories:

- 1) where action is necessary in self-defence or because there is an imminent risk of injury;

- 2) where there is a developing risk of injury, or significant damage to property;
- 3) where a pupil is behaving in a way that is compromising good order and discipline.

Examples of situations that fall within one of the first two categories are:

- a pupil attacks a member of staff, or another pupil;
- pupils are fighting;
- a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- a pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others;
- a pupil absconds from a class or tries to leave school (N.B. this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations that fall into the third category are:

- a pupil persistently refuses to obey an order to leave a classroom;
- a pupil is behaving in a way that is seriously disrupting a lesson.

5. **Reasonable force**

There is no legal definition of 'reasonable force'. So it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case.

There are three relevant considerations:

- 1) The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore physical force could not be justified to prevent a pupil from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force.
- 2) The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.
- 3) Whether it is reasonable to use force, and the degree of force that could reasonably be employed, might also depend on the age, understanding, and sex of the pupil.

6. **Practical considerations**

- 1) Before intervening physically a teacher should, wherever practicable, tell the pupil who is misbehaving to stop, and what will happen if he or she does not. The teacher should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and teachers should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the pupil.
- 2) Sometimes a teacher should not intervene in an incident without help (unless it is an emergency). For example, when dealing with an older pupil, or a physically large pupil, or more than one pupil, or if the teacher believes he or she may be at risk of injury. In those circumstances the teacher should remove other pupils who might be at risk, and summon assistance from a colleague or colleagues, or where necessary phone the Police. The teacher should inform the pupil(s) that he or she has sent for help. Until assistance arrives the teacher should continue to attempt to defuse the situation orally, and try to prevent the incident from escalating.

7. **Application of Force**

- 1) Physical intervention can take several forms. It might involve staff:
 - physically interposing between pupils;
 - blocking a pupil's path;
 - holding;
 - pushing;
 - pulling;
 - leading a pupil by the hand or arm;
 - shepherding a pupil away by placing a hand in the centre of the back;

or,

- (in extreme circumstances) using more restrictive holds.
- 2) In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force': for example to prevent a young pupil running off a pavement onto a busy road, or to prevent a pupil hitting someone, or throwing something.
 - 3) In other circumstances staff should not act in a way that might reasonably be expected to cause injury, for example by:
 - holding a pupil around the neck, or by the collar, or in any other way that might restrict the pupil's ability to breathe;
 - slapping, punching or kicking a pupil:

- twisting or forcing limbs against a joint;
- tripping up a pupil;
- holding or pulling a pupil by the hair or ear;
- holding a pupil face down on the ground.

Staff should always avoid touching or holding a pupil in a way that might be considered indecent.

- 4) Teachers should always try to deal with a situation through other strategies before using force and give a warning if possible.
- 5) Strategies and techniques for dealing with difficult pupils and ideas on ways to defuse and/ or calm a situation will be included in the teachers' pack in the staffroom. Key elements from this policy, together with the incident form and strategies for conflict resolution will be kept in the class teachers' register.

8. **Recording Incidents**

It is important that there is a detailed, contemporaneous, written report of any occasion (except minor or trivial incidents) where force is used. It may help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful should there be a complaint. Immediately following any such incident the member of staff concerned should tell the Head or a senior member of staff and provide a written report as soon as possible afterwards. That should include:

- the name(s) of the pupil(s) involved, and when and where the incident took place;
- the names of any other staff or pupils who witnessed the incident;
- the reason that force was necessary (e.g. to prevent injury to the, another pupil or member of staff);
- how the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied, and for how long;
- the pupil's response, and the outcome of the incident;
- details of any injury suffered by the pupil, another pupil, or a member staff and of any damage to property.

(See Behaviour Management Incident Report Form)

Staff may find it helpful to seek advice from a senior colleague or a representative of their professional association when compiling a report. They should also keep a copy of the report. Incidents involving the use of force can cause the parents of the pupil involved great concern. It is always advisable to inform parents of an incident involving their child, and give them an opportunity to discuss it. The Headteacher, or member of staff to whom the incident is reported, will need to consider whether that should be done straight away or at the end of the school day, and whether parents should be told orally or in writing.

9. **Planning for incidents**

1) Managing the pupil

Training on conflict resolution and reminders of holds to be used, will take at regular intervals with teaching staff, classroom and meal-time assistants.

2) Parental involvement

Parents will be involved, to ensure they are clear about the specific action the school might take via the Governors report to parents.

3) Additional support

Should additional support be required, immediate back-up from a neighbouring colleague or classroom assistant should be utilised and the Head summoned.

10. **Disciplinary Hearing**

The possibility that a complaint might result in a disciplinary hearing, or a criminal prosecution, or in a civil action brought by a pupil or parent, cannot be ruled out. In those circumstances it would be for the disciplinary panel or the court to decide whether the use and degree of force was reasonable in all the circumstances. In that event, however, the panel or court, would have regard to the provisions of section 550A. It would also be likely to take account of the school's policy on restraint, whether that had been followed, and the need to prevent injury, damage or disruption, in considering all the circumstances of the case.

11. **Physical Contact With Pupils In Other Circumstances**

1) There are occasions when physical contact with a pupil may be proper or necessary other than those covered by Section 550A of the 1996 Act. Some physical contact may be necessary to demonstrate exercises or techniques during PE lessons, sports coaching or CDT, or if a member of staff has to give first aid. Young children and children with special educational needs may need staff to provide physical prompts or help. Touching may also be appropriate where a pupil is in distress and needs comforting. Teachers will use their own professional judgement when they feel a pupil needs this kind of support.

2) There may be some children for whom touching is particularly unwelcome. For example, some pupils may be particularly sensitive to physical contact because of their cultural background, or because they have been abused. Staff will receive information on these children. Staff should bear in mind that even innocent and well-intentioned physical contact can sometimes be misconstrued.

3) Staff have received training in Passive Intervention and Prevention Strategies (PIPS).

Section C

East Devon Behaviour Support Team

20 STRATEGIES FOR CONFLICT RESOLUTION

- 1) Focus on the problem not the participants. Label the act **not** child.
- 2) Make clear "I" statements. These will:-
 - communicate feelings and allow them to be acknowledged
 - reduce the likelihood of confrontation
 - open up possibilities for discussion
 - protect the pupil's self-concept
 - allow the adult to stay calm and express feelings
- 3) Have a "cool off" period- this allows tempers and emotions to calm down.
- 4) Reframe angry outbursts - "Try saying that in a different way".
- 5) Remove the threat of failure - "This is difficult, but I know you will do your best. Don't worry if you find it difficult, its my fault for giving you such hard work".
- 6) Take the blame for failure - "I'm sorry. I didn't explain this very well. Its my fault. Let me try again".
- 7) Offer just enough help and just early enough to prevent failure. It is much easier to intervene when the child is on-task than to rescue a child when he or she has failed.
- 8) Leave the pupil with a choice of behaviours. This ensures pupils are responsible for their own behaviour.
- 9) Remove the pupil from his/her audience.
- 10) Introduce humour into the situation.
- 11) Avoid threatening gestures and body language. Be aware of conflicting non-verbal signals.
- 12) Do not view the conflict as a contest that has to be won. Try to get into a "win-win" situation where each person's needs are met.
- 13) Teach pupils the skills to get it settled without an adult. Praise "ownership".

- 14) Use problem solving plans. For example, ask the following questions:-
 - a) What happened? What is the problem?
 - b) How do you feel about it?
 - c) What do you wish would happen?
 - d) What could you actually have done? Brainstorm solutions.

- 15) Use the A.B.C. plan. This can be used with individuals or the whole class.
Ask what the problem is.
Brainstorm solutions.
Choose a solution that satisfies everybody and answers the following criteria:-
 - Is it fair?
 - Is it sensible?
 - Will it work?

- 16) Write down the solutions - these can be displayed on the class opinion board or the space used for other pastoral information. They could be made into a book. Refer to them and encourage pupils to try them, evaluate them, and add to the list.

- 17) Use drama, role-play, or puppets to re-enact conflicts and explore solutions.

- 18) Use stories to illustrate parallel situations and the outcomes.

- 19) Use circle-time to "air" concerns, express feelings and practise solutions.

- 20) Encourage pupils to identify their feelings. If feelings can be verbalised they are less likely to build up to an explosion.

It is important to create a climate built on trust which will give these components a firm foundation. Solutions are reached much more quickly if children are participants and contributors to a supportive and caring school community.

Conflicts are reduced by firm, structured and consistent approaches to their prevention.

Section D

DISCIPLINE AT BREAKTIME/LUNCHTIME

Rationale

The breaktime/ lunchtime periods are an integral part of the whole school day and should be used positively to provide times of rest and recreation for pupils and staff in a safe environment.

Guidelines

- 1) The social attitudes fostered within class should be extended and encouraged at playtimes. With this in mind a rewards and consequences scheme has been designed with Playtime Supervisors to encourage good behaviour.
- 2) Children should be encouraged to develop a sense of corporate ownership and stewardship of the environment and foster respect and responsibility for the whole of the school campus.
- 3) A need for continuity across both playtimes should be developed particularly within the realms of attitude towards and methods of reacting with children and the need for standardisation of rules, no-go areas etc and methods of dealing with those who disregard the rules.
- 4) Guidelines have been formulated to ensure the adequate supervision and Health and Safety of the pupils having regard to prevention and follow-up treatment of accidents and contingencies relating to adverse weather conditions.
- 5) Regular dialogue should take place to facilitate exchange of ideas amongst the working team to enable the mealtime to be a social, educational and learning situation of intrinsic value in its own right in which care and consideration for each other is integral to the activity.
- 6) Children and parents should have an input concerning healthy, nutritional balance in food as part of the school's Health Education Policy.
- 7) The specific needs of individuals will be considered whenever possible.

Summary of Lunch time Procedures, Rewards and Sanctions

Rationale

To have a clear process to deal with unacceptable behaviour at lunchtime and to reward good behaviour. Unacceptable behaviour is behaviour that goes against our school rules and may involve aggressive or disruptive behaviour, rudeness or disobedience.

Behaviour Strategy

On the following page is a copy of the behaviour strategy for all adults working with children at lunch time and break time.

All adults working with children at these times will be apprised of this behaviour strategy. A copy of the behaviour strategy is posted in the staffroom at school.

All children are informed of the school's expected standards of behaviour and the rewards and sanctions that will be applied.

Pupil Responsibilities:

Play Leaders are appointed and trained to support the play of younger children on a rota basis.

Summary:

We believe that the systems we have in place, ensure more enjoyable and safer lunchtimes for all the children, and for all those that work with them.

Section E: Behaviour Strategy as part of the Pupil discipline policy

For all times during the school day

Our aim is to ensure high standards of behaviour in our school, so that teaching and learning can take place, and children feel safe.

We expect this to be supported by:

- All staff, governors, parents and visitors;
- All parents and carers;
- All pupils.

Our main strategies to promote good behaviour are:

- Clear expectations of behaviour;
- To reward and acknowledge positive behaviour, effort and work.
- To follow sanctions consistently.

Behaviour and Discipline in the Classroom and around the school

At the start of each year/term, each class will:

- Agree on acceptable behaviour to allow for a good working environment.
- Agree on a set of rules to act as guidelines for the required behaviours
- Set out clearly the school rewards and sanctions

(See Section A of Discipline policy for school rules, or SEAL/PSHE materials for teaching activities)

Rewards

Children who demonstrate positive behaviour, effort and work will be rewarded by:

- Praise and recognition (verbally, or in marking – see marking scheme)
- House-points (recorded on a chart in each class)
- Certificates (awarded on the basis of number of house-points)
- Written acknowledgement in the Special Book or MTA book (kept in entrance hall)
- A visit to the Headteacher, for a Headteacher's Award sticker.

Sanctions

Children who demonstrate negative or disruptive behaviours will have:

- An initial warning (visible or verbal), followed by a clear warning of consequences of repeat.
- Loss of Golden Time (from 1 minute to 30 minutes, depending on severity)
- Time in another class - if necessary for a cooling off period (see paired class list)
- A talk with the Headteacher (or available member of Senior Leadership Team)
- Further sanctions may include: loss of playtime and parents contacted.
- Further sanctions may also include fixed term exclusion for breach of this behaviour policy. (at discretion of Headteacher). Examples: assault against a pupil or adult, verbal abuse or behaviour against an adult, sexual misconduct
- The further sanction of permanent exclusion will be in severe / specific circumstances. Examples: a one off significant incident

.eg. bringing a knife into school

or persistent disruptive behaviour (at discretion of Headteacher).

Section F: Behaviour and Discipline Before and After School

Children and parents should be aware that they are representing our school from the moment they leave their home in the morning until the moment they arrive home in the evening. Behaviour should therefore be appropriate at all times, with due regard to members of the local community and their property.

Any infringements of the school's Behaviour Policy will be dealt with in the same way as such infringements inside the school grounds and buildings.

Pupils riding bicycles or scooters to school must at all times ride with due respect to the safety of themselves and others.

Exclusions are governed by

'DfE: Exclusion from maintained schools, academies and pupil referral units.' Guidance 2012

The role of Governing Body

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head teacher in carrying out these guidelines.
- The Head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.
- The Head teacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider exclusion, it considers the circumstances in which the pupil was excluded, any representation by parents and the LEA, and whether the pupil should be reinstated.
- If the governors' appeals panel decides that a pupil should be reinstated, the Head teacher must comply.
- Parents have a right to an independent review of the governors' disciplinary committee.
- See the link to devon.gov.uk/inclusion

General points:

Each teacher must use their judgement, dependent on the particular situation they face. Individual pupils with particular difficulties may require a personal behaviour contract or plan. Parents should be kept informed of their child's behaviour (positive and negative), for example at the end of the day, or at parent meetings.

Behaviour and discipline at break and lunchtimes

At break times:

- Similar rewards and sanctions apply.
- Two members of staff are on duty each day (see rota)
- There must be one member of staff at each end of the playground, to oversee all children.
- Children line up at the end of breaks, and teachers supervise classes from playground to school.

At lunchtimes:

- Similar rewards and sanctions apply, except that Time-Out replaces time in another class.
- Meal Time Assistants supervise children at lunchtimes to ensure their safety, care and occupation.
- Each year group has an allocated MTA, to develop good relationships and continuity.
- A member of staff on duty at morning break will blow the whistle to mark the end of lunchtime.

Good behaviour at lunchtimes is supported by:

- Peer Mediators, Play Leaders and Guardian Angels - pupils trained to support other pupils.
- A range of Play Activities, to keep pupils active and engaged.
- A Playground Book for each year group - reviewed weekly in Class Council.
- The Headteacher or designated member of Senior Leadership Team, on duty each lunchtime.

Wet play or wet lunchtimes:

- Pupils are required to play in their own classroom.
- The member of staff on break duty must circulate to ensure safe behaviour. Each year group has a wet play box with appropriate play equipment.

No pupil is to leave school premises during the school day without written parental permission.

Additional points (See Section B of policy for details)

- Staff should use appropriate physical contact to comfort (e.g: if upset), teach (e.g: P.E.), or treat (e.g: a cut knee) children. Staff should follow safe practice e.g: consult first aider/wear gloves.
- It is illegal and unjust to use physical contact to punish, cause pain or humiliate.
- Staff are authorised to use proportionate and reasonable restraint to stop or prevent harm, where other strategies have failed, or when removing the other people or objects is not an option.
- Verbal or physical abuse by any member of the school community is to be notified to the Headteacher, or Chair of Governors,

Paired Classes: for removal of pupils for cooling off period.	
Reception	Reception (other Reception classroom).
Year 1	Year 2
Y2	Y3
Y3	Y4
Y4	Y5
Y5	Y6
Y6	SLT

Anti-bullying Strategy (See Anti-Bullying Policy for further details)

We aim to prevent and address any sustained or serious targeting of individuals, whether based on gender, ethnicity, disability or other characteristics, which may be used as an excuse to harm, victimise or isolate.

Recording Bullying Incidents:

Stage 1 Initial recording of all incidents (Playground Book)

Lunchtime: MTA records all incidents in playground Book and notify teacher.

Playtime: Teachers record all incidents in Playground Book, or pass on concerns to pupil's teacher.

Stage 2 Identify and record incidents relating to an individual (Individual Log Sheet).

Teacher of any pupil who has been subject to more than one incident (2/3), initiates an Individual Log Sheet.

Stage 3 Identify and address Issues (Detailed Record Form).

Teacher of pupil who has been identified (from log sheet or at pupil or parental complaint) as subject to repeated, sustained incidents, or a single serious incident, fills in a detailed form with the child concerned.

Parents of pupils involved are informed and form is passed to Headteacher.

Options for further action include:

- Behaviour support plans and advice from the Devon behaviour support team. Fixed term / permanent exclusion in severe / specific circumstances (at discretion of Headteacher).

Common Friendship Issues

There will always be situations where children fall out, and need guidance on how to solve their issues without confrontation. We address these *initially* as friendship issues, through pastoral systems, informal talks between teachers and pupils concerned, and support from our network of Listening Teaching Assistants.

Peer on Peer Abuse

In most instances the conduct of pupils towards each other will be covered by our Behaviour Policy. However, some allegations may be of such a serious nature that they may raise Safeguarding concerns. We recognise that children are capable of abusing their peers. It will not be passed off as banter, or part of growing up. The forms of Peer on peer abuse are outlined below:

- Domestic Abuse
- Child Sexual Exploitation
- Harmful sexual behaviour
- Serious youth violence

We will always try to minimise the risk of peer on peer abuse when it occurs. Any allegations will be investigated and dealt with. *Further details are outlined in our Safeguarding Policy.*

Individual Behaviour Concerns

In the first instance, follow this Policy, as set out (above). Where the behaviour of an individual is becoming a concern (e.g: in Playground Book more than twice), an individual behaviour record book should be set up by the class teacher, where dates, issues and actions are recorded. Concerns should be discussed with Head and parents at the earliest opportunity, and an action plan put in place if necessary.

An Action Plan may include simple targets, rewards and sanctions, or the REACH form can be used to identify problem areas and focus children on desirable behaviours. See Rewards and Sanctions for suitable consequences, or negotiate these with parents and pupil.