



Hillmead Primary School Behaviour & Discipline Policy

POLICY DOCUMENT

Behaviour and Discipline

Document Author: Headteacher

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Document Revision History

Version	Date	Author	Reason for Revision
A	April 2015	Headteacher	New Policy
B	September 2016	M. Shenston	Revision in line with current practise Removal of repeated paragraph only change made
C	July 2017	M. Shenston	Changes made to rewards and sanctions Addition of paragraph on 'The language we use'
D	February 2019	L. McMillan	Revision in line with current practise. Inclusion of new STEPs approach.
E	September 2020	L. McMillan	Reviewed
F	November 2021	L. McMillan	Revision in line with current practise. Inclusion of Behaviour stages guide.
G	January 2023	M. Shenston	Change Peer on Peer to Child on Child abuse
H	May 2023	M. Shenston	Revision to include passage on applying shared information



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Introduction

Our school is a community of pupils, teachers, learning support assistants, lunchtime staff, governors, parents/carers and other adults. A community works best where there is mutual respect between all members and an agreed code of conduct within which all activities take place.

It is our aim to ensure that every member of our school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built upon mutual trust and respect for all.

This behaviour and discipline policy is designed to support the way in which all members of the school live and work together.

Hertfordshire Steps is the local authority's preferred approach to supporting positive behaviour management in schools and settings. The Steps approach forms part of the authority's behaviour strategy. It has been agreed through the SEND Executive and forms part of Hertfordshire's Local Offer.

The Steps approach is based on the following principles:

- A shared focus on inclusion of all children and young people within their educational settings
- A shared set of values and beliefs
- Open and shared communication
- A shared commitment to diversion and de-escalation
- Shared risk management

Who is this policy for?

- All pupils
- All staff
- Parents of pupils attending our school
- Governors

Who is expected to know this policy?

- All staff
- Governors

Who is expected to follow this policy?

- All pupils
- All staff
- All parents of pupils attending our school

Child on Child Abuse

At Hillmead Primary School we continue to ensure that any form of abuse or harmful behaviours is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that child's emotional and mental health and well-being.

At Hillmead Primary School we have a separate Child on Child Abuse Policy which sets out our aims and the procedural guidance for staff on how to deal with this matter.



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Our Vision

Education means so much more than just achieving good examination results; we believe that there is a whole range of qualities and skills which one must acquire and nurture to thrive in an increasingly challenging world.

The **W**Hole Child
Insp**I**red
Love for **L**earning
Cha**L**lenge
Com**M**unity
Respect
V**A**lued
Con**D**ent

Our Vision is to inspire pupils to become life-long learners who are:

- inquisitive
- have a thirst for knowledge
- are ready to face the challenges of a modern world.

We aim to do this through providing a stimulating, caring and safe environment for our pupils to encourage learning and support them to exceed their own expectations and mature into well-rounded individuals.

“The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.” Herts STEPs - Step On

Aims

At Hillmead Primary School we aim:

- to recognise, promote and reward pro-social behaviour.
- to work in partnership with parents and carers to support the social and academic development of all pupils.
- to provide a framework to support and promote socially acceptable behaviour.
- to ensure staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.
- to ensure staff know how to manage difficult or dangerous behaviour, and to have an understanding of what challenging behaviour might be communicating.
- to ensure that all members of the school community ensure that they follow the school vision of inspiring pupils and considering The Whole Child.
- to focus and plan to manage the stable behaviour (the pro-social behaviour that the individual is capable of displaying) and to recognise, plan and respond to escalating behaviours in order to prevent harmful behaviour. “Key phrase -CATCH THEM GETTING IT RIGHT” (Herts STEPs).

Implementation

At Hillmead School we have previously had ‘Step On’ training, and have carefully considered this approach when constructing our Behaviour Policy.

All adults in school:

- will be provided with a copy of the school’s Behaviour & Discipline Policy and offered training on how to apply it
- will be expected to apply the policy fairly and consistently

There are two basic principles upon which our behaviour policy is based:

- We believe it is our duty to promote and encourage positive behaviour, not just react to that which is unacceptable
- We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable not the child
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Everyone at Hillmead Primary School has a part to play in the promotion of high standards of behaviour. It is important that our clear code of conduct is reinforced by a balanced combination of rewards and consequences within a secure and positive



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environment. We display our Learning Charter and individual class charters around the school and these are created and discussed with the children.

Our Learning Charter is taken from our 'Jigsaw' PSHE scheme.

Our rights

We have the right to:

- Learn
- Be respected and treated fairly
- Be heard
- Feel safe

Our responsibilities

We have the responsibility to:

- Allow others to learn
- Respect others and treat them fairly
- Listen to others
- Keep others safe

Reviews

The Behaviour & Discipline Policy will be reviewed by pupils and staff regularly.

The Head Teacher will monitor the implementation of the Behaviour & Discipline Policy and how well it is applied by staff.

The Governing Board will monitor the application and effectiveness of the Behaviour & Discipline Policy in achieving its guiding principles.



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What are the school's expectations of behaviour? (To be displayed by ALL members of the school community)

- we speak and listen to each other politely
- we show tolerance and respect each other's right to be different
- we treat each other with respect at all times
- we promote good behaviour, self/internal discipline and respect
- we promote behaviour that prevents bullying
- we promote behaviour to ensure that all children are able to complete their learning
- we promote behaviour which helps regulate the conduct of other children
- we promote an environment where no one deliberately sets out to make another person feel uncomfortable or unhappy

What are the class rules?

At the start of each school year the class teacher will discuss with the children the values and rules within the classroom. They will be agreed, displayed and referred to regularly. The values will form the basis of a Class Charter, which should reflect the Jigsaw Charter.

How will positive behaviour be promoted?

The promotion of positive behaviours for learning is central to our school behaviour policy. We have a clear system of rewarding positive behaviour as follows:

- Each week, the staff award Star Award for children who have gone above and beyond in class, in their work or behaviour in a weekly Celebration Assembly. This is attended by staff and parents.
- All members of the school community are encouraged to praise and congratulate each other.
- Staff give house tokens for showing positive behaviour around school. There are six houses in school: red, blue, green, yellow, orange and purple. Each week, in the celebration assembly, the house team with the most tokens is announced and the house cup awarded to that team.
- To secure the support of parents/carers and pupils through the use of a home-school agreement.

How can staff/volunteers teach behaviour?

- Relationships
- Role modelling
- Consistency and Clear Expectations
- Scripts and routines
- Positive phrasing
- Planning
- Celebration and Recognition
- Reward and positive reinforcement
- Reminders of success
- Limited Choices and Disempowering
- Discussion and Task Support
- Comfort and forgiveness

Table 2 Examples:

Positive Phrasing	Negative Phrasing
Stand next to me Put the book on the table Walk in the corridor Switch off the computer Walk beside me to the kitchen Stay seated in your chair Please/thank you	Stop being silly! Be good! Don't throw the pen! Stop running! Don't talk to me like that! Calm down! Voices off!
Limited Choice	No Choice (making demands)
Where shall we talk - here or in the kitchen? Put the pen on the table or in the box I am making a drink - orange or lemon?	Get in here now! Get out! Do as you are told!



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Are you going to sit on your own or with the group? Are you starting your work with the words or a picture?	Give it to me now! Open Choice: What do you want to do? Would you like to go inside?
Disempowering the Behaviour	Empowering the Behaviour
You can listen from there Come and find me when you come back Come out from under the table in your own time Now you are in my office you can use those bad words if you need to express yourself	Come back here, NOW! You are not allowed in there Get down from there! Don't you dare swear at me! I will let you use the computer if...
Positive Scripts	Negative Scripts
Classroom language Take turns Walking feet Listening ears Kind words Kind hands	Do you think you're clever? Do I look stupid? What did you say? Here we go again! How many times...

Example of a script:

Positive Phrasing: Come sit next to me for a story (Repeat/Remind/Take-Up Time)

Limited Choice: Would you like to sit on the chair or bean bag?

Disempowering the Behaviour: You can listen to the story from there

Consequence: We will check you understand the story before going out for break time

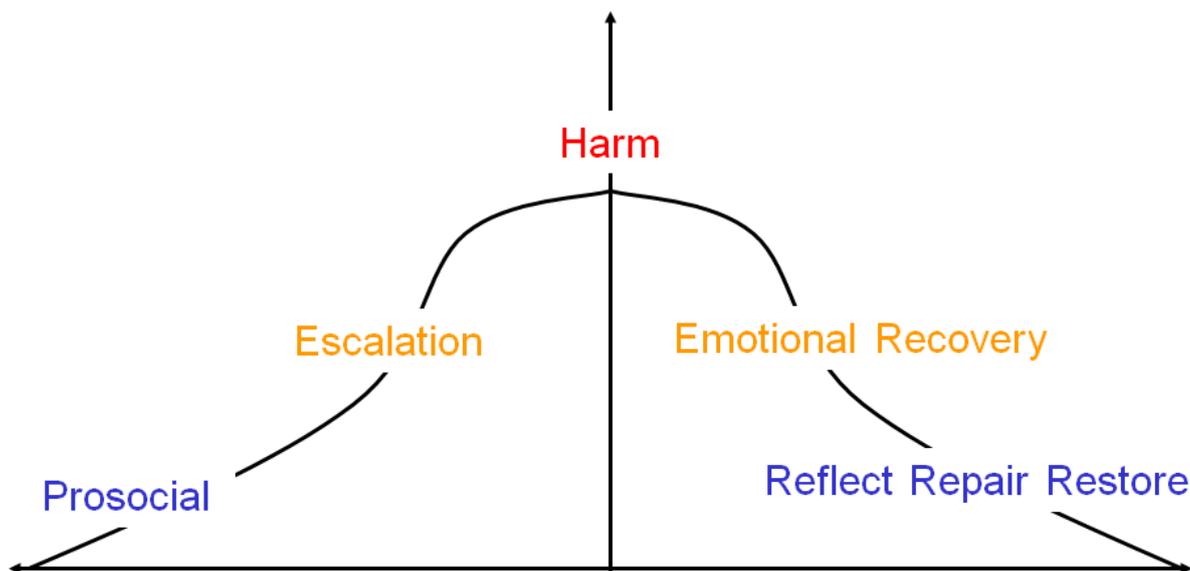
Examples sourced from Herts STEPs training

What is the framework at Hillmead Primary School which supports and promotes positive behaviour?

We use a three stage framework to manage potential anti-social behaviours:

Stage	Skills needed:
Stage 1: Before a crisis	De-escalation
Stage 2: During a crisis	Management of risk or harm
Stage 3: After a crisis	Reflect, repair and restore (forgiveness)

Progression



(Herts STEPs)



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At Hillmead Primary School, we believe that when anti-social behaviour is demonstrated, contrary to the school’s pro-social expectations, it should be dealt with using consequences (see Table 1), which have opportunities for the child to learn from their actions. We endeavour not to use punishments which could lead to further negative behaviours. Sometimes a protective consequence, such as a removal of a freedom, is required to manage anti-social behaviour, especially if there is a risk of harm. In extreme cases where a child presents a high level risk, to ensure no further harm occurs in the short term, the child may receive a fixed term exclusion and/or a Risk Management Plan which aims to develop responses to de-escalate and avoid high level interventions occurring. If a child’s behaviour continues to result in harm to learning and the child has been unsuccessful with the educational consequences put in place, this may lead to a permanent exclusion. (See section, ‘What does exclusion mean?’).

Table 1: Example of Consequences

Educational Consequences	Protective Consequences
A letter to parents/carers/child to explain what they did, why it was inappropriate and what they should do next time to make the right choice Completing tasks Rehearsing Assisting with repairs Educational opportunities Research Restorative meetings	Isolation/removal from an area Increased staff ratio Limited access to outside space Escorted in social situations Differentiated teaching space Removal from classroom Exclusion

Consequences must have a purpose. For example a child may need to miss play until they have completed a task or assisted with repairing something that they have damaged. However once the work or repairs are completed, the child must get the rest of their play. If a child has displayed behaviour where a protective consequence is in place, such as not playing on the playground with friends because they are finding it difficult to play safely, then this time should be used as an educational opportunity to learn how to play safely.

After any consequence there must be a restorative conversation. During the conversation the child should be encouraged to consider what they could have been done differently to change the outcome. This could also include role playing different scenarios where a similar incident could arise and practising suitable responses. Where appropriate this should also involve the person/people effected by the child’s actions. Restorative conversations will need to take place after the child has emotionally recovered from the incident. For some children this may need to be several hours later.

Behaviour expectations must also be maintained around the school and at break times and lunch times.

An educational consequence would include time observing how a different group of children play together and identifying positive elements in their play. A protective consequence could be playing in an area that is smaller or calmer or a limited choice of equipment.

Where early de-escalation not been successful a child may need a space to emotionally recover after an incident. This is not the right time to have a restorative conversation. Appropriate time must be given to allow the child to emotionally recover, too early restorative conversations may cause further escalation.

Incidents must be recorded on CPOMS.

“Generally the concept of ‘discipline’ is linked to an attitude of prosecution and the idea of apportioning blame. Steps encourages services to adopt an attitude based on the principles of pastoral care, closer linked to trying to understand and a defence for the child’s actions. Punishment is unhelpful as it only has the potential to suppress rather than change conscious behaviour and can have no positive effect on subconscious behaviour. Steps encourages staff to have a more constructive view of discipline and to associate the term with internal discipline which is working with individuals so they understand and value pro social behaviours. Working with children’s experiences and feelings is likely to have a far greater impact on behaviour. This approach creates internal discipline.” Herts STEPS



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Behaviour Stages Guide

Example of behaviours and possible Educational or Protective Consequences that could be given. Pupils can move through these stages chronologically or move straight to a particular level depending on the seriousness of the offence.

Stages	Possible behaviour	Possible educational/protective consequence
1	<ul style="list-style-type: none"> • Talking whilst an adult is talking • Talking when asked not to • Calling out • Poor presentation in books • Lack of work • Rocking on chairs • Inattention • Persistent noise making • Not lining up promptly or properly • Being inside at break time and lunchtime • No homework • No reading book / reading record • Inappropriate personal presentation 	<ul style="list-style-type: none"> • Provide 1st verbal warning (opportunity for behaviour to be rectified).
2	<ul style="list-style-type: none"> • Continuation of behaviours from stage 1 (repeatedly talking, repeatedly rocking on chairs etc.) • Answering back • Spitting • Name calling / teasing • Persistently forgetting homework • Persistently forgetting reading book / reading record • Persistent inappropriate personal presentation 	<ul style="list-style-type: none"> • 2nd verbal warning given and potential consequence shared if behaviour continues. <p>An appropriate consequence <u>may</u> be given:</p> <ul style="list-style-type: none"> • Complete the task in own time. • Assisting with repairs/cleaning up. • Discussion/letter explaining what they did, why it was inappropriate and what they should do next time to make the right choice. • Rehearsal – (rehearse lining up correctly etc.) • Exclusion from activity to keep safe (removal of chair if consistently rocking). • Escorted in social situations (adult supervision to the playground if consistently inside at break times). <p>Class teacher to record behaviour on CPOMs and inform parents of consistent behaviours.</p>
3	<ul style="list-style-type: none"> • Continuation of behaviours from Stages 1 or 2 Repeated low level behaviours • Rough play / play fighting leading to someone being hurt • Swearing • Harmful behaviour in school grounds • Abusive / hurtful comments • Dishonesty 	<p>An appropriate consequence <u>will</u> be given:</p> <ul style="list-style-type: none"> • Complete the task in own time. • Assisting with repairs/cleaning up. • Discussion/letter explaining what they did, why it was inappropriate and what they should do next time to make the right choice. • Rehearsal – (rehearse lining up correctly etc.) • Exclusion from activity to keep safe (removal of chair if consistently rocking). • Escorted in social situations (adult supervision to the playground if consistently inside at break times, adult supervision when playing to ensure playing appropriately). • Child sent to another classroom to complete the task elsewhere (sent to complete the task given). <p>Class teacher to record behaviour on CPOMs and inform parents of child's behaviours.</p>



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4	<ul style="list-style-type: none"> • Intentional aggressive behaviour and / or violence. • Physical aggression such as: <ul style="list-style-type: none"> ➢ Fighting ➢ Punching ➢ Kicking ➢ Strangling ➢ Slapping / hitting ➢ Leaving marks on skin • Vandalism / graffiti • Rude / inappropriate language • Repeated and consistent low level behaviours 	<p>An appropriate consequence <u>will</u> be given:</p> <ul style="list-style-type: none"> • Assisting with repairs/cleaning up. • Discussion/letter explaining what they did, why it was inappropriate and what they should do next time to make the right choice. • Differentiated teaching space (learning in a different area if behaviour is disrupting class learning) • Rehearsal – (rehearse lining up correctly etc.) • Exclusion from activity to keep safe (removal from playground to learn how to behave appropriately) • Escorted in social situations (adult supervision to the playground, adult supervision when playing to ensure playing appropriately). • Child sent to another classroom to complete the task elsewhere (sent to complete the task given). • Class teacher or member of the SLT may speak to parents. • Internal exclusion • Fixed-term exclusion <p>Class teacher to record behaviour on CPOMs and inform parents of child's behaviours.</p>
5	<ul style="list-style-type: none"> • Bullying • Theft • Racism • Inciting / premeditated violence • Running out of school 	<ul style="list-style-type: none"> • Meeting with child's parents with a member of the SLT to inform them of their child's behaviour • Exclusion from activity to keep safe (Pupil could be suspended from sporting activities / trips / after-school clubs until behaviour has improved) • Loss of privileges / responsibilities • Internal exclusion • Fixed-term exclusion

What about children with diagnosed behavioural difficulties or specific needs?

Children who have diagnosed behavioural difficulties or specific needs (E.g. ADHD, ASD...) may require an adjustment in this policy following a discussion with the Headteacher, SENDCo, Outside Agencies and parents/carers in order to best meet the child's individual specific needs and to support their well-being. Staff will use Roots and Fruits analysis as well as anxiety mapping to analyse potential trigger points within the school day/week.

Multiagency Assessments

The school will seek support from a multiagency if the internal consequences have not changed the behaviour of the child or if the school feels that the child needs specialist support to ensure pro-social behaviour in and around school.

Can staff use reasonable force?

The guidance issued by the Department for Education, 'Use of reasonable force', gives clear advice on the definition of reasonable force and how schools should apply the guidance. The members of staff receive regular additional training to carry out their responsibilities. (HERTS STEPS)

There are occasions when staff will have cause to have physical contact with individuals for a variety of reasons, for example:

- to comfort or reward a child
- to direct or steer a child
- for activity reasons (for example in drama, physical games)

In all situations where physical contact between staff and a child takes place, staff must consider the following:

- the child's age and level of understanding.
- the child's individual characteristics, health and history.
- the location where the contact takes place (it should not take place in private without others present).
- have they received physical intervention 'Safe Handling' training through HERTS STEPS?



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Justification for physical intervention could be:

- To prevent a child from committing a criminal offence.
- To prevent a child from harming themselves or others (including physical and mental).
- To prevent or stop a child from causing serious damage to property.
- To prevent or stop a child from causing significant harm to learning.

What does exclusion mean?

Only the head teacher (or an assistant head teacher if the head teacher is not on the school site) has the power to exclude a pupil from school. They may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

Exclusion can be internal or external:

- internal means that this occurs inside school e.g. at break or lunchtimes, and/or outside own classroom.
- external means at a place outside the school which the parent/carers deem safe for the child to be.

If the head teacher externally excludes a pupil, parents/carers are informed as soon as possible, with reasons for the exclusion. At the same time, the head teacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents/carers how to make any such appeal.

The head teacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

If an exclusion is taken to an appeal, the governing body will form a discipline committee which will be made up of three members. This committee will consider any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents/carers and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

The Role of the Head Teacher

It is the responsibility of the Head Teacher to implement the school's Behaviour & Discipline Policy consistently throughout the school, and to report to governors, when requested on the effectiveness of the policy.

The Head Teacher will support the staff to put the Behaviour & Discipline Policy into effect by providing training and coaching to understand best practice. The Head Teacher will regularly check CPOMS records.

The Head Teacher will keep a record of all reported serious incidents of misbehaviour, as well as the Racist, Homophobic and Bullying Incident Records.

The Head Teacher (or the teacher in charge in the absence of the Head Teacher) is the only member of staff with the authority to give fixed term, lunchtime and permanent exclusions to individual children, based upon strict adherence to procedures in the Dept. for Education Exclusions Guidance currently in force.

The Role of Parents and Carers

The school works collaboratively with parents and carers, building a supportive dialogue, so children receive consistent messages about how to behave at home as well as school. We inform parents immediately if we have concerns about their child's welfare or behaviour.

Parents are asked to sign a Home-School-Child Agreement to understand their role and co-operate with the school and support their children's learning on entering Hillmead.

If the school has to use reasonable sanctions with a child, parents will be expected to support the actions of the school. If parents have any concern about the way their child has been treated, they should discuss this in the first instance with the class teacher.



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If this does not satisfy their concerns, they may then speak with the Head Teacher. Any concerns beyond this will involve making a formal complaint to governors using the school's Complaints Procedure as set out in the school's Complaints' Policy.

The school's Behaviour Policy will apply equally to parents whilst on site. The school will not tolerate behaviours such as: threatening behaviour, swearing, violence (threatened or actual), shouting, aggressive language, parking irresponsibly, endangering lives of pupils or other adults, bad mouthing the school on social media and spreading rumours.

Parents should:

- Keep us informed of behaviour difficulties their child may be experiencing at home.
- Inform us of any trauma which may affect their child's performance or behaviour, e.g. illness or a relationship breakdown in the family.
- Inform us about their child's health and specific learning needs, and any way in which this may affect their performance or behaviour.

The school may take any information shared with them into consideration when applying the behaviour policy.

The Role of the Governors:

The Governing Board has the responsibility for setting down general guidelines (Guiding Principles) on standards of discipline and behaviour to be applied at the school and of reviewing their effectiveness. The governors support the Head Teacher in implementing these guidelines.

The Head Teacher has the day to day authority to implement the school's Behaviour & Discipline Policy, but the governors may, if requested, 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.

Monitoring and Review

The Head Teacher will monitor the effectiveness of this policy and report to the Governing Board on a regular basis. The school records significant incidents of misbehaviour, which are monitored regularly as part of the cycle of school self-evaluation. These are as follows:

- The Individual Behaviour Logs on *SIMs Staff/Behaviour*.
- Racist, Homophobic and Bullying Logs
- Lunchtime Incidents Book
- Exclusions Record

It is the responsibility of the Governing Board to monitor the rate of exclusions, and to ensure that the school's Policy is administered fairly and consistently.

Authority to Screen and Search Pupils

- The school has the authority to screen and search pupils.
- It is important that all children remain safe within the school.
- Therefore, in the unlikely event, if a member of staff has reason to believe that a child has entered the school with an item that will endanger other pupils this must be immediately reported to the Head Teacher (or in their absence a member of the Senior Leadership Team).
- The member of staff who has been informed of the concern has the power to search a child and their belongings to ensure that no item that will endanger other children (or themselves) is present.
- The search **must** take place with a second member of staff present and in an area which is not public. If an item is found the school will immediately confiscate the item and contact the parents to inform them of the situation.

Authority Beyond the School Gate

The school has the authority to apply consequences for pupils' behaviour beyond the school gates.

Authority beyond the school gate covers the school's response to all non-criminal behaviour that is not pro-social, including bullying, which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

This may include any behaviour when the child is:

- taking part in any school-organised or school-related activity or travelling to or from school
- wearing school uniform



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- in some other way identifiable as a pupil at the school.

It also includes behaviours at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the majority of cases this will be dealt with as set out previously and parents will be informed of the issue and asked to meet with the Head Teacher

In all of these circumstances the Head Teacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil.

If the behaviour is criminal or poses a serious threat to a member of the public, the police must always be informed.

In addition, school staff must consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff must follow its safeguarding policy.

Pastoral Care Available for School Staff Accused of Misconduct

Employers have a duty of care to their employees.

They should ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended.

It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in our school is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

It is the responsibility of the head teacher to investigate any allegations against a member of staff in line with the Further guidance can be found in *Statutory Guidance – Dealing with allegations against teachers and other staff*

Malicious Allegations

- Where an allegation made against a member of staff is found to be malicious appropriate actions will be taken in dealing with the pupil[s] who made the allegation.
- Allegations will be fully investigated by the Headteacher in line with the Complaints Policy
- Making an unfounded malicious allegation is considered a serious breach of the school's Behaviour & Discipline Policy.

Bullying and harassment

Developing a whole-school approach to bullying takes time, effort, education, attitude change and behaviour change by all members of the school community. We take the issue of bullying seriously and work with members of our school community so that they know:

- What the school means by bullying
- Why bullying is totally unacceptable
- How we address bullying
- What support there is for those who have been bullied or those who bully as well as unambiguous consequences for those who bully

For further information see the Anti-bullying policy & leaflet for parents

Complaints

The school's procedures for dealing with complaints about behaviour is a declared part of the school's procedures for handling all complaints

Related Policies:

Anti-Bullying Policy & leaflet /Equality Policy / Complaints Procedure / Preventing and dealing with racist incidents and our Inclusion Policy / Child on Child Abuse Policy