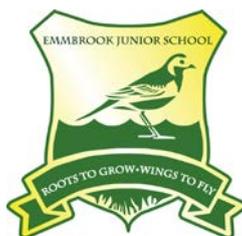


Emmbrook Junior School



Policies and Procedures To Promote an Orderly Community:

- **Behaviour Policy**
- **Anti-bullying Policy**
- **Exclusion Policy**



Behaviour Policy

Responsibility of: Curriculum and Pupil Achievement (CPA) Committee
Date of Policy: July 2017
Date of Review: April 2019

2014 Mission Statement

The Emmbrook Junior School community works together to further develop each child's abilities by creating a nurturing and motivating environment for learning. Each child's self confidence will be strengthened so they make good academic progress whilst gaining increasing resilience and respect for the community.

Aims

At Emmbrook Junior School, we aim to create the conditions for a safe and orderly school community in which effective learning takes place.

The aim of this policy is to establish the standards of behaviour that are expected of pupils, how these standards are implemented and how unacceptable behaviour is tackled.

Within the school environment, the pupils are offered the opportunity to develop self-discipline, to have regard for other pupils and adults and to develop respect for their environment.

A caring ethos is achieved by the co-operative involvement of staff, parents and the Governing Body. This is further enhanced by the use of Personal, Social and Health Education (PSHE) throughout the school, which provides a positive context to encourage good behaviour. Pupils are encouraged to be partners in their own learning through the School Council, the house system and as Year 6 monitors.

Pupils will follow the Golden Rules at Emmbrook Junior School. The rules are as follows:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

Unacceptable behaviour has been identified as physical aggression, deliberate disruption, wilful damage or removal of property, abusive or unacceptable language, deliberate acts of unkindness, racial harassment and bullying.

Low-level disruption that disrupts the learning of others and the child's own learning will also not be tolerated. Pupils are expected to respond to teacher's instructions quickly so that learning time is maximised.

Pupils will be reminded regularly by staff that the school will not tolerate the above behaviours.

Responsibilities for all members of the School Community

Staff and governors will be expected to	Pupils will be expected to	Parents will be expected to
<ul style="list-style-type: none"> • lead by example • care for the safety and happiness of all pupils • be consistent with pupils • have high expectations of the pupils • meet the educational, social and behavioural needs of the pupils • provide an appropriate curriculum including homework • maintain and develop lines of communication • involve parents in meeting the education, social and behavioural needs of the pupils 	<ul style="list-style-type: none"> • respond to instructions given by all staff quickly • develop self-discipline accepting responsibility for their own actions • tell the truth • treat others with kindness and consideration • behave sensibly, safely and in a controlled manner • learn to deal with various forms of conflict • respect the property of others and care for the school environment • attend school regularly and on time • wear school uniform and be tidy in appearance • do classwork and homework as well as they can 	<ul style="list-style-type: none"> • ensure their child attends school regularly, on time and properly equipped • inform the school as soon as possible in the event of absence • make the school aware of any concerns or problems that might affect their child's work or behaviour • support the school's policies and guidelines for behaviour • support their child in homework and other opportunities for home-learning • adhere to the home and school contract • monitor appropriate use of technology outside of school. • raise concerns with class teacher initially.

EMMBROOK JUNIOR SCHOOL

The ways in which Emmbrook Junior School encourages good behaviour

Low level behaviour management strategies	Examples of positive strategies that are used
<p>The Look!</p> <p>Proximity</p> <p>Counting down for pupils to be ready</p> <p>Counting in seconds to be deducted from break / lunch time</p> <p>Names on board, where appropriate</p> <p>Moving the child</p> <p>Using professional judgement for when to address low-level attention seeking behaviour.</p> <p>Distract and re-focus</p> <p>Reflection time at a break or a lunchtime supervised by the teacher who issued the Time Out, where possible (Pupils will complete a Time Out Reflection sheet)</p>	<p>Verbal approval/Praise</p> <p>Positive signals, e.g. Thumbs up; Smile</p> <p>House points for academic and non-academic purposes</p> <p>Privileges</p> <p>Caught Doing the Right Thing</p> <p>Good News Certificates</p> <p>Head Teacher's Award</p> <p>Deputy Head Teacher's Award</p> <p>Merits for academic effort for that child's ability</p> <p>Names on the star board</p>

The ways in which Emmbrook Junior School encourages respect for others

<p>Modelling good behaviour</p> <p>Appropriate interaction</p> <p>Assemblies – led by staff and pupils</p> <p>Discussion</p> <p>Debate</p> <p>Strong SMSC teaching</p> <p>All group work</p> <p>PSHE lessons</p> <p>Pupils as role models – monitors, house captains and school council representatives</p> <p>Nurture groups</p>

Unacceptable Behaviour at Emmbrook Junior School

We divide unacceptable behaviour into three broad bands:

Level One

Misbehaviour that can be effectively managed within a classroom environment by the class teacher.

Level Two

This is more serious misbehaviour that is not so easily managed within a classroom environment. The class teacher may involve parents. Informal discussion with the appropriate Phase Leader and/or Deputy Head Teacher.

Level Three

Very serious misbehaviour or persistent Level 2 behaviour. Formal involvement of the parents, the appropriate Phase Leader, the Deputy Head Teacher and/or Head Teacher. Additionally, other outside agencies may become involved.

Level One	Level Two	Level Three
<ul style="list-style-type: none"> • Not on task • Talking in class • Moving without permission • Passing notes • Taking class equipment without permission • Defiant look from child • Tone of voice • Inappropriate use of equipment • Inability to follow instructions quickly • Work avoidance tactics • Occasional inappropriate language • Occasionally stopping others from working 	<ul style="list-style-type: none"> • Persistent Level One • Choosing not to work after strategies have been put in place • Antagonistic behaviour • Disrespect for school property • Being disrespectful to others • Defiance • First incidence of stealing • Verbal bullying / threatening behaviour • Inappropriate physical contact designed to cause embarrassment or discomfort • Regular use of inappropriate language 	<ul style="list-style-type: none"> • Persistent Level Two • Inappropriate physical contact, including behaviour which could be interpreted as being of a sexual nature • Aggressive/violent behaviour • Leaving school premises without permission • Deliberate vandalism • Persistent bad language • Being a danger to themselves or others • Repeated incidents of bullying • Use of racist language • Drugs related incident

Sanctions and Strategies

Level One	Level Two	Level Three
<ul style="list-style-type: none"> • The Look! • Repositioning of child • Quiet word with child • Remind class/child about Golden Rules. Use language of choice. Ensure rules are understood, consequences and rewards • 1 verbal warning then name gets written on the board • Remind child of warning. Child is now on a time out for reflection on behaviour. (Child will complete the reflection sheet at a break time for 10 minutes. During this time the child will discuss their behaviour with a teacher.) • Loss of privileges based on teacher discretion. 	<ul style="list-style-type: none"> • Send to: <ol style="list-style-type: none"> 1. The appropriate Phase Leader 2. Deputy Head <p>Time out reflection sheet will be filled out by the child in discussion with the teacher.</p> <p>NB: 15 minutes</p> • Individualised programme of support, if necessary. • Class teacher to inform parents that day • Head Teacher can be informed at this level in an informal way. • Discussion, where appropriate, with the Inclusion Manager 	<ul style="list-style-type: none"> • Inform Deputy Head Teacher and/or Head Teacher immediately • Head Teacher, or in their absence, a member of the SLT, must be informed formally in writing at this level • Parent to be informed (and meeting recorded) • Consult outside agencies through the School Planning Meeting. • Action Plan drawn up, including monitoring procedures where appropriate • Pastoral support plan • Off site for lunch time • Exclusion – fixed term or permanent • This level of incident will be recorded in the Serious Behaviour Log

In the event of behaviour involving inappropriate physical contact that causes embarrassment, discomfort and could be interpreted as being of a sexual or racist nature, the specific procedures to be taken are:

- Full investigation of incident by Head Teacher
- Parents informed and involved in ensuring child understands severity of incident, how this has affected the recipient and how this behaviour could be interpreted
- Appropriate punishment determined
- Incident and all procedures taken, logged and filed
- Parents informed in writing of action undertaken and future action in the event of behaviour reoccurring.
- Monitoring system in place
- Outside agencies may be involved

Severe behaviour problems, which result in a fixed term exclusion or a permanent exclusion, will involve the Governing Body and the Local Authority will be informed.

With regard to the ethos of the school, the staff will work closely with parents, pupils and governors to uphold the School Behaviour Policy.

This policy will be reviewed according to the Governor Cycle

Approved by Governing Body

Chair of Governors

Date 18.07.2017

Head Teacher

Date 18.07.2017



Anti-bullying Policy

Responsibility of: Curriculum and Pupil Achievement (CPA) Committee
Date of Policy: July 2017
Date of Review: April 2019

2014 Mission Statement

The Emmbrook Junior School community works together to further develop each child's abilities by creating a nurturing and motivating environment for learning. Each child's self-confidence will be strengthened so they make good academic progress whilst gaining increasing resilience and respect for the community.

Principles

- Bullying behaviour is unacceptable in any form
- All pupils have a right to an education free from fear, harassment or degradation.
- Bullying behaviour is a problem for both the bully and victim alike
- Best outcomes follow when the School can work with parents to address concerns about bullying behaviour and victimisation.

Definition

Anti-bullying Alliance definition: *ABA defines bullying as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.*

The pupils are taught this definition of bullying and are provided with the following acronym to apply to each situation to decide if bullying is taking place:

Several Times on Purpose (STOP).

Staff, parents and pupils at Emmbrook Junior School work together to create a happy, caring and safe learning environment. Bullying, whether verbal, physical or indirect, is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Bullying may be brought to the attention of any member of staff by the child being bullied, their friend(s), their parent(s) or other interested people.

Aims

- ◆ To provide a safe, caring environment for the whole school community, especially the pupils in our care.
- ◆ To instil in our pupils that bullying is unacceptable and that reports of bullying will be taken seriously, recorded and acted upon.
- ◆ To reassure pupils that they will be listened to and will know that it is all right to tell.

- ◆ To heed parents' concerns and keep them informed of actions taken in response to a complaint.
- ◆ An enquiry will follow reported bullying which happened in school. Records will be kept of incidents, reports and complaints.
- ◆ To take appropriate action, including exclusion in cases of severe bullying.
- ◆ The Head Teacher will monitor incidents of bullying during the school year.
- ◆ A separate list of any racist incidents will be kept.

Help for the child being bullied and bullies.

The whole purpose of this policy must be to provide help for both the child being bullied and for those who are carrying it out. Whilst it may be necessary to impose the sanctions described later in this document to help resolve matters, it must always be held in mind that our key aim in all strategies is not that of punishment but of help. It is our intention to ensure that bullying should stop and especially that the perpetrator should understand the hurtful nature of their actions and not repeat similar bullying behaviour in the future.

Strategy for Dealing with Bullying

In dealing with bullying, staff at Emmbrook Junior School follows these fundamental guidelines.

- ◆ Never ignore suspected bullying
- ◆ Do not make premature assumptions
- ◆ Listen carefully to all accounts
- ◆ Follow up proven cases
- ◆ Keep records.

Strategies are in place at Emmbrook Junior School to deal with bullying. These strategies cover raising awareness about bullying and the Anti-bullying Policy, increased understanding for the recipient and teaching pupils how to manage relationships in a constructive way.

Staff should apply one or more of the strategies below, depending on the perceived seriousness of the situation. The emphasis should always be one of showing a caring and listening approach.

In response to a complaint of bullying, the discipline procedures of Emmbrook Junior School should be followed, with staff making an investigation, keeping records and applying sanctions as necessary.

The following procedure should be followed:

1. Discuss the nature of the bullying with the recipient, recording the facts. This will require patience and understanding.
2. Identify the accused and any witnesses.
3. Interview witnesses.
4. Discuss the incident(s) with the alleged accused. Confront them with the allegations and ask them to tell the truth about the situation/incident. Make it clear that this is only an investigation at this stage.
5. If the accused admits their behaviour, make it understood that bullying is not acceptable at Emmbrook Junior School and what effect it has on the education of the child being bullied and the rest of the pupils in the class/school. Apply sanctions relevant to the type of bullying.
6. If the allegation of bullying is denied, investigate further. If there is sufficient evidence that the bullying occurred, apply relevant sanctions and support to the perpetrator. Support will also be given to the victim.
7. Hold separate discussions with both sets of parents.
8. Sanctions for the bully include:
 - Withdrawal from favoured activities, for example school visit

- Loss of break times for a period to be determined by the Head Teacher.
 - Internal exclusion during lunchtimes for a period to be determined by the Head Teacher.
 - Fixed term exclusion from school.
9. Provide support, as appropriate, for the child being bullied by a member of school staff.
 10. Provide a behaviour plan for the bully. This may include opportunities in circle time or groups for the child/ren to discuss relationships, feelings and the effect bullying can have on individuals.

In order to reduce incidents of bullying and recognise bullies, at Emmbrook Junior School, all staff watch for early signs of distress in pupils. We listen, we believe and we will act.

Bullying off the School Premises

Please note that this policy applies only to incidents of bullying which take place on the school premises. The school is not legally responsible for bullying which takes place elsewhere. However, the school has an enduring interest in the welfare and conduct of our pupils and will respond positively to any information we receive about bullying outside school.

Bullying Directed Towards Race, Gender, Sexual Orientation or Disability

Emmbrook Junior School will not tolerate bullying against anyone because of his or her race, gender, sexual orientation or disability. The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.

Racial Bullying/Harassment

Racial bullying will not be tolerated in Emmbrook Junior School and will be treated severely. If a child receives verbal abuse, physical threats or attacks, or if a pupil brings racist literature into school, incites others to behave in a racist way or writes racist insults, the strategies in anti-bullying and behaviour policies will be implemented.

An investigation will be carried out, recording incidents in the school serious incident folder and on Wokingham Local Authority (LA) forms. Emmbrook Junior School will develop pupils' understanding of ethnic diversity issues and explore racial tolerance in PSHE, in Religious Education lessons and in school assemblies.

Racial incidents are reported to the Governing Body and the LA as required.

Sexual Bullying

Sexual bullying is characterised by abusive name-calling relating to sexuality and/or gender, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions (i.e. sexual harassment).

Emmbrook Junior School's strategies to deal with sexual bullying include:

- ◆ recording incidents in the serious incident folder
- ◆ developing understanding of gender relations
- ◆ exploring sexism and sexual bullying in PSHE lessons
- ◆ using single-sex groups to discuss sensitive issues
- ◆ ensuring the school site is well supervised, especially in areas where pupils might be vulnerable
- ◆ implementing appropriate discipline procedures as appropriate.

Sexual Orientation

Sexual bullying can also be related to sexual orientation. Pupils do not have to be homosexual or bi-sexual to experience such bullying. Additionally, during sex and relationship education sessions, we will also refer to same sex relationships.

Strategies to deal with such bullying include:

- ◆ recording incidents in the serious incident folder
- ◆ awareness by staff that homophobic bullying can occur
- ◆ challenging homophobic language and exploring pupils' understanding – they might not understand the impact
- ◆ Support for the recipient
- ◆ Implementing discipline procedures if the bullying warrants it.

Special Education Needs or Disabilities (SEND)

Pupils with special educational needs or disabilities might not be able to articulate experiences as fluently as other pupils. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability.

Cyber Bullying

Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Bullying by using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in chat rooms, to include Instagram, Twitter, Facebook, YouTube and Ratelyteacher

Emmbrook Junior School educates its pupils both in the proper use of telecommunications and about the serious consequences of cyber-bullying and will continue to inform and educate its pupils in these fast changing areas.

Emmbrook Junior School trains its staff to respond effectively to reports of cyber-bullying or harassment and has systems in place to respond to it. Emmbrook Junior School endeavours to block access to inappropriate web sites, using firewalls, antivirus protection and filtering systems. No pupil is allowed to work on the internet without a member of staff present. Where appropriate and responsible the school's IT service provider, audits ICT communications and regularly reviews the security arrangements in place.

Emmbrook Junior School reserves the right to take action against those who take part in cyber-bullying.

All bullying is damaging but cyber-bullying and harassment can be invasive of privacy at all times. These acts may also be criminal acts.

Emmbrook Junior School supports recipients and, when necessary, will work with the Police to detect those involved in criminal acts.

All members of the School community are aware they have a duty to bring to the attention of the Head Teacher any example of cyber-bullying or harassment that they know about or suspect.

Approved by Governing Body

Chair of Governors

Date 18.07.2017

Head Teacher

Date 18.07.2017



Exclusion Policy

Responsibility of: Curriculum and Pupil Achievement (CPA) Committee
Date of Policy: July 2017
Date of Review: April 2019

2014 Mission Statement

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Purpose of this policy

This policy is designed to briefly outline the school's approach to exclusions within the statutory framework as defined in the *The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012*. It outlines only where the school applies its own additional guidance and policies, which complement and reinforce the statutory guidance, for purposes of clarity in the day-to-day operation of the school.

Principles

- 1) Exclusion is a sanction used by the school only in cases deemed as serious breaches of the School Behaviour Policy. A pupil may be at risk of exclusion from school for:
 - Verbal or physical assault of a pupil or adult;
 - Persistent and repetitive disruption of lessons and other pupils' learning;
 - Extreme misbehaviour, which is deemed outside the remit of the normal range of sanctions;
 - Bullying;
 - Drugs and alcohol misuse;
 - Racist abuse;
 - Sexual misconduct;
 - Theft.
- 2) A Fixed Term Exclusion from the school can only be authorised by the Head Teacher or the Deputy Head Teacher acting on their behalf. If no one is available to authorise the exclusion a decision should be deferred until the opportunity for authorisation is available.
- 3) In the case of a Permanent Exclusion, this can only be authorised by the Head Teacher and must only be done after consulting the Chair of Governors of the intention to impose this sanction, although the final decision rests with the Head Teacher of the school.

- 4) Emmbrook Junior School seeks to reduce the number of incidents leading to exclusions by promoting a positive atmosphere of mutual respect and discipline within the school.
- 5) Emmbrook Junior School will regularly monitor the number of Fixed Term Exclusions to ensure that no group of pupils is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

Notification of Exclusion

- 1) Parents will be notified as soon as possible of the decision to exclude a pupil and the reason for the exclusion. This will be done on the day of the exclusion being authorised by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the exclusion will be sent to parents the same day.
- 2) In the case of a Permanent Exclusion, parents will be notified by the Head Teacher in a face-to-face meeting.
- 3) A pupil who has been excluded will have the reason for his/her exclusion explained to her/him by a member of staff so that s/he understands the nature of the misbehaviour.
- 4) The Chair of Governors and relevant school staff will be notified of all Fixed Term Exclusions on the same day as the production of the exclusion letter, of which they will receive a copy; it will clearly outline the reasons for the exclusion. The Local Authority will be notified through SIMS.net

Students Returning from a Fixed Term Exclusion

All pupils returning from a Fixed Term Exclusion are required to attend a meeting with the Head Teacher, or in their absence, the Deputy Head Teacher. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between student, parent and school.

Appeals

All correspondence regarding an exclusion from the school will inform parents of their right to appeal to the Governing Body against the decision to exclude. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the Governors.

Relationship to other school policies

The Exclusion Policy should be read in tandem with the school's Behaviour Policy as well as other relevant school policies.

Monitoring and Review

- 1) The impact of this policy will be reviewed by the governors' Curriculum and Pupil Achievement (CPA) Committee.
- 2) The Head Teacher will provide the Committee with regular monitoring reports, which will help it to evaluate the effectiveness of the policy and procedures.
- 3) The policy and procedures will be reviewed and amended in the light of such evaluation and in consultation with representatives of all key stakeholders

Approved by Governing Body

Chair of Governors

Date 18.07.2017

Head Teacher

Date 18.07.2017