

Oakwood Infant and Nursery School



Behaviour Policy (OAK027/03/2023)

School Mission Statement

At Oakwood Infant and Nursery School we provide a safe, healthy, happy and creative learning environment for everyone, through high expectations and mutual respect.

We are all stars, watch us shine.

Reviewed: March 2022

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Written Statement of Behaviour Principles

Statement of General Principles with Regard to Behaviour Rationale and Purpose.

This statement has been drawn up in accordance with the Education and Inspections Act, 2006 and DfE guidance (Behaviour and Discipline in Schools, updated Sep 2020).

The purpose of this statement is to provide guidance for the Headteacher in drawing up the school's behaviour policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governors' support when following this guidance.

This is a statement of principles, not practice; it is the responsibility of the Headteacher to draw up the school's behaviour policy, though the Headteacher must take account of these principles when formulating this. The Headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and staff.

Principles:

- The Governors believe that high standards of behaviour lie at the heart of a successful school that enables (a) all its children to make the best possible progress in all aspects of their school life and work and (b) all staff to be able to teach and promote good learning without undue interruption or harassment.
- All children and staff have the right to feel safe at all times in school. There should be mutual respect between staff and children and between each other. All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school.
- Oakwood Infant and Nursery is an inclusive school. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act 2010). To this end the school must have a clear and comprehensive Anti-Bullying Policy that is known and understood by all, consistently applied, monitored and where appropriate, incidents recorded. Measures to protect children from bullying and discrimination as a result of gender, race, ability, sexual orientation or background should be clearly set out and regularly monitored for their effective implementation.
- The school's legal duties under the Equality Act 2010 in respect of safeguarding, students with Special Educational Needs and all vulnerable students should be set out in the Behaviour Policy and made known to all staff.
- Parents / carers should be encouraged and helped to support their children's education, just as the children should be helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school. The responsibilities of children, parents / carers and all school staff with respect to children's behaviour must be outlined in the Home School Agreement which children, parent / carers and teachers must be asked to sign when a pupil joins the school.

- The School Rules should be clearly stated in the Behaviour Policy. These should set out expected standards of behaviour and be explained to all children. The governors expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness.
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour Policy and regularly monitored for their consistent, fair application and effectiveness.
- Sanctions for unacceptable / poor behaviour should be known and understood by all staff and children and consistently applied. The full range of sanctions should be clearly described in the Behaviour Policy so that children, staff and parents can understand how and when they are applied.

The governors must be satisfied, in all situations arising, that the measures proposed by the Headteacher are lawful and that staff and children know that sanctions can be applied in these circumstances.

Positive Behaviour Management Policy

Statement

The policy supports all staff (teaching and non-teaching), governors, parents and pupils in the effective management and maintenance of behaviour, through whole school, class and individual approaches.

Safeguarding

Safeguarding children is of the highest priority at Oakwood. This policy should be read in conjunction with the Child Protection and the Safeguarding policies.

Aims

The aim of this policy is to provide a whole school strategy which will ensure the following:-

- a) agreement about the ethos and standards of behaviour that parents, staff and Governors wish to promote.
- b) that there is, as far as reasonably possible, a consistent approach to the maintenance and monitoring of acceptable standards of behaviour ensuring that teaching and learning is able to take place in a physically and emotionally safe environment.

School Ethos

We wish to promote Oakwood Infant and Nursery School as:-

- 1) A welcoming and caring place
- 2) A place where children and staff are respected and valued as individuals
- 3) A place where co-operation and mutual support is a fundamental value
- 4) A place where there are clear standards of acceptable behaviour for the safety and well-being of all and where learning can take place.

The underlying principles upon which the policy is based are:

- that all pupils and adults have the right to be safe
- that all pupils and adults have the right to be respected
- that pupils have the right to learn and teachers have the right to teach

OAKWOOD INFANT AND NURSERY SCHOOL RULES

Golden Rules

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

Strategies for Implementation

The underlying ethos of Oakwood Infant and Nursery School's behaviour policy is in line with the practice recommended in the Elton Report entitled 'Discipline in Schools' – ie. that 'Good behaviour should be highlighted and regularly reinforced in all aspects of school life by a system of praise and reward'. To this end, emphasis is placed on systems which focus on rewarding good behaviour.

Whilst the aim is to emphasise the positive and minimise the negative, inappropriate behaviour cannot always be ignored. There will be pupils who push the boundaries as far as they can and therefore a system of appropriate consequences has been agreed and is used in school when necessary. Each class has a copy of the Behaviour Triangle on display and this has been shared with the children. (See appendix 1) The school has a system of behaviour charts to promote positive behaviour. Each class displays a raincloud, sunshine, rainbow and shooting star. (See appendix 2) The children all start the day on the sunshine. Everyone is encouraged to use the chart in a positive way and find things to praise eg, sitting nicely, being kind and helpful, and working well. The children then get to move their name onto the rainbow, if they continue to make good choices they move to the shooting star. This results in their team collecting tokens which at the end of the week are used in a positive way. An example of this is the winning team gets to choose which activities are set up for Golden time. They could also be collecting points for a whole class reward.

If a child is making inappropriate choices then warn them first, then if they continue then move their name to the raincloud. Remind them that this means they will lose part of their playtime/lunchtime/golden time, but give them the chance to earn back their time and move back to the sunshine.

If a child stays on the raincloud then they should lose a few minutes of their playtime/lunchtime/golden time. It is best for the children to have the time on the same day. Once they have lost their time their name returns to the sun and they start again.

Management and Organisation

The school's behaviour policy functions on three levels

1. Whole School level
2. Classroom level
3. Individual pupil level

At each of these levels the aim is:

- a. that pupils should have a clear expectation of acceptable and appropriate behaviour
- b. that the school will function with a minimum of rules and will encourage pupils to take charge of their own actions
- c. that pupils and staff will understand their right and responsibilities.

Whole School Level – Expectations and Guidelines

Valuing Children

This is at the heart of the school ethos and children will be treated with dignity and respect in order that they may develop in an atmosphere of security and self-worth, and so in turn treat others in the same way.

Attitudes towards Pupils

- The body language of adults working with pupils will be reassuring and friendly – never threatening or intimidating.
- The way adults speak to children is important. Adults will not belittle or use sarcasm when speaking to pupils.
- They will show that they value what children say.
- Praise and encouragement leaves a lasting impression and we try to take every opportunity to be positive with pupils.

Movement around School

- Pupils whether supervised or unsupervised will be taught to walk in an orderly fashion.
- Before break times pupils will be reminded to go to the toilet and supervised as they leave the classroom.
- At the end of break times pupils will line up in the designated place for their class and collected from the playground by their class teacher

Courtesy Expectations

All pupils and adults working in school are expected to show respect and politeness to everyone. The following standards should be an expectation for all.

- Address people by their name.
- Use the terms 'please' and 'thank you' where appropriate.
- Hold open doors to allow people to pass.
- Give eye contact and listen attentively when spoken to.

Guidelines for Specific Areas around School

Library Area

- Children will be supervised by an adult.
- Children will be encouraged to handle the books carefully and replace them in the correct place.
- Children will be encouraged to have an awareness of pupils working nearby.

Hall/Assembly

- Adults should be aware that they are the role model for pupils.
- Pupils and adults enter the hall quietly, listen to the music being played and prepare themselves for a special whole school time.
- Pupils leave the hall quietly led by the class teacher or teaching assistant.

Behaviour Management at Classroom Level

To achieve a consistent discipline policy within school each class teacher has a basic classroom behaviour management plan that applies to all pupils. This is the system of sunshine, rainbow, shooting star and raincloud. (See appendix 2) Each class also displays a copy of the behaviour triangle. This is shared with all the pupils and is available on the school website. (See appendix 1) This is supported by the Special Educational Needs, Essex Stages, which are triggered when a pupil clearly appears either unable or unwilling to meet these basic requirements.

Classroom Behaviour Management

The golden school rules underpin behaviour expectations within the classroom as well as in general school life.

This is backed up by a system of rewards and consequences.

Reward System

Appropriate behaviour can be strengthened by the use of rewards.

Within the classroom, there will be a menu of rewards to reinforce the three school rules.

These will be a balance of:-

- I. Class rewards – ie rewards that are the consequence of an agreed target e.g the room is tidied up in specified time or points earned towards a whole class system e.g 'beads collected in a jar and exchanged for a whole class reward'. (KS1)
- II. Individual praise and recognition of appropriate behaviour. This may be part of an Individual Behaviour Management Plan and linked to the SEN Graduated Response.

Consequences

Consequences are used sparingly but nevertheless are in place to help minimise inappropriate behaviour.

As part of the classroom behaviour management, consequences are planned in advance and all pupils quite clear about what happens if the rules are broken. The Behaviour Triangle is displayed in each class.

A hierarchy of consequences may be applied.

Behaviour Management Strategies

In addition to rules, rewards and consequences, other strategies are used in the classroom to reinforce positive behaviour and help pupils attain and maintain this behaviour.

They may include:-

1. An Individual Behaviour Management Plan
2. 'Catch Me' Sheets
3. Target Sheets
4. Circle Time
5. Reflective one to one time with an adult
6. 'Time out'

Whole School Reward System

- 1) Verbal praise and celebration of good behaviour and achievement.
- 2) Written Comments – Written comments on work, behaviour diaries/sheets
- 3) Reward stickers are given to acknowledge appropriate behaviour, effort and good work.

These stickers may be given for an isolated piece of work or example of appropriate behaviour or given as part of a targeted programme which may lead to a further reward or goal – eg. Privilege, certificate.

- 4) Head teacher certificates are awarded for good behaviour.
- 5) Special Privileges. These are usually built into a progressive behaviour management programme and may comprise a choice of activity, a classroom responsibility etc.
- 6) Golden Book. This logs those children who in a week have made an extra effort with work or behaviour and have been noticed by their class teacher. It is monitored carefully by their class teacher to ensure that this can be used to encourage and reward all pupils in the school.
The achievement is celebrated each week at an assembly and those pupils achieving three times in the book are presented with a certificate. Children who are in the Golden Book take home a note for their parents informing them that their child has been in the Golden Book. Parents of Year 1 children who are in the Golden Book are invited to attend the assembly.
- 7) Certificates. These are awarded either as part of the Golden Book or as part of a long term programme.

Guidelines to Reward System

The reward systems (rainbows and shooting stars) are used as equitably as possible and are in relation to a child's own performance, attitude and attainments. This ensures that all children receive encouragement from the system and that it is a positive incentive.

Rewards are never taken away from pupils but may be changed or modified to maintain interest and incentive.

Rewards are to be used as part of a class strategy or used to develop personal targets.

Consequences

Consequences are used as part of the behaviour management system. Positive reinforcement is our main aim but on occasions other strategies are needed:

- a) to reinforce that certain behaviour is unacceptable and disapproved of;
- b) as a means of correcting inappropriate behaviour.

The school operates a system of Behaviour Incident Reports which are completed when there has been inappropriate behaviour from a pupil. A consequence of this action is recorded. If the behaviour has been physical then the parents of everyone involved are informed by phone. These Behaviour Incident reports are collected in a file and also passed on to the class teacher. (See appendix 3)

Guidelines for the Use of Consequences in School

- Consequences are used sparingly.
- Consequences are appropriate to the conduct (i.e. care is taken particularly when there has been a build up of minor behaviour incidents that the consequence is not an over reaction).
- The child is informed and understands the inappropriateness of their behaviour.
- Consequences are applied consistently and over a period of time to achieve results
- Consequences are always applied fairly and calmly.
- Consequences for a whole group are avoided as far as possible (e.g. keeping a whole class in at playtime).
- If a particular consequence is being used with a child, all staff are informed (teaching staff, Teaching Assistants, Learning Support Assistants and Mid-day Assistants). This ensures consistency of approach. Access to the curriculum is a right; therefore this is not used as a consequence.
- 'Thinking time' when used is for a limited period and will be where an adult can still supervise the pupil.
- Children should always be allowed to sit in 'time out.
- If a child needs to be sent to another class, it will be, as far as possible, planned in advance and part of a behaviour strategy.

Consequences Used Within School – The following are not progressive stages:

1. Clear reminders of the expected behaviour
2. One to one discussion/reprimand in private – in accordance with safeguarding procedures
3. Moving position in the classroom
4. Owing time
5. Loss of privileges
6. Actively redressing the wrong behaviour
7. Time out

8. Removal to another class from own class to work in another area
9. Dealt with by the Management Team per rota
10. A letter to/or telephone call to parent
11. Internal fixed-term exclusion
12. External fixed-term exclusion
13. The ultimate sanction is permanent exclusion. This is very rare and would only happen after a long term programme of behaviour support had been in place and failed to make a difference or where a very serious incident occurs. The school follows the Department for Education exclusion guidance.

Individual pupil level

Identifying the level of support for children with behaviour, emotional and social difficulties

Initially the class teacher deals with the child, using any of the rewards and consequences that seem appropriate at this stage.

If the unacceptable behaviour persists, the teacher, with the help of the Special Educational Needs Coordinator (SENCO), will observe the child, keeping a record of time, situations, triggers and responses. These will be used to determine the most appropriate methods of dealing with the child.

At this stage, parents will be informed of the school's concerns.

The SENCO will liaise with the parents and a behaviour programme with targets and rewards may be set.

The checklist may be used to determine the level of support required for persistent or sustained inappropriate behaviour.

At the end of a set period, the programme will be reviewed and either renewed with modifications or discontinued, depending on the success of the programme.

If after a period of time (variable according to each child but minimum of ½ term) the strategies fail to produce changes in the child's behaviour, then it may be necessary to seek advice from other professionals e.g. EWMHS, Barnardo's, Health Visitor.

| Behaviour, Emotional and Social Difficulties | | |
|---|--|--|
| | Support | High Need |
| Emotional Difficulties | Poor self esteem: <ul style="list-style-type: none"> • Difficulty in saying good things about self or work • Difficulty in discussing problems that have occurred • Minor self harm | Poor self esteem: <ul style="list-style-type: none"> • Frequent self deprecating comments • Normally avoids tasks perceived as difficult • Maltreats own possessions • Minor self harm |

| | | |
|---------------------|--|--|
| | <ul style="list-style-type: none"> Regularly defaces/loses own work <p>Weekly non-verbal expressions of emotion such as tantrums (younger children), leaving/returning to rooms when upset and/or refusals to speak to others for prolonged periods and/or irrational fear of specific activities, school refusal</p> | <ul style="list-style-type: none"> Defacement and loss of work <p>Marked difficulty in understanding others' feeling Avoids engaging in ordinary classroom activities Between daily and weekly strong non-verbal expressions of emotion including tantrums (younger children), shouting and leaving rooms when upset and/or refusal to speak to others for prolonged periods and/or Irrational fears of specific activities, school refusal</p> |
| Classroom Behaviour | <p>Usually sustains work activities for less than 10 minutes (or less with younger children) Continual moderate disruptive behaviour in large groups (call out, interfering with others working, minor disputes with neighbours)</p> | <p>Usually sustains work activities for less than 10 minutes (or less with younger children) Continual moderate disruptive behaviour in large groups with frequent intense difficult demanding behaviour of short duration (5-10 minutes)</p> |
| Staff Relationships | <p>Unable to maintain co-operative relationships with a number of staff for some of the time Weekly or more: refuses to undertake a task and/or challenges teacher sanctions or disciplinary interventions. Will accept staff intervention without resorting to physical aggression or frequently seeks social and emotional support from teachers over relatively trivial matters</p> | <p>Unable to maintain co-operative relationships with most of teaching and non-teaching staff the minority of the time Once per day or more: refuses to undertake a task and/or challenges teacher sanctions or disciplinary interventions Will accept staff intervention without resorting to physical aggression or dependent on teachers to provide reassurance and emotional support to undertake some everyday activities</p> |
| Peer Relationships | <p>Un co-operative or withdrawn behaviour that impairs quality of life/learning for peers Difficulty in making and maintaining friendships Positive peer relationships are few, selective and variable from day to day A victim or perpetrator of bullying</p> | <p>Marked difficulties in making and maintaining friendships Peer relationships shift over time with few examples that are sustained for more than a few weeks A victim or perpetrator of bullying</p> |
| Social Competence | <p>Prefers to play/work alone Sometimes but not always able to work/play co-operatively in a group without adult prompting and /or supervision Socially clumsy in some or all of the following: greeting people, turn taking, conventions of</p> | <p>Tends to play/work alone Usually is able to work/play co-operatively in a smaller group with adult prompting and/or supervision Persistent difficulties in 2 or more of the following: greeting people, turn taking, conventions of politeness (appropriate of age and situation),</p> |

| | | |
|--|---|------------------------------------|
| | politeness (appropriate to age and situation), 'giving and taking' in group games | 'giving and taking' in group games |
|--|---|------------------------------------|

Physical Contact With Pupils – Policy Statement

Staff may have occasion to have physical contact with pupils, eg. support in PE, control, comfort.

Our aim is that all contact with pupils is of a positive nature and that if there is a need for contact or physical restraint, the following guidelines are adhered to.

1. All physical contact will be of an open nature and not behind closed doors. Ideally, more than one adult should be present.
2. Staff will never hit or strike a pupil.
3. Any physical intervention used will involve minimal reasonable force and will be used as a last resort.
4. Acts of physical intervention are recorded in a log book kept in the Head teacher's office.
5. Children with special needs who require repeated physical management will have a specific individualised programme which is agreed by their parents.
6. Staff are not expected to physically intervene if by doing so they will put themselves at significant risk. However, this will need to be a professional decision made by the member of staff.
7. Staff will comply with the Physical Intervention Policy and follow the 'Guidance on the use of Physical Intervention, including other physical contact, in all Educational Establishments in Essex LA' May 2011

Playground Organisation

Supervision Arrangements

Two members of the teaching staff and a number of Teaching Assistants and Learning Support Assistants are on duty at playtime. The welfare assistant is on duty in the Year 1 corridor for any medical needs.

All staff on duty are responsible for maintaining and monitoring acceptable behaviour. Incidents of minor unacceptable behaviour should be dealt with immediately. More serious inappropriate behaviour should be dealt with by a member of the teaching staff on duty and appropriate consequences used. This may include:-

Strategies

- Walking round with a member of staff.
- Time out of play (sitting out) for a specified period.
- Missing a playtime altogether (wherever the child is placed – e.g. classroom, hall – they will be supervised).

On occasions there are incidents of persistent inappropriate behaviour, which need long-term strategies. The following process is used:-

- The pupil is sent to a member of the Senior Management Team as per rota for reprimand and discussion.
- If no improvement then the SENCO talks to child about behaviour and targets areas for improvement.
- With the parents' support, new strategies may be employed (the support from home, with home and school working together, often has the desired effect).
- If the situation fails to improve, then outside agencies may be brought in to offer advice and support.

Lunchtime Organisation

Supervision Arrangements

A Senior Mid-day assistant and a team of Mid-day assistants are on duty at lunchtime.

All Mid-day assistants are responsible for maintaining and monitoring acceptable behaviour. A system of verbal praise and encouragement is used. In more serious cases of inappropriate conduct, the senior mid-day assistant is consulted and she may use one of the following consequences:-

- Walk around holding Mid-day Assistant's hand.
- 'Thinking time'

If there is a severe incident or persistent problem, then the senior Mid-day Assistant will consult with the Senior Management Team as per rota. At this stage the SENCO may be consulted and strategies worked out for helping the child to overcome the inappropriate behaviour.

Strategies may include:

- Provision of games or equipment
- Giving the child responsibility e.g. Buddy
- Consequences

If the behaviour persists, then the child will be sent for a discussion/reprimand with the Senior Management Team as per rota, and a telephone call made to the parents informing them of the problems and inviting them to meet with the Senior Management Team as per rota for discussion.

With the support of the parents, a new agreement will be devised, incorporating strategies, targets and rewards, which will also incorporate home-school liaison. If after a period of time the strategies are failing, parents will be consulted again and outside agencies will be consulted and advice sought from other professionals e.g. Educational Psychologist, Behaviour Support Worker, EWMHS, Barnardo's, Health Visitor

Links with other Policies

PSHE

Physical Intervention

Safeguarding

Child Protection

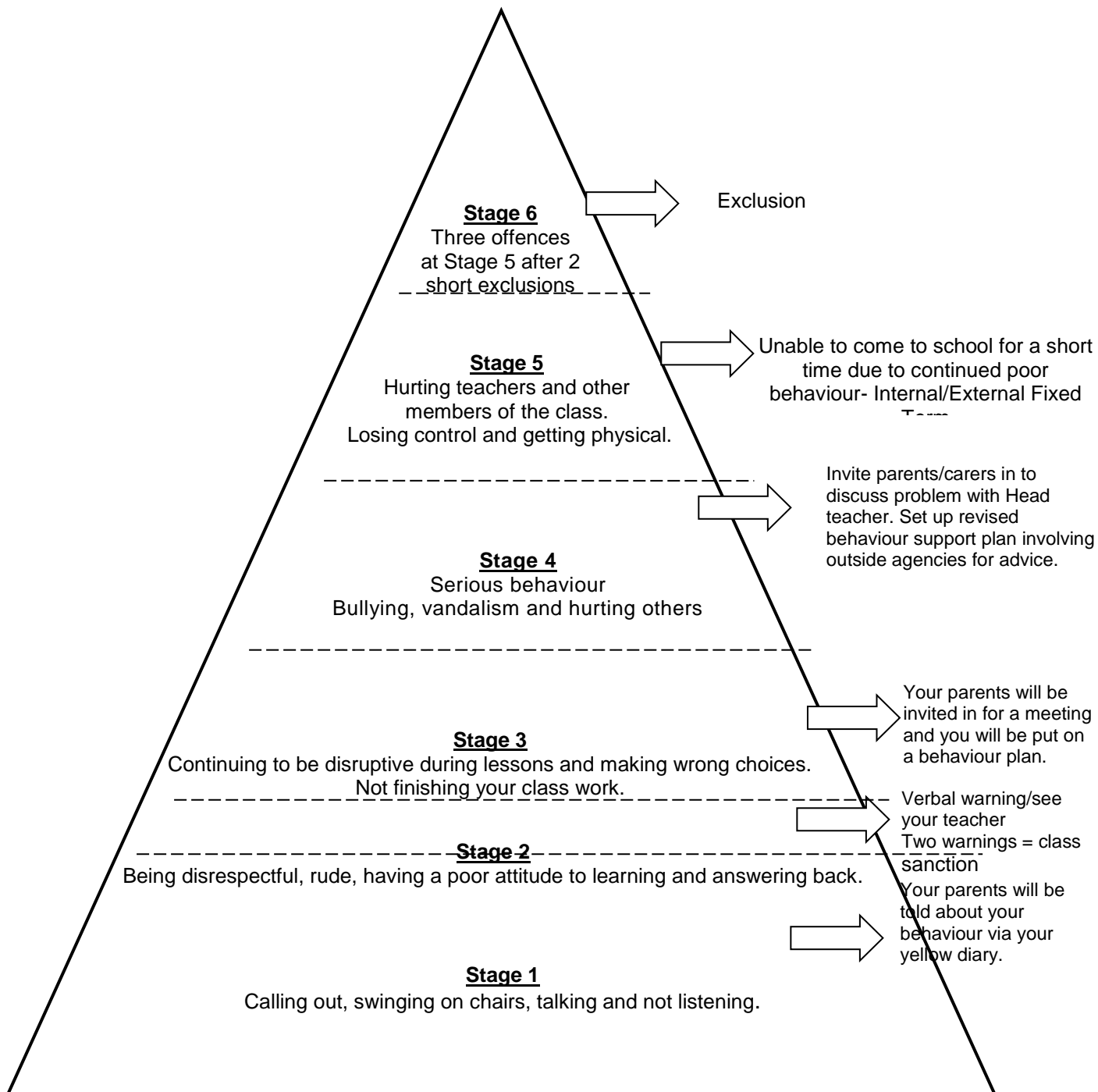
Anti-bullying

Equal Opportunities

Disability Equality Scheme

SEN

Appendix 1: Behaviour Triangle



Appendix 2: Rewards System





Appendix 3 Behaviour Incident Report

Date: _____

Time: _____

| | | |
|------------------|-------|-----------------------|
| Child's Name: 1: | Class | CIC PP SEN D VA F – M |
| Child's Name: 2: | Class | CIC PP SEN D VA F – M |
| Child's Name: 3: | Class | CIC PP SEN D VA F – M |
| Child's Name: 4: | Class | CIC PP SEN D VA F – M |

Summary of incident: _____ Reported by: _____

Child's Name: _____ Date: _____ Investigator: _____

Outcome comment:

Action taken: _____

Signed: _____ Position: _____
 Print Name: _____ Date: _____

Parents Informed: Y -- N
 Two week follow up: Y – N Comment:
 SMT Signed: _____ Print Name: _____ Date: _____

Child's Name: _____ Parent/Carer: _____

Date: _____ Time: _____

Child's Name: _____ Parent/Carer: _____

Date: _____ Time: _____

Staff member informing parent/carer

Child's Name: _____ Parent/Carer: _____

Date: _____ Time: _____

Staff member informing parent/carer

Golden Rules

We are gentle



We are kind and helpful



We listen



We are honest



We work hard



We look after property



ANTI-BULLYING POLICY

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

What Is Bullying?

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally.

Bullying at Oakwood Infant and Nursery is considered to be 'unacceptable behaviour which occurs lots of times, on purpose.'

Bullying can be short term or continuous over long periods of time.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet, such as email & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology, i.e. camera & video facilities, i-pad, games consoles.

Bullying may be related to:

- Race
- Gender
- Religion
- Culture SEN or disability
- Appearance or health condition
- Home circumstances, including Young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place in the classroom, playground, toilets, on the journey to and from school and cyberspace. It can take place in group activities and between families in the local community.

Perpetrators and Victims

Bullying takes place where there is an imbalance of power of one person or persons over another. This can be achieved by:

- The size of the individual
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts, etc.

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises

- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet
- lack of eye contact
- becoming short tempered
- change in attitude to people at home

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Outcomes

All known/reported incidents of bullying will be investigated by the class teacher or by a senior member of staff. Parents of the perpetrator may also be questioned about the incident or about any concerns that they may be having.

The child displaying unacceptable behaviour, may be asked to genuinely apologise (as appropriate to the child's age and level of understanding) other consequences may take place, eg a parent being informed about their child's behaviour and a request that the parents support the school with any sanctions that it takes. Wherever possible, the pupils will be reconciled.

In some cases outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others.

In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices) support from behaviour support, counselling, reduced timetable, or even fixed or permanent exclusion will be considered.

During and after the incident have been investigated and dealt with, each case will be recorded in the Bullying Log, discussed at SMT meetings and monitored to ensure repeated bullying does not take place.

Procedures

1. Report bullying incidents to staff
2. In cases of serious bullying (As referred to in the DFE guidance document), these incidents will be logged by staff. This log will be discussed during the weekly SMT meetings
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
5. An attempt will be made to help the bully (bullies) change their behaviour

Prevention

We use a variety of methods to support children in preventing and understanding the consequences of bullying through class assemblies, PSHE, Smart Thinking, Theme weeks, Anti-

bullying week. We also have School Ambassadors who act as buddies. The children are also consulted through in school questionnaires.

The ethos of the school means that all staff actively encourage children to have respect for each other and for other people's property. Good and kind behaviour is regularly acknowledged and rewarded. Staff will regularly reinforce expectations of behaviour. (Behaviour policy)

Staff follow the Equality Policy; supporting every child in our school. Friendship groups should be encouraged to welcome others to join them and not exclude them from their group. Staff will reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

We will use KIDSCAPE methods for helping children to prevent bullying. As and when appropriate, these may include:

- signing a behaviour contract
- writing class rules
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays (or using KIDSCAPE role-plays)
- having discussions about bullying and why it matters

If a child feels that they are being bullied then there are several procedures that they are encouraged to follow:

- tell a friend
- tell a teacher or adult whom you feel you can trust
- tell a parent or adult at home whom you can trust
- discuss it as part of your PSHE time
- ring Childline and follow the advice given.

Advice to Parents

As the parent of a child whom you suspect is being bullied:

1. Report bullying incidents to the class teacher
2. In cases of serious bullying, the incidents will be recorded by staff and the Headteacher notified.
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
4. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
5. An attempt will be made to help the child using unacceptable behaviour towards others, to change their behaviour.

Do Not:

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
2. Encourage your child to be 'a bully back'

Both of these will only make the problem much harder to solve.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)

0300 0115 142

Children's Legal Centre: 0300 330 5480
KIDSCAPE Parents Helpline: 020 7823 5430
Youth Access: 020 8772 9900
Bullying Online (Family Lives) : www.bullying.co.uk

Linked Policies

Safeguarding
Child Protection
Disability Equality Scheme
Positive Behaviour Management
Equal Opportunities
Race Equality
Complaints Procedure
Code of Conduct

AGGRESSIVE BEHAVIOUR POLICY FOR PARENTS AND VISITORS

INTRODUCTION

This guidance aims to assist headteachers and governing bodies in cases where the behaviour of visitors to the school gives cause for concern.

In particular, the guidance deals with situations where visitors are being threatening, abusive or aggressive towards other members of the school community. Such behaviour clearly cannot be tolerated. Staff and pupils have a right to expect their school to be a safe place in which to work and learn. This document includes advice on a range of possible measures that can be taken to ensure appropriate protection for schools.

We welcome visitors to our school. We will act to ensure it remains a safe place for pupils, staff and all other members of our community. If a parent/carer has concerns we will always listen to them and seek to address them.

However, abusive, threatening or violent behaviour will not be tolerated. If such behaviour occurs we will follow the procedures outlined in the Essex County Council guidance – ‘Keeping Schools Safe’.

In addition, the guidance provides suggestions as to how to deal with difficult or abusive telephone calls and abuse using cyber technology, an increasing area of challenge for schools.

In this guidance, the definition in the Education Act 1996 of the word parent is somewhat extended and includes an individual who has care of the child whether or not s/he is the natural parent or has parental responsibility for the child. This includes step parents. Where an individual does not fall within this broad definition, the principles of this guidance should still be applied (but the wording of the model letters should be amended accordingly).

Headteachers and school governors are encouraged to make all staff aware of this guidance and also to consider the guidance in relation to their school’s emergency plan.

RISK ASSESSMENT

In the event of a parent behaving in an inappropriate way, each situation will need to be considered individually by the headteacher or a designated member of staff. The following factors should be taken into account as a risk assessment, before deciding on the most appropriate course of action:

- Has the parent been verbally aggressive/threatening/intimidating?
- Has the parent been physically aggressive/threatening/intimidating?
- What evidence is there? What do witnesses say happened?
- Does the parent have a known previous history of aggression/violence? (Information can only be sought from the police when an official complaint has been made).

- Do members of the school staff/community feel intimidated by the parent's behaviour?
- Have pupils witnessed aggressive/threatening/intimidating behaviour from the parent?
- Have pupils been approached inappropriately by the parent?
- Has the parent been abusive to school staff, pupils or visitors?
- Has the parent been persistently abusive to school staff, pupils or visitors?
- Was the parent provoked in any way prior to their behaviour and/or does the parent claim to have been provoked?
- Is there evidence of provocation?
- How frequently have the behaviours occurred?
- Is there a risk (low, medium or high) that the behaviour may be repeated?

Options for headteachers

After evaluating all available information, and any other relevant factors, there are several actions the headteacher may wish to take. These can include:

Inviting the parent to a meeting to discuss events

This could be helpful where a planned and structured meeting has either not been held before or has previously been productive. Skilled facilitators may need to be used. A full restorative meeting may be considered, but if it is not safe to bring all the parties together at a meeting, a restorative process can still take place through the exchange of information. The safety and well-being of those attending such a meeting must be carefully considered. It is strongly recommended that members of school staff should be accompanied by at least one other colleague at any such meeting. Consideration should be given to the seating arrangements, and care taken to ensure exits cannot be blocked by a parent who could potentially become aggressive. The main points of discussion and any agreed actions should be noted, and a follow-up letter sent to confirm the school's expectations and any agreed actions. Some parents may covertly record meetings and then seek to use the information obtained to support their case, and therefore schools should state explicitly that information obtained without permission will not be permissible.

Clarifying to the parent what is considered acceptable behaviour by the school

In some instances it may be appropriate simply to ensure the parent is clear about behaviour standards expected by the school. This could be explained at a meeting, or by letter, however any verbal explanation should be followed by a written confirmation of the discussion and the standards of behaviour outlined.

Forming strategies to manage future situations of potential conflict

It is sometimes possible to identify situations of potential conflict and to plan for these in a way that minimises potential risks. For example, where a parent persistently engages in arguments with staff in corridors at the beginning or end of the school day, the parent could be informed that any discussions with school staff must be held by prior appointment. Alternatively, the parent may be asked not to approach the class teacher, but should instead arrange to meet the headteacher (or other member of the senior leadership team), who will deal with their concerns. In more serious

cases a further option may be to advise the parent that in future their concerns should be dealt with by written communication. Any such arrangements should be confirmed in writing to the parent.

Withdrawing permission for the parent to enter the school site and/or buildings
In more serious cases of actual or threatened aggression/violence, or persistent abuse/intimidation, headteachers may need to consider whether it is safe for the parent to continue to come onto the school site or enter the buildings. In such circumstances, it is strongly recommended that headteachers first consult with their Area Schools Officer.

Cases of actual assault should be also reported to the local authority by completing an online health and safety event report.

A legal case in 1999 established:

1. That the parent of a school child has a licence to enter the child's school premises.
2. That the licence may be terminated, but that public law requires that the parent must first be given an opportunity to make representations about this.
3. That failure to afford an opportunity to make representations would provide a defence against any subsequent proceedings for trespass (if the ban is breached).

Model letters are attached as Appendix C to this document, and are provided for headteachers and governors to adapt as necessary.

Calling for police assistance

In an emergency, police assistance should be sought. In cases where a ban is in place but is ignored and the person comes onto the school site, the police should be notified immediately. (Staff will need to be aware of the ban and have agreed procedures in place should the person come onto the school site).

In situations where there is no immediate threat to staff, pupils, other members of the school community or the school's property, headteachers may still wish to make their local community police officer (e.g. neighbourhood support team, youth intervention officer) aware of the situation.

The police could give consideration to warning the offender of formal action, which may include legal proceedings.

Legal proceedings

Where individuals persist in coming onto the school site even when permission to do so has been withdrawn, it is possible for legal proceedings to be pursued. The options include:

Prosecution under section 547 of the Education Act 1996

This requires substantial evidence to be gathered and presented by the police. Clearly it is not a quick process, and whilst in most cases the threat may prove to be a sufficient deterrent, prosecution can only be seen in the last resort as a punitive measure.

Appropriate behaviour contracts

These are voluntary agreements made between people involved in anti-social behaviour, and the agency/school concerned. They are flexible in terms of content and format, and can be an effective means of encouraging young adults, children and parents to take responsibility for unacceptable behaviour. The person named does not always agree with the contract, but it

can be used as evidence at a later stage for an application for an anti-social behaviour order. Conditions can be put on the contract, eg not to enter school grounds.

Anti-social behaviour orders (Crime and Disorder Act 1998)

These are most likely to be used where the offender (aged over 10) has acted in a manner which causes harassment, alarm or distress, and is needed to protect others in the same area from similar behaviour. Anti-social behaviour orders (ASBOs) may be sought by the local authority or the chief officer of police. ASBOs are designed to deal with persistent bad behaviour, and the police will need to show that other options have been tried, or are unsuitable.

Restraining orders (Protection from Harassment Act 1997)

Section 2 of the Protection from Harassment Act 1997 provides for criminal or civil prosecution, for cases where someone causes alarm or distress to another person on more than two occasions. Section four provides for criminal or civil prosecution where people have been put in fear of violence on at least two occasions. In each case the sanctions include both criminal penalties (fines, imprisonment or community sentences) and a restraining order. These orders are generally quicker and easier to obtain, but are part of a criminal conviction.

Prosecution for criminal damage/assault

Prosecutions for causing deliberate damage or injury may occasionally be the most appropriate course of action. If the police are called, the option to make criminal allegations is readily available, and they may arrest suspected offenders there and then. Official allegations should only be made if there is no intention of later withdrawing the complaint. Criminal proceedings can be initiated at a later date. All possible steps should be taken to prevent the loss of evidence. In particular witnesses should be asked to make a record of exactly what they saw and heard at the earliest opportunity.

Legal advice is available under the legal buy back scheme for schools that are members, or can be arranged at an hourly fee for schools that are not.

Individual cases should always be discussed with the Area Schools Officer, who will work with headteachers and Legal Services to decide the most appropriate response.

Whilst the emphasis will usually be on ensuring safety and security of persons and property, and therefore the injunction route is likely to be the most effective deterrent legal action, it does not necessarily guarantee against the behaviour of the more persistent offender.

Record keeping

There should be clear and detailed records of all events which must be kept up to date. Any witness statements (where appropriate) and notes of any subsequent meetings held to discuss the events should also be retained. Notes should be signed and dated.

Any physical evidence should be bagged and labelled, and witnesses should be asked to make a record of exactly what they saw and heard at the earliest opportunity.

It is also advisable to ensure that in every case, even where a formal letter is not required, parents receive a written confirmation of the events and the headteacher's response.

If the police are asked to deal with an incident as a criminal investigation, there are a number of actions that may thwart this process. Witness details should not be made known to suspected offenders or their families. Groups of witnesses or suspects should not be left together, or allowed to discuss what happened, before the police interview them. If in doubt always seek the advice of the police officer first.

A model form is attached as Appendix D to this document, and is provided for headteachers and governors to adapt as necessary.

Support for employees

If a member of staff is unfortunate enough to be one of the very small, minority subject to serious physical and/or verbal abuse there are a variety of sources of potential support available to them.

In such circumstances the immediate and ongoing support of colleagues will be invaluable.

If the school has chosen to buy in to the employee assistance service, staff can obtain confidential specialist support by calling the helpline on 0800 243458 (the service is provided by a company called Workplace Options). The helpline is available 24 hours a day, 365 days a year and can be called as often as needed.

The staff associations/trade unions are also likely to be a source of assistance.

Headteachers should contact the Babcock 4S personnel helpline or their named Babcock 4S personnel consultant if they wish to discuss the support available for a member of their staff.

Appendix A



We welcome visitors to our school.

We will act to ensure it remains a safe place for pupils, staff and all other members of our community.

If you have concerns we will always listen to them and seek to address them.

Please be aware, however, that abusive, threatening or violent behaviour will not be tolerated in this school.

Visitors behaving in this way are likely to be removed from the premises and prosecuted.

Appendix B

Model letters

Model letter 1:

This is an initial warning letter which can be sent by the headteacher when it is felt that further serious incidents will warrant a ban.

Model letter 2:

It is suggested that this letter is sent by the chair of governors when, after full consideration, it is felt a ban is necessary.

Normally this would follow from a warning (letter 1), though there may be occasions where it is appropriate to move directly to a ban – it is strongly recommended that the Area Schools Officer is consulted in such cases.

At this point consideration should also be given to any practical issues, in particular to ensure that the pupil(s) concerned can be properly accompanied to and collected from school, and to ensure there can be an effective exchange of necessary information between the school and parent.

At this stage, the ban takes effect immediately, but as the letter indicates, the parent must be enabled to make representations. A period of a week is recommended to allow for this, at the end of which the chair of governors should consider any representations made, then make a decision to either confirm the ban or discontinue it (see model letters 3a and 3b).

Model letters 3a/b:

These letters confirm the outcome of the review of the ban by the chair of governors. In the event that the decision is made to confirm the ban, a date should be included for a further review. This should be for a reasonable period, possibly extending up to three months, but preferably not longer than six months.

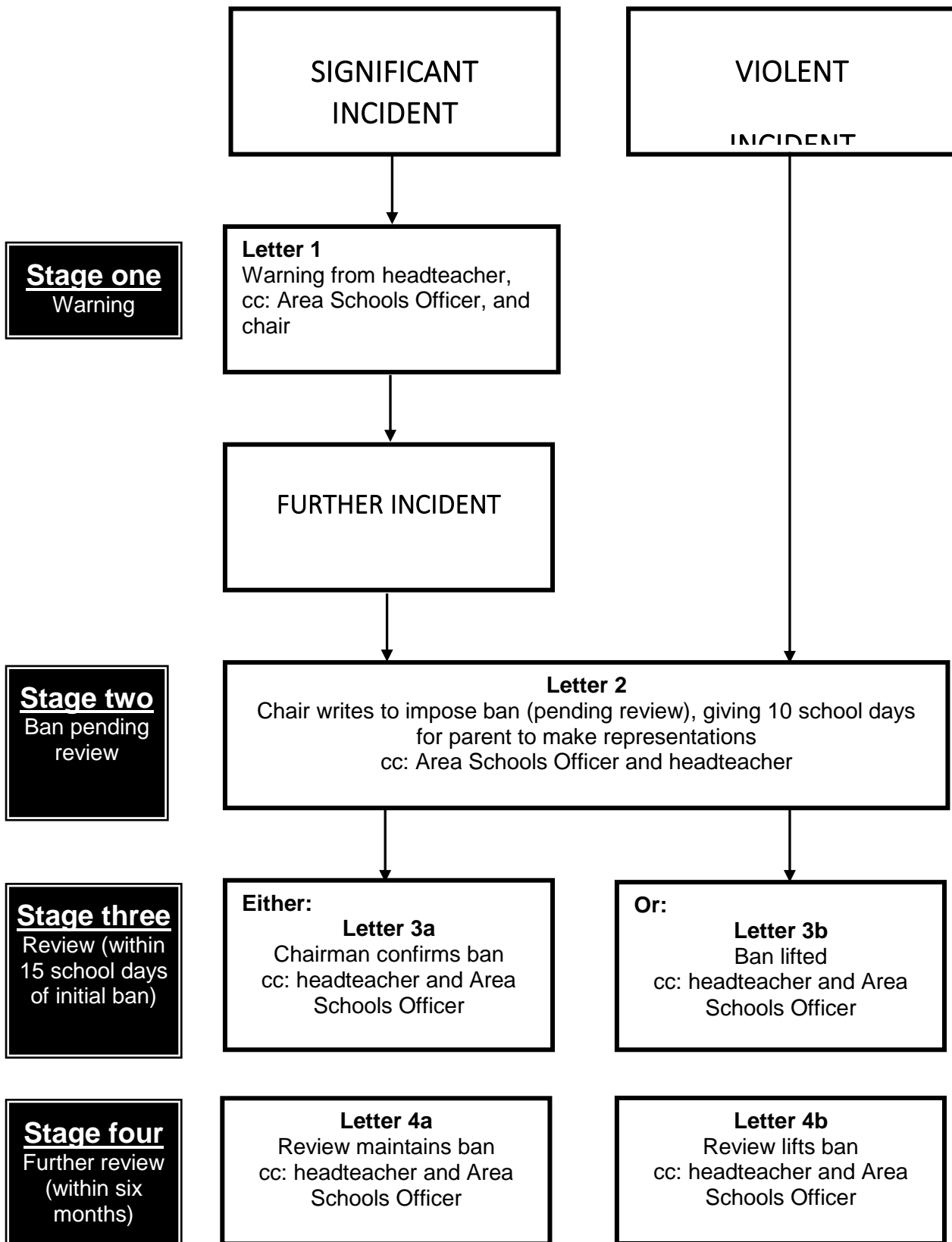
If the parent is dissatisfied with this decision, it is suggested in the model letter that the matter is then appropriately considered by a panel of school governors.

Model letter 4a/b:

These letters can be used to confirm the outcome of further reviews of decisions where the ban has been extended. When a review is due to take place it is advisable to notify the parent in advance and invite them to make any representations.

A flowchart showing the process to be followed for a ban is shown overleaf.

Flowchart for process to ban a parent from the school premises



Appendix B

Letter 1 Warning (sent by headteacher)

Dear

In line with expectations of adult visitors to the school, as outlined in our policy, I am writing to advise you formally that your behaviour towards on was totally unacceptable and I have taken advice on how to proceed.

Or

I am very concerned about the unsatisfactory nature of our meeting/telephone conversation on and I have taken advice on how to proceed.

(add summary of incident and its effect on staff and pupils)

I have now been able to investigate the incident further and I understand that

Or

As I witnessed your behaviour myself there is no need for me to investigate the incident further.

Optional I am not prepared to continue to accept such behaviour. If parents are unhappy about any aspect of their child's education they can arrange to have a meeting with me at an appropriate place and time.

Optional In the circumstances I must ask you not to approach any of my staff directly until further notice, though you will still be able to make contact through me.

For the future I must inform you that any repetition of such behaviour towards any of the school staff, pupils or others connected with the school will be followed by an immediate withdrawal of permission for you to enter the school premises.

I am copying this letter to the Chair of Governors and the Area Schools Officer. Should you wish to discuss the contents of this letter please make an appointment to see me via the school office.

Yours sincerely

Headteacher

cc: Chair of Governors

Appendix B

Letter 2

Withdraw permission pending review (sent by chair of governors)

Dear

I have received a report from the headteacher ofSchool about your conduct on at

(add summary of incident and its effect on staff and pupils)
(optional reference to first letter from headteacher)

I must inform you that the governors, in line with our policy, will not tolerate conduct of this nature on the school premises and will act to defend school staff and pupils. On the advice of the Headteacher, I am therefore instructing you that until I have reviewed this incident, you are not to reappear on the school premises. If you do not comply with this instruction I shall arrange for you to be removed from the premises. If you cause a nuisance or disturbance on the premises you may be prosecuted under section 547 of the Education Act 1996; if convicted under this section, you are liable to a fine of £500.

For the duration of this decision you may bring your child(ren) to school and collect them at the end of the school day, but you must not go beyond the school gate.

For infant children – arrangements have been made for your child(ren) to be collected and returned to you at the school gate by a member of the school staff).

Special arrangements can be made for you to meet with the headteacher, if necessary, but this may only be with the written permission of the governors.

The withdrawal of permission for you to enter the school premises takes effect immediately and will be in place for 15 school days in the first instance. I still need to decide whether it is appropriate to confirm this decision. Before I do so, I wish to give you an opportunity to give me in writing any comments or observations of your own in relation to the report that I have received from the headteacher. These comments may be to challenge or explain the facts of the incident, to express regret and give assurances about your future good conduct. To enable me to take a decision on this matter, please send me any written comments you wish to make by **(date 10 school days from date of letter)**.

If on receipt of your comments, I consider that my decision should be confirmed, you will be supplied with details of how to pursue a review of your case.

I am copying this letter to the headteacher and the Area Schools Officer at Essex County Council.

Yours sincerely

Chair of Governors

Appendix B
Letter 3a
Withdrawal of permission confirmed
(sent by chair of governors)

Dear

On I wrote to inform you that on the advice of the headteacher I had withdrawn permission for you to come onto the premises of School. To enable me to determine whether to confirm this decision for a longer period, I gave you the opportunity to give your written comments on the incident concerned by

I have not received a written response from you/I have received a letter from you dated, the contents of which I have carefully considered.

In the circumstances, and after further consideration of the headteacher's report, I have determined that the decision to withdraw permission for you to come onto school premises should be confirmed. I am therefore instructing that, until further notice, you are not to come onto the premises of the school without the prior knowledge and approval of the headteacher.

If you do not comply with this instruction I shall arrange for you to be removed from the premises of the school. If you cause a nuisance or disturbance on the premises, you may be prosecuted under Section 547 of the Education Act 1996; if convicted under this section, you are liable to a fine of up to £500.

Even though we have taken this decision, the headteacher and staff at School remain committed to the education of your child(ren), who must continue to attend school as normal (insert for primary age children) under the arrangements set out in my previous letter.

This decision will be reviewed again **(insert review date which should be within a reasonable period and no longer than six months)**. When deciding whether it will be necessary to extend the withdrawal of permission to come onto the school premises, consideration will be given to the extent of your compliance with the decision, any appropriate expressions of regret and assurance of future good conduct received from you; and any evidence of your co-operation with the school in other respects.

If you wish to pursue the matter further you have a right to complain to a panel of school governors who have not been involved previously and who will consider the circumstances of the decision to withdraw permission for you to come on to the school site. You can make your complaint by writing to the Clerk to the Governors, c/o School.

(Where the incident has arisen in the context of a parental complaint against the school, the following may be inserted) Finally, I would advise you that I have asked the headteacher to ensure that your complaint that..... is considered under the appropriate stage of the

school's parental complaints procedure. The school will contact you about this in due course.

Yours sincerely

Chair of Governors

Appendix B

LETTER 3B

RESTORE PERMISSION AFTER REVIEW BY CHAIR OF GOVERNORS (SENT BY CHAIR OF GOVERNORS)

Dear

On I wrote to inform you that on the advice of the headteacher I had temporarily withdrawn permission for you to come onto the premises of School. To enable me to determine whether to confirm this decision for a longer period, I gave you the opportunity to give your written comments on the incident concerned by

I have not received a written response from you/I have received a letter from you dated, the contents of which I have carefully considered.

In the circumstances, and after consulting further with the headteacher, I have decided that it is not necessary to confirm the decision and I am therefore restoring to you permission to come onto the school premises, with immediate effect.

(Optional) I must warn you, however, that if it should become necessary in the future I shall not hesitate to withdraw permission for you to come onto the school premises once again.

Yours sincerely

Chair of Governors

Appendix B

Letter 4a Continue ban after second review (sent by Chair of Governors)

Dear

I wrote to you on confirming that permission for you to come onto the premises of School had been withdrawn until further notice. I also advised you I would take steps to review this decision by

I have now completed the review. However, after consultation with the headteacher, I have determined that it is not yet appropriate for me to withdraw my decision. **(Add brief summary of reasons).**

I therefore advise that the instruction that you are not to come onto the premises of School, without the prior knowledge and approval of the headteacher remains in place until further notice. If you do not comply with this instruction I shall arrange for you to be removed from the premises and you may be prosecuted under section 547 of the Education Act 1996; if convicted under this section, you are liable to a fine of up to £500.

I shall undertake a further review of this decision by**(insert review date which should be within a reasonable period and no longer than six months).**

In the meantime you can write to me with a statement of your views, which I will consider.

Yours sincerely

Chair of Governors

Appendix B

Letter 4b

Restore permission after later review
(sent by Chair of Governors)

Dear

I wrote to you on confirming that permission for you to come onto the premises of School had been withdrawn until further notice. I also advised you I would take steps to review this decision by

I have now completed the review. After consultation with the headteacher I have decided that it is now appropriate to restore permission for you to come onto the school premises with immediate effect.

I trust that you will now work together with the school and there will be no further difficulties of the kind which made it necessary to restrict your access to the school premises.

(Optional) I must warn you, however, that if it should become necessary in the future I shall not hesitate to withdraw permission for you to come onto the school premises once again.

Yours sincerely

Chair of Governors

Appendix C

Incident recording form

Page 1

| | |
|--|--|
| Date and time of incident | |
| Details of person(s) assaulted/ verbally abused | |
| Name | |
| Address and telephone number | |
| Role | |
| Details of perpetrator | |
| Name | |
| Address and telephone number | |
| Relationship to the school | |
| Details of witnesses | |
| Witness 1: Name, contact details and relationship to the school | |
| Witness 2: Name, contact details and relationship to the school | |
| Witness 3: Name, contact details and relationship to the school | |

Appendix C

Incident recording form

Page 2

| | |
|--|--|
| <p>Description of the incident</p> <p>(include relevant events leading up to the incident, details of those present, whether weapons were involved etc)</p> | |
| <p>Location of incident</p> <p>(attach sketch if appropriate)</p> | |
| <p>Outcome</p> <p>(were police called, what happened after the incident)</p> | |

| | |
|--|--|
| | |
|--|--|

Appendix C

Incident recording form

Page 3

Other information to be recorded as appropriate

| | |
|---|--|
| Any possible contributory factors | |
| Is the perpetrator known to have been involved in any previous incidents? (if yes, give details) | |
| Were measures in place to try to prevent an incident of this type occurring? Could these be improved? If no measures were in place, could action be taken now? | |
| Name and contact details of police officer(s) involved. Incident number/ crime reference number | |
| Any other relevant information | |

| | |
|--|--|
| Form completed by (name and role) | |
|--|--|

| | |
|----------------------------|--|
| Date form completed | |
|----------------------------|--|

Appendix D

Dealing with abusive telephone calls

Sometimes staff may have to deal with challenging, abusive, aggressive or threatening telephone calls. It is unacceptable for any member of staff to be subjected to such abuse but staff may not know how to handle such a telephone call. This guidance has been produced to assist staff if they are faced with such a situation.

To reduce the likelihood of callers becoming abusive staff should conduct themselves in a courteous and professional manner and make every attempt to meet the needs of the caller. Staff should also have the confidence that it is acceptable to end an abusive telephone call.

Always

- remain calm and polite
- stay in control of the situation
- actively listen – repeat information back to the caller to test understanding of the issue and gain their agreement
- inform the caller they are trying to help them
- be positive and say what you can do
- be clear and avoid using jargon
- if necessary, apologise for an error and take action to put it right
- if you have to go and get some information, let the caller know why you are putting them on hold and do not leave them on hold for a long time. Update them as necessary
- make notes of the conversation
- follow the procedure below if appropriate
- refer to the caller to the headteacher, deputy etc.

Never

- respond in the same manner as an abusive caller
- take it personally
- allow yourself to be bullied
- slam the phone down.

Script for abusive telephone calls

When the caller starts to raise their voice/be abusive:

Mr/Mrs/Ms...please don't raise your voice/swear at me, I am not raising my voice/being rude to you. If you continue to raise your voice/be rude to me then I will be forced to terminate the call.

When the caller continues to raise their voice/be abusive:

Mr/Mrs/Ms..... I understand you are upset/frustrated however I am not prepared to continue to be shouted/sworn at so you can either call back when you have calmed down or if you prefer you can put your views in writing.

If, despite the two warnings above, the caller continues to raise their voice/be abusive:

Mr/Mrs/Ms.... I advised you earlier during this call about raising your voice/swearing and you have continued to do this, so I am afraid I am going to have to terminate this call. **Hang up.**

Further actions:

Make a written note of the telephone call or use the incident report form (Appendix D) and report the incident to your line manager.

Appendix E

Abuse/bullying using cyber technology

Staff in schools may become targets of cyber abuse/bullying and, like other forms of bullying, it can have a significant impact on their health, well-being and self-confidence. Protecting staff from abuse is best done within a prevention framework, including whole school policies and appropriate practices.

Cyber abuse/bullying may consist of threats, harassment, embarrassment, humiliation, defamation or impersonation. It may take the form of general insults, or prejudice based abuse, e.g. homophobic, sexist, racist or other forms of discrimination. It may involve email, virtual learning environments, chat rooms, websites, social networking sites, mobile and fixed-point phones, digital cameras, games and virtual world sites.

Abuse using cyber technology can occur at any time and incidents can intrude into the victim's private life. The audience for such messages can be very large and can be reached rapidly. The content of electronically forwarded messages is hard to control and the worry of content resurfacing can make it difficult for the victim to move on.

Cyberbullying and the law

While there is not a specific criminal offence called cyberbullying, activities can be criminal offences under a range of different laws, including:

- The Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Section 127 of the Communications Act 2003
- Public Order Act 1986
- The Defamation Acts 1952 and 1996

It is the duty of every employer to ensure, so far as reasonably practicable, the health, safety and welfare at work of all employees. Incidents that are related to employment, even those taking place outside the hours or place of work may fall under the responsibility of the employer.

Effectively tackling abuse using cyber technology

School behaviour policies and procedures should explicitly refer to and outline how the school will deal with cyber abuse/ bullying of both staff and pupils. They should include:

- rules on the use of equipment, software and network access provided by the school,

- the use of staff and pupil owned equipment and internet access routes, where they are used on school premises and within school hours, eg mobile phones, digital cameras and laptops
- acceptable behaviour including behaviour outside of school e.g. use of social networking services and other sites, with regard to harming others and bringing the school into disrepute.

Responding to incidents

- Staff should never retaliate i.e. personally engage with cyberbullying incidents.
- Keep any records of abuse – texts, emails, voice mails, or instant messages. Take screen prints of messages or web pages. Record the time, date and address of the site.
- Inform the appropriate person e.g. headteacher, or head of year at the earliest opportunity.
- Where the perpetrator is known to be a current pupil or co-worker, this should be dealt with through the school's own behaviour management / disciplinary procedures.
- Monitoring and confiscation must be appropriate and proportionate - parents, employees and learners should be made aware in advance of any monitoring (for example, of email or internet use) or the circumstances under which confiscation might take place.
- A designated member of the leadership team should contact the police where it appears that a law has been broken – for example, where death threats, assault, or racially motivated criminal offences are involved. Where a potential criminal offence has been identified, the school should ensure that any internal investigation does not interfere with police inquiries. School staff are of course able to report incidents directly to the police.
- If a potential criminal offence has been committed and the school is not able to identify the perpetrator, the police may issue a Regulation of Investigatory Powers Act 2000 (RIPA) request to a service provider, enabling them to disclose the data about a message or the person sending it.

Getting offensive content taken down

Where online content is upsetting / inappropriate and the person(s) responsible for posting is known, the quickest way to get material taken down is likely to be to ensure that the person who posted it understands why the material is unacceptable and to request that they remove it.

If the person responsible has not been identified, or will not take the material down, the school will need to contact the host (i.e. the social networking site) to make a request to get the content taken down. The material posted may

breach the service provider's terms and conditions of use and can then be removed.

It is important to be clear about where the content is – for example by taking a screen capture of the material that includes the URL or web address. If you are requesting they take down material that is not illegal, be clear how it contravenes the site's terms and conditions.

In cases of actual/suspected illegal content, the school should contact the police.

E-safety toolkit for schools

Essex County Council