

Policy title	:	Behaviour Policy
Date approved	:	September 2018
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*Please note that should any further national guidance be issued by external agencies that are relevant to this policy, it will be updated accordingly prior to the review date shown above and re-circulated.

Introduction

Our main objective when considering whole school behaviour is to maintain consistency and fairness for all. We do this by expecting all staff to use the strategies detailed in this policy in a consistent way.

At Tollgate, we feel that effective behaviour management is a very high priority. In order to deliver the curriculum effectively the environment must be calm and well organised. Therefore we aim for a high standard of behaviour and use a range of strategies to achieve this. It is important that staff are very clear about Tollgate's expectations and these expectations are communicated to all children as routine.

We also hope that by adopting the guidelines outlined in this document, we will provide a framework for the creation of a happy, secure, orderly environment in which children can learn and also develop into caring, responsible people.

At Tollgate, we have some underlying principles that are central to our views on the management of behaviour as a whole school issue:

- We believe that every child has the right to learn and it is not acceptable for anyone else to disrupt their learning;
- Creating the correct ethos is essential to learning. Building relationships founded on trust and co-operation is extremely important and an integral part of school life;
- That all children follow the 5Cs of care, consideration, commitment, co-operation and courtesy

Aims

Our aims for behaviour management at Tollgate are as follows:

- The children will develop a responsible, self-motivated and co-operative attitude towards their work and also towards their contribution to school life as a whole;
- Pupils will develop an awareness of their responsibility to apply this positive attitude towards their position in society;
- The children will achieve their potential in academic, social and behavioural achievement;
- The children will accept responsibility for their own environment and develop pride in their surroundings

Roles and Responsibilities

Every member of staff is responsible for following the School Behaviour Policy. The Inclusion Team is responsible for co-ordinating the Behaviour Policy and for ensuring that it is implemented consistently. The Inclusion Team will support all staff and pupils regarding this policy and use outside agencies where applicable.

We employ Learning Mentors and Teaching Assistants to lead small groups to support pupils with developing self-esteem, strategies for anger management, co-operative work and play skills where applicable.

Creating a Positive Atmosphere

As a staff, we can make the school a positive place to both learn and work by adopting certain strategies to make the children feel valued and cared for. A major aspect for the whole of Tollgate is the use of the 5s (care, consideration, courtesy, co-operation and commitment)

Effective behaviour management does not simply just happen - it needs to be worked at. We need to:

- set high standards
- apply rules consistently and fairly – according to children's individual needs

Relationships are a very important part of school life. Teachers should take the initiative and set an example by:

- using please and thank you, and emphasising the need for good manners
- greet children when moving around the building and respond when greeted
- speak to the children - often a comment or a smile to a child, in passing, will relay to the child that he or she has been noticed

To create a positive atmosphere, examples of good behaviour should be highlighted:

- praise should be used often, but at appropriate times and in context
- good behaviour should be rewarded
- good role models should be commended

When dealing with a more confrontational situation, all members of staff should handle the children in the same way:

- be calm
- listen carefully to the things that the child is telling you
- establish the facts
- make a judgement only when you are certain of events
- avoid confrontation whenever possible
- use harsh punishments very sparingly, i.e. the sanction room should be used for consistent negative behaviour or serious incidents

As a staff, we believe that by following these guidelines we can help the school environment to be a pleasant place to be, where children and staff establish a feeling of co-operation and understanding.

Staff will be positive role models in everything they do by promoting respect of each other's rights.

C. Values

We have the following values as part of our school culture: -

- Telling and looking for the truth
- Respecting the rights' of others
- Encouraging children to care for each other
- Accepting personal responsibility for actions
- Listening to and valuing each other's ideas
- Supporting each other and asking for help
- Being open and honest to create a secure and safe environment
- Acting considerately towards others and be polite
- To respect and celebrate our differences
- Respecting other people's feelings and need for space/time
- Promoting self-discipline
- Boosting self-esteem and achievement by raising expectations
- Respecting the property of other people and of the school
- Valuing and respecting other people's cultures and ethnicity

Whole School Approaches and Positive Attitude

The school recognises that the encouragement of positive behaviour and discipline is the result of a partnership between all staff, governors, parents/carers, children and other people in the community.

All of these partners have an important part to play and we recognise that the aim of this partnership is to offer the children the opportunity to develop self-discipline and to have high regard for themselves and all others in the community.

This policy is based on the principle that all children will develop high standards of behaviour according to their age, maturity; ability and that they must be treated and valued as individuals. Our approach to managing behaviour is to be seen within the context of the school's commitment to equality of opportunity. This awareness of Equal Opportunities is integral to the encouragement of positive behaviour within the school.

All staff will be responsible for encouraging positive behaviour amongst the children. We recognise that as role models to the children, staff must have high standards of behaviour towards themselves and the children.

All staff will have a positive attitude and are encouraged to acknowledge and reward appropriate behaviour and express approval. Staff will exhibit a range of positive controlling responses and give personal acknowledgement for positive efforts.

Our Expectations

At the beginning of each school year, whole school expectations and ground rules are shared in assemblies and in individual classrooms. Classes display their shared agreements so that they can be referred to throughout the year.

Curriculum and Teaching Initiatives

The key factor in motivating and encouraging positive behaviour is the planning and teaching of an appropriate and effective curriculum that is differentiated to stimulate and engage all children.

Children behave and learn successfully when they feel responsible for their learning and success.

The children are encouraged with guidance from staff to set and organise clear goals for themselves, reflect on their progress and work co-operatively with each other.

The school educates children within a moral, spiritual and cultural context. Many opportunities exist in school to enable children to develop a sense of values and moral code e.g. in all curriculum opportunities including RE/collective worship and PSHE. All staff will use all learning situations to foster positive behaviour and help children develop a sense of values and mutual respect.

In the Phases, all staff will promote and encourage the use of circle times to develop positive behaviour. They use a range of activities including co-operative games, circle games, drama strategies, talking and listening exercises, puppet and mask activities, according to the ages and needs of a particular group.

Children are encouraged to think about their behaviour and its effect on others and to share in the responsibility for creating a better learning and caring atmosphere.

All staff should also take into account other factors that influence behaviour such as, hunger, tiredness, illness, difficulties at home, etc.

These issues will have to be dealt with on a one to one basis in partnership with parents and carers.

Self-Esteem

We believe at Tollgate, children must be encouraged to have a high self-esteem, as this is a major factor to influence positive behaviour.

All staff will be expected to encourage self-esteem amongst the children and to provide appropriate care and support to all.

Staff should enable children to:

- Experience success
- Know that they are valued as individuals by adults and other children
- Know their ideas and contributions are welcomed and acted upon
- Know that their efforts will be praised
- Be proud of their achievements

We have a range of strategies to promote self-esteem:

- Encourage children to support their peers' self-esteem
- Encourage independent work
- By showing enthusiasm for children's efforts
- Encouraging self-criticism
- By providing an environment that allows children to take safe risks and challenges
- By giving genuine praise
- By giving all children the opportunity to be successful in different curriculum areas

All staff will be expected to be role models and to encourage self-esteem amongst the children, providing appropriate care and support to all.

Encouraging the Behaviour We Want

All staff will recognise the need to encourage and foster positive behaviour. We recognise the need to acknowledge appropriate behaviours and reward children's efforts on a range of levels. When children are rewarded for their good behaviour staff must make it clear to them and other children the reason for the reward.

Staff should understand that effective praise helps the child to develop positive attitudes and foster intrinsic motivation.

The rewards we give are:

- Through non-verbal praise e.g.: - approving look, nod, wink or smile
- Personal verbal praise
- Public praise, in groups, Phase assemblies or whole school assembly
- Reward notes and other special stickers.
- A special prize from the box in the offices of Senior Staff.
- Choice of favourite activities.
- Giving responsibility.
- Certificates.
- Informing parents/carers.
- Prominent display of children's work.
- Gift vouchers/book tokens/achievement awards.
- Notes home for positive behaviour, hard work and cooperation.
- Weekly Medal and Star Awards for each class.
- Citizen of the week
- At the end of the term 'Child of the Term'
- Positive Behaviour Certificate at the end of each term (that recognises children who follows the values of the 5Cs)
- Extra time on the playground equipment

Rules

Within the school and each Phase there are clear ground rules that relate to the school's expectations, which have been negotiated and agreed by all children and staff. These are regularly reviewed and shared with the staff, children and parents/carers.

They use age appropriate language.

(Please refer to section 'Whole School Approaches and Positive Attitude' for more detail)

These rules set the context for positive behaviour and relationships.

All staff and children have agreed: -

To show respect for the needs and feelings of other children and adults.

To be kind and considerate to others in the playground and throughout the school.

To show respect for other people's property.

To be encouraged to share and co-operate.

To use appropriate language, both verbal and non-verbal at all times.

To be involved in caring for the school buildings and grounds.

These are used in conjunction with the school expectations.

Playground

Staffing

All staff must be aware of lunchtime rotas and to be prompt when on duty.

When staff attends in-service training courses then it is expected that they will swap duties. If a member of staff is absent and on duty, please inform SLT

If you are on duty and need to leave the playground then please inform the other member of staff and ensure this is covered.

All staff must be vigilant and mobile while on duty.

Playground Equipment

Children will have access to a wide range of activities and equipment at lunchtime in the playground. New equipment and new games will be decided on by Learning Mentors and Behaviour Lead but they are open to suggestions and new ideas. It is intended to continue to develop the playground environment alongside the new building work.

All staff on duty on the playground must wear 'High Vis'

Rules and Expectations

Children must not have any toys or unauthorised equipment in the playground

No food or drinks are allowed in the playground at lunchtime. Children must eat all food in the dining hall. Chewing gum is not allowed in school

Children must not be in the bushes or play with branches, twigs etc

Children who are playing football/basketball must show consideration and care towards others

All staff must have high expectations of all children's behaviour and deal promptly with any incidents

Sanctions

If children are unable to follow the playground rules and expectations the following are options available to staff: -

If a child experiences difficulties in the playground, this can be resolved easily; Year 6 children have been trained as Playground Monitors who can help settle disputes between children of all ages. Playground Monitors are working across the playground during KS2 lunchtime.

The child is sent inside to a senior member of staff and will have a 'time out' or help in the Dining Hall.

The incident is reported to the Phase Leader or Behaviour Lead (SLT). An incident form is completed and the parents/carers may be informed.

When children are involved in serious /repeated incidents, they must be reported to Rose, Liza or Jimmy. The child will complete a Reflection Sheet (see 'How to encourage positive behaviour and self-discipline' section, page 14)

If the difficulties continue it may be necessary:

- To have a formal meeting with parent
- To draw up a behaviour management programme
- Consider exclusion at lunchtime.

The Toilets

During lunchtime the KS2 toilets will be open for the children to use. Children are expected to use them properly and keep them clean.

The member of staff on duty between KS1 and KS2 will keep an overview of the toilets but all staff must be vigilant.

Injuries

Between 12pm - 1:30 any injuries that need attention, the children must be seen by a first aider on duty.

All injuries need to be recorded in the accident file and an accident note sent with the child back to the Class and parents/carers informed. Early Years children will need to be accompanied by an adult to go back and tell a member of staff from Early Years about the accident.

If there are serious injuries then SLT must be informed and they will manage the situation.

Repeated Incidents, Bullying, Racial or Sexual Harassment

If children are involved in incidents either as the child/children who instigated or is the child being offended; staff must inform the Deputy Head teacher or Head teacher. They will speak to the children to investigate the situation.

After investigation there may be a formal meeting with parents; where sanctions including developing a behaviour management programme and/or temporary exclusion to another phase may be discussed.

(See section N and O for more details).

All incidents of verbal or physical abuse of staff must be reported to Rose, Liza, Jimmy or the Head teacher. They will speak to the children and their parents/carers.

Children with Special Educational Needs

All staff share responsibility for all the children in the playground and must be prepared to deal with all situations with all of the children.

If staff is unsure about the needs of a particular child they must refer to a member of staff from the child's class or someone who knows them well.

Children with medical needs or known conditions such, as epilepsy will usually be supported by a member of staff that is familiar with procedures.

If you notice anything unusual or if you are worried about any child with a known medical condition who is more independent please talk to the curriculum support teacher, Inclusion Lead Katie.

If you need more information or advice about particular children then please refer to Katie or a senior staff in the Inclusion team.

If you need urgent help the Head teacher or Deputy Head teacher are usually in the dining hall, playground, time out space or office.

K. How to Encourage Positive Behaviour and Self-Discipline

The principle aim of any behaviour policy is to encourage children's self-discipline. All staff plays a crucial role in developing children's sense of responsibility and ability to control their behaviour and deal with conflicts.

Children are encouraged to:

Take responsibility for their actions

Know and understand the school rules and expectations within all the different areas of the school environment

Understand the boundaries that are set

Co-operate willingly with adults and other children

All staff must show awareness of the need to look beyond any behaviour and to investigate the root cause of them.

Our approach is to try to understand why particular behaviours occur rather than attempt to control them. This may entail reviewing the appropriateness of the curriculum offered, looking at the context the management and organisation of an area, or the reviewing and re-emphasising of ground rules. While taking all of this into consideration it may also be necessary to impose sanctions for inappropriate behaviours.

Children are given the opportunity to make amends and to understand the effects of their behaviour has on other individuals.

Children are given the opportunity to make amends, which can go some way towards providing the motivation for change because it is effective and therefore powerful.

The procedure to enable the children to make amends is as follows:-

To enable the child to understand what was wrong

To enable the child to feel empathy

To problem-solve to put the situation right

To learn for the future

Wherever possible we encourage negotiated sanctions that match the offence.

Therefore in discussion with the child, staff will:

Check with the child that they understand why they are in trouble
Establish that the child knows that the behaviour was unacceptable
Discuss the effect the behaviour has on others
Examine strategies for avoiding the same situation in the future
Encourage children to think of or offer some alternative strategies
Problem-solve

To enable children to understand that some behaviour is unacceptable we use the following sanctions: -

Tactical ignoring

A non-verbal signal (shake of the head)

• Verbal reminder of the expectations to the whole class

A private verbal rebuke and reminder of unacceptable behaviour and reminder of breaking an expectation will result in Time Out

Removal of choices

Repetition of task if necessary

Withdrawal of privileges e.g. park, football team membership etc

Community service in the school e.g. dinner duty, tidy up areas etc

Development of a behaviour contract or behaviour management programme

More serious or continuous offences are dealt with in the following way:

(At this stage it would be necessary to inform and involve Rose, Liza or Jimmy)

Logging of incidents

Formal meeting with parents/carers

Withdrawal of privileges over a sustained period of time e.g. a week with community service

Placement on stages of the Code of Practice

The involvement of outside agencies

- Exclusion from the Phase for 1 or 2 days
- Exclusion from school

Behaviour Procedures

Every class teacher will have on display in class an A4 sheet that clearly states procedures if a child is not following the 5Cs or the classroom rules/class contract.

The Teacher will firstly give a calm, quiet verbal warning reminding the child of the positive behaviour we expect.

If this does not work the child should be given two further warnings.

The third step is to be sent to the phase leader for a timely word, who will discuss the issues and possibly send them to the Sanction Room (lead by Behaviour Lead SLT).

If the negative behaviour continues at this point it is likely the parents will be contacted.

In the Early Years Foundation Stage the children receive a verbal warning and if this is not sufficient a second verbal warning. If this negative behaviour continues they spend time on the thinking chair. If this is not sufficient they will visit the phase leader.

Extreme behaviours such as physical or verbal abuse, discrimination, bullying will be directed immediately to the Head Teacher or Deputy Head teacher.

Behaviour Procedures

Every class teacher will have on display in class an A4 sheet that clearly states procedures if a child is not following the 5Cs or the classroom rules/class contract.

Staffs follow the below procedure:

1. Verbal reminder of the expectation
2. Verbal reminder of what will happen if they continue to break the expectation e.g. they will be sent to phase leader or behaviour lead.
3. If they continue the behaviour, send them to the agreed class
4. Phase leader may decide to use the sanction room.
5. When the child returns to class they may want to apologise or do something to 'put it right'
6. If this behaviour continues or is escalated then the child will be sent to the Deputy Head Teachers

In the Early Years Foundation Stage the children receive a verbal warning and if this is not sufficient a second verbal warning. If this negative behaviour continues they spend time on the thinking chair. If this is not sufficient they will visit the phase leader.

Extreme behaviours such as physical or verbal abuse, discrimination, bullying will be directed immediately to the Head teacher or Deputy Head teacher.

This system allows the child to have two opportunities to change their behaviour before a sanction is put into place. The child also has the opportunity to 'put it right' by apologising or similar. Parents and carers are contacted once their child has been seen by the Deputy Heads to ensure they are kept informed about their child's behaviour.

The sanction room runs during playtime and lunch time to host those pupils who have not been meeting agreed expectations. Once a pupil attends the sanction room on 3 occasions a letter will be sent to their parents.

As an inclusive school we have a commitment to the idea of not excluding pupils but trying to seek as many ways to keep the children in school.

There may be occasions where the child's behaviour is so unacceptable that they have to be suspended or excluded from the school for a period of time.

Children may be excluded for behaviour that affects the health and safety of other children or staff, or is persistently racist or sexist or undermines staff on a regular basis.

The LEA has procedures for the exclusion; please refer to the attendance manual.

L. Role of Staff

Staff must share expectations of behaviour of each other and children, as well as, procedures for dealing with unacceptable behaviour. This must be done at least yearly and when new staff begin at the school.

Adults play a crucial role in setting standards of behaviour and providing good role models for children particularly to learn and develop self-discipline.

Staff should be constructive and use a positive approach by setting clear goals and aims for children to achieve.

Staff must continually evaluate and reflect on their practice individually, in Phases teams or as a whole school.

Within the school there are various levels of responsibility and management, these are used to deal with areas of conflict and to resolve differences.

The following guidance is for all staff to use and may be adapted in individual cases.

The levels of responsibility are: -

Class Teacher

Curriculum Support Teacher

Assistant Head teacher

Deputy Head/Inclusion and/or Deputy Head/Curriculum

Head Teacher

M. Challenging Behaviour

It is Newham and Tollgate' policy to promote the inclusion of pupils with Special Educational Needs into our school.

The school has a Special Needs Policy which describes our approach to special educational needs provision.

Tollgate has resource places for 23 children with high-level support needs.

All children are fully included into the curriculum and life of the school.

We are fully aware of the nature of children's individual needs and the value of a whole child approach to their learning and management.

1. Positive Handling Procedures

If a child's behaviour escalates and puts the child, other children or staff at risk of physical harm there are trained staff (through Team Teach) that can use positive handling strategies to handle the child in a safe way.

Before physical intervention is used other strategies must be used to try to defuse the situation first and positive handling used only when absolutely necessary.

The following strategies must be considered to help pre-empt any difficult and violent situations: -

- Change the environment
- Alter routines
- Focus on diversion, reassurance and communication
- The use of parents/carers
- Rewarding progress
- Identifying the key behavioural difficulty

- Identifying the behaviour we want to see
- Our understanding of behaviour

The following strategies could be used to avoid an incident:-

- Use a calm voice
- Use humour
- Expectation reminder
- Reassurance
- Listening to the child
- Withdrawal offered
- Staff member change
- Involvement of senior staff

Staff members must remain calm and under control and try to stabilise the situation to prevent it from getting worse.

Steps must be taken to diffuse the situation to prevent the child from becoming distressed or aggressive.

If a child is at serious risk of harming themselves, a peer or member of staff the following strategies of physical intervention must be used by a trained member of staff in Team-Teach

It is important that the staff know the child really well so that they will be able to support the child and manage the situation.

Identified Risks

The following areas must be considered: -

- Trigger Situations –Time of day, places, lessons, members of staff
- What the behaviours look and sound like
- Preferred support strategies which are non-physical
- Medical and emotional conditions where Restrictive Physical Interventions (RPI) become necessary
- Preferred handling strategies (these can be in consultation with the person to reduce risk)
- Points of praise (what is success or achievement for that person and at what time for praised to be used)

Staff trained in Team Teach.

Specialist support team (ASD) across the school are trained and must be used if a child is in danger of injuring themselves or others.

Recording Incidents

All incidents must be recorded in in the Restraint Record book which is held in the Inclusion/Resource office.

Parents/Carers must be informed of the incident and informed that a member of staff has had to use physical intervention to ensure the safety of their child and others involved.

2. Children with High Level Support Needs

All children have Individual Education Plans, which are reviewed and updated half-termly. Some children have management programmes, which are regularly reviewed and updated. An element of these management programmes is behaviour, which details the needs and procedures for dealing with individual children's behaviour.

The programme offers strategies and guidance for all staff while ensuring consistency and a shared approach for dealing with individual children. Behaviour Management Programmes are drawn up in partnership with parents/carers to ensure shared approaches and to offer support and guidance.

They form part of the discussion at parental/carer meetings and Annual reviews. Management Programmes are shared with parents/carers and where appropriate with the child concerned.

Strategies are implemented in order to move children on in developing greater self-control and more positive interactions and behaviours.

Management programmes are reviewed and updated on a regular basis and staff work with parents/carers to establish positive home/school links and where possible to allow continuity of management programmes at home to develop consistency in dealing with the child's behaviour. Individual children may also have a Positive Handling Programme when positive handling is identified as part of the Behaviour Management Programme.

3. Children on Code of Practice with Challenging Behaviours

All of the details above continue to be relevant when setting IEP targets for children on the code of practice with challenging behaviours.

Children must be involved in the setting of targets for their IEP and/or Behaviour Management Programme.

They need to be involved in self-evaluation of targets in partnership with staff and parents/carers.

They need to have an awareness of the consequences of their actions and the shared action that will be taken by the school and parent/carers.

The Behaviour Management Programme is shared and regularly reviewed at parents' evenings or pre-arranged meetings on at least a termly basis but more often if necessary.

This is the responsibility of the Inclusion Manager or Teacher who may seek advice or liaise with the Curriculum Support Teacher, Phase Leader, Deputy Head/Inclusion or Head teacher.

When dealing with individual children, staff need to be fully aware of Behaviour management Programmes and may need to involve Curriculum Support Teachers and/or Inclusion Managers to offer support and guidance.

All incidents must be shared with the Inclusion Managers or Teachers who will liaise with parents/carers, Team Leaders and the Deputy Head, if necessary.

Incidents are recorded and logged in the Wing logbook to keep an ongoing record of behaviours and consequences.

N. Bullying

Bullying may be distinguished from other unacceptable forms of aggressive behaviour in that it involves dominance of one person or group by another or a group of others (repeatedly). It can involve physical, verbal or psychological violence.

Bullying may involve;

- Name calling
- Pushing around
- Fighting
- Following you and intimidating you
- Using physical stature and posturing to intimidate you
- Making fun of you or your family
- Talking about you behind your back
- Trying to take money or things from you
- Damaging or stealing your property
- Trying to make you do something you don't want to do
- Influencing others about you, e.g. not to be your friend
- Making racist, homophobic or sexist comments
- Text bullying
- Internet or cyber bullying

Bullying can be pre-meditated and usually forms a pattern of behaviour rather than an isolated incident.

Staff, children and parents/carers are made aware that it is the school's policy that bullying of any form will not be tolerated, from children or adults,

All incidents are dealt with promptly and effectively with parents/carers being informed.

Children are made aware of the importance of reporting all incidents whether or not the incident was directed at them. Children are expected to look out for one another and be alert to signs of bullying. Children in the school know that adults are there to help and support. Children are encouraged and supported to speak out and challenge bullies, who rely on power and domination. They are encouraged to tell and supported to know that things will change once they take this step.

Positive Work to prevent bullying

Children are given consistent messages to tell and not accept any form of bullying.

Children are able to talk about feelings and raise any issues or concerns. They are encouraged to share experiences and worries through Circle Times and often in PSHE sessions where they explore a range of issues.

We have trained pupils who play a crucial role in organising and running playground activities. They are trained to look out for vulnerable children and 'challenge' children who are not playing nicely.

Children have a wide range of activities to occupy them at lunchtime and they all have opportunities to play co-operatively with all ages. Older children are encouraged to take responsibility for others and lead by example.

Our three learning mentors supervise the playground on a daily basis and full time TA's are on duty each day. All staff has a high profile and is able to monitor children they teach in this environment.

The learning mentors have an overview of the playground on a daily basis and are able to respond to different situations. They will report difficulties or issues to the Behaviour Lead or SLT and look at solutions.

The Learning Mentors have an overview of the organized football and basketball. They ensures fair and equal access to these activities and supports children to develop skills, play fair, support each other and enjoy games.

Violence in any form is unacceptable at Tollgate Primary School. Children are encouraged to speak out and tell not hit back. All children are aware of the need not to retaliate and seek help.

The School Council involves children in drawing up guidelines and policies. Class reps are expected to share information and views about bullying and be proactive in supporting changes.

Parents are expected to comply with this policy and when they attend meetings to discuss these issues they will be required to comply. Incidents will be dealt with by the Senior Leadership Team and parents consulted. Tollgate School reserves the right to protect the safety of all stakeholders by upholding the law and involving the police or community police if necessary.

There are links to anti-bullying projects and topics in the PSHE curriculum, RE, SEAL resources and assembly ideas. These are used by staff in planning the curriculum. The school regularly takes part in national strategies, such as, Anti-Bullying Week and safety campaigns.

Dealing with Incidents

Our approach at Tollgate is to acknowledge, mediate and resolve issues. This helps us to consider ways in which the bully can be helped to accept responsibility and express concern for the victim. The bully may be showing this behaviour as a cry for help. There must always be investigation into the root cause of the bullying and procedures put in place to rectify any issues, e.g. can the bully access help/support if they are having problems at home?

The victim of bullying will need counselling or coaching to reconcile the effects of the bullying. Sometimes children are Victims of bullies because they lack appropriate assertiveness skills or because they have low self-esteem. An interview with the child may help determine if this is the case and thus what appropriate support may be implemented, e.g. self-esteem supporting activities with the Educational Therapist, Learning Support Teacher or group work.

Procedure for dealing with incidents

Staff must be alert to any incidents of bullying and follow the procedure for reporting and recording incidents:

All incidents of bullying must be passed on to the Deputy Heads or Head teacher who will manage the situation.

The person that is initially involved will either investigate the incident or pass it on to another member of Senior Leadership who will investigate. They will make detailed notes of the incident and investigation.

The victim is informed of the procedure and reassured about the process as well as, praised for reporting it.

The investigator gathers information by interviewing all relevant parties separately. The investigator may need to consult pupil records and consult staff on duty at the time. There could be a delay while this takes place, this should be explained to all parties.

The investigator then weighs the evidence, reaches a conclusion, and discusses the findings with all parties, including relevant staff and parents of bullies and bullied. A full explanation must be given for unjustified, as well as justified, complaints.

The school then applies appropriate sanctions to those found guilty of bullying to reinforce the message that bullying can harm and will not be condoned. Sanctions can involve a progressive withdrawal from school activities, e.g. from lunch time, and may lead ultimately to exclusion.

Having applied the sanctions, the reason for the bullying should be investigated. Bullying may be a symptom of a wide variety of problems experienced by the bully.

All incidents of bullying must be recorded in the logbook kept within each Wing.

Staff must fill out the serious incident sheet kept in the Head Teacher's office.

Staff must act and be seen to act firmly against bullying wherever and whenever it appears.

All staff must be aware of the need to support each other as colleagues in a professional manner.

Working together in an open and honest way helps to create a secure environment where everyone can develop skills and practice.

O. Racial, Homophobic and Sexual Harassment

Staff, children and parents/carers are made aware that it is the school's policy that racial, homophobic or sexual harassment of any form will not be tolerated, from children or adults.

All incidents are dealt with promptly and effectively with parents/carers being informed.

Children are made aware of the importance of reporting all incidents whether or not the incident was directed at them. Children are expected to look out for one another and be alert to signs of racial, homophobic or sexual harassment.

Racial Harassment

'A racist incident is any incident which is perceived to be racist by the victim or any other person' (Macpherson Report).

Staff must be alert to any incidents of racial harassment and follow the procedure for reporting and recording incidents:

All incidents of racial harassment must be passed on to the Head Teacher who will manage the situation.

Racial harassment incidents are reported to the education department on an annual basis.

All incidents of racial are recorded in the logbook kept with Safeguard lead Liza complete the racist incident sheet kept in the Deputy Heads office.

Parents/carers will be informed of the strategies used by the school to deal with that situation.

Staff must act and be seen to act firmly against racial harassment wherever and whenever it appears.

All staff must be aware of the need to support each other as colleagues in a professional manner.

Working together in an open and honest way to create a secure environment where everyone can develop his or her skills and practice.

Homophobic Bullying

Staff must be alert to any incidents of homophobic bullying or harassment and follow the procedure for reporting and recording incidents:

All incidents of homophobic bullying must be passed on to the Head Teacher who will manage the situation.

Homophobic incidents are reported to the Governors on an annual basis.

All incidents of homophobic bullying are recorded in the logbook kept in deputy head office and complete the homophobic incident sheet kept in the Deputy Heads office.

Parents/carers will be informed of the strategies used by the school to deal with that situation.

Staff must act and be seen to act firmly against homophobic harassment wherever and whenever it appears.

All staff must be aware of the need to support each other as colleagues in a professional manner.

Working together in an open and honest way to create a secure environment where everyone can develop his or her skills and practice.

Sexual Harassment

Staff must be alert to any incidents of sexual harassment and follow the procedure for reporting and recording incidents:

All incidents of sexual harassment must be passed on to the Head Teacher who will manage the situation.

All incidents of sexual harassment are recorded in the logbook kept with the safeguard lead and the serious incident form kept in the Head Teachers office.

Parents/carers will be informed of the strategies used by the school to deal with that situation

Staff must act and be seen to act firmly against sexual harassment wherever and whenever it appears

All staff must be aware of the need to support each other as colleagues in a professional manner.

Working together in an open and honest way to create a secure environment where everyone can develop his or her skills and practice

Any form of racial, sexual, homophobic or disability-related harassment is totally unacceptable.
(Please refer to equality schemes for more details and development plans)

P. Parents/carers.

Parents/carers play a vital role in fostering positive behaviour. Children need parental encouragement and support to participate positively in their day-to-day schoolwork and in the wider life of the school and community.

For the school policy to be effective, parents/carers need to co-operate with the school in matters of discipline and reinforce the schools efforts at home.

Parents are aware of the expectations of the school for all children and the procedures used by Tollgate' staff when dealing with challenging behaviour.

Parents will be contacted regularly through the Time Out system to ensure that they are aware of their child's behaviour and how they can help to improve this and reinforce positive behaviour at home.

Staff must share management strategies with parents for use in the home if requested.

Parental involvement is an integral part of the school's ethos.

Staff should encourage parents/carers to share concerns and discuss problems in an atmosphere of mutual support.

Any behaviour contracts and management programmes will be drawn up in partnership with parents/carers as well as children.

Parents/carers must feel able to talk to staff about their child's behaviour whether at school or at home.

Staff must recognise the need to share achievements and success with parents/carers and to show the positive role that parents/carers can play in promoting positive behaviour.

Tollgate staff should recognise the value of positive reinforcement strategies and rewards based systems and encourage parents to use these strategies at home.