

Court Lane Junior School

Behaviour and Anti-bullying Policy

Rationale

Court Lane Junior School is committed to creating a safe and secure environment in which children can learn at their best. Everyone in the school community is expected to promote and model positive behaviour, show care and concern for others and take responsibility for their actions. Staff are committed to working closely with parents, pupils and governors to create a culture of respect and positive behaviours. We will always take a considered and sensitive approach so that we can support all our pupils.

Our behaviour policy links closely to our school aims, in particular;

- To provide a safe, nurturing and stimulating environment
- To offer equal opportunities for all children
- To encourage children and the whole school community to take pride by showing respect for themselves, others and being responsible for their actions

The policy also links closely to our safeguarding, PSHE curriculum and our 'Equality, Diversity and Community Cohesion' policy, particularly through the equality objective, 'To tackle prejudice and promote understanding relating to sex, race, religion or disability.'

Consultation Process

We believe in the importance of a shared understanding of our behaviour and anti-bullying policy. This policy is therefore the result of a process of consultation with our pupils, parents, staff and governors.

Aims

- To provide a safe, nurturing and stimulating environment for learning
- To foster positive, caring attitudes to all, where achievements at all levels are celebrated and valued
- To provide opportunities for children to develop their independence, self-discipline and sense of responsibility towards themselves and others
- To ensure a consistent approach to promoting positive behaviour
- To ensure that expectations of behaviour from all members of the school community are clear by keeping our 'Top Ten' (see appendix i)
- To ensure a consistent and fair reward system that acknowledges and celebrates good behaviour
- To establish a consistent and fair approach to unacceptable and disruptive behaviour
- To raise self esteem and teach positive behaviour through the delivery of our curriculum
- To ensure the development and progress of pupils with behavioural needs are regularly reviewed with staff and parents

Rewarding Good Behaviour

All staff are responsible for creating a positive ethos through praise and rewards for desirable learning behaviour and good work. The need to emphasise good behaviour and to give praise is essential.

Housepoints

The award of **housepoints** is a whole school rewards system which counts towards personal and team gain. The aim of this school wide system is to ensure a consistency of approach in motivating pupils in their learning and behaviour. The school wide system should be understood by all and enable the whole school celebration of success.

In principle, pupils work towards levels of achievement;

Bronze (50 housepoints), Silver (100 housepoints) ,Gold (200 housepoints) and Platinum (The two top housepoint earners per class).

The thresholds for these awards are set and reviewed annually by the school.

The aim is that;

- all pupils should achieve Bronze in an academic year
- most pupils should achieve a Silver award
- some pupils will achieve the Gold Award
- two pupils per class, who have earned the most housepoints, will achieve the Platinum Award.

Currency of housepoints:

- Very good piece of learning for that child
- Demonstration of learning key
- Excellent or improved presentation
- Very good home learning
- Improvement in attitude / behaviour
- Demonstrating a 'Top Ten' behaviour
- Representing the school = 1 per event
- Jobs
- Brilliant Behaviour = 10 per term
- Improved behaviour = 10 per term
- 100% class attendance = 1 per pupil
- Learning Key award (Friday assembly)
- If work is excellent and has taken considerable time a maximum of 3 housepoints could be awarded
- Smart uniform on "smart uniform day" = 2

(Refer to appendix ii for guidance around housepoint systems.)

The pastoral team keeps a record of housepoint statistics. Each teacher is asked to record termly which awards the children in their class have achieved in order to ensure any under achieving pupils are identified and supported.

Learning Key Certificates

Two children fortnightly selected by their class teacher will be awarded an award for good learning (linked to a learning key). These will be awarded in fortnightly Friday Assemblies for year groups. Occasionally the whole school will meet for the celebration of learning assembly, e.g. Book Week, Headteacher Awards etc. Parents of pupils receiving an award are informed as soon as possible (Monday of the week of the assembly at the latest) before the celebration of learning assembly.

Brilliant Behaviour Award

The Brilliant Behaviour Award is a termly award, intended to recognise those children who consistently model positive learning behaviours by keeping the 'Top Ten'. In all cases, teaching and pastoral staff must use their professional discretion. Agreed guidance, is that pupils who are given more than one red card or above should not qualify for Brilliant Behaviour nor should a child who persistently receives verbal warnings or yellow cards. Lists of qualifying children are formed by the class teacher and agreed by the Senior Leadership Team and the Pastoral Manager at a Pastoral meeting. The list of children is also displayed on the Brilliant Behaviour board. Pupils are awarded ten housepoints and a school designed postcard to share with their parents. Postcards go home in the last week of the term.

Improved Behaviour Award

The 'Improved Behaviour Award' has been devised to recognise those children, who may not have 'Brilliant Behaviour' but have nonetheless worked hard to significantly improve their behaviour over the term. This is a termly award. Pupils are awarded ten housepoints and a letter is sent home to inform parents. Lists of qualifying children are formed by the class teacher and agreed by the Senior Leadership Team and the Pastoral Manager at a pastoral meeting.

Headteacher's Award

Two children per class are selected for their achievement and contribution over the term.

Termly and Annual Attendance Awards

Children with 100% attendance are awarded a certificate. These are issued at the end of the academic year.

Smart Uniform

Smart uniform will be promoted and encouraged by all. On random "smart uniform days" throughout the year aiming for 1 per month, it will be recognised through the award of 2 housepoints.

Addressing Inappropriate Behaviour through Sanctions

As a result of consultation with staff and pupils the following progression of sanctions has been agreed by the Senior Leadership Team (SLT) and is applied across the whole school. As a result of this system, all children should be clear what the sanctions are and what will happen next if they misbehave.

The following sanctions are listed in order of severity. They must be applied fairly and consistently. If children are to be given every opportunity to demonstrate desirable behaviour it is important that they have a fresh start at the beginning of each day.

Sanctions

1. Verbal admonition / warning
2. Yellow card
3. Red card (Record in class behaviour log)
4. Sent to work in partner class (Record in class behaviour log)
5. Lunchtime detention (Person giving the detention to ensure parents/ carers are informed)
Record in detention folder, complete form and submit to pastoral assistant
6. Sent to/removal from class by a member of SLT (may result in meeting with parents) (Record in behaviour log)

Steps 1-6 may take place over one day unless special arrangements are made with the SLT and pastoral team for certain individuals, for example children with an Individual Behaviour Plan.

In more serious or persistent cases an after school detention may be given by a member of SLT only. These are arranged with the parents, to take place as soon as possible.

Next day is a fresh start

SLT are notified by the pastoral team when a pupil has been given three or more detentions in a term. This will usually result in one or more of the following;

- A report card with a member of the SLT
- Meeting with parents/carers
- Possible after school detention

(Refer to appendix iii for guidelines for staff on sending pupils to partner class and issuing detentions.)

Persistent Red Card Offenders

If particular pupils are constantly pushing the boundaries and are getting into the habit of moderating their behaviour after a red card the following action may be deemed appropriate;

Class teachers in agreement with their Year Team Leader can inform the child and their parents (see letter, appendix 5) that for the next **4 weeks only** if the child receives three or more red cards in a week they will be given a lunchtime detention.

Incidents of a serious nature

Incidents of a serious nature or persistent nature (e.g. bullying) will be referred to and dealt with by the Executive Headteacher, Head of School, Deputy Head of School or Inclusion Leader. This will usually involve the member of SLT and other school staff working closely with the child and parents to address and resolve the inappropriate behaviour. If appropriate an 'Individual Behaviour Plan' will be put into place.

Special Educational Needs

When a child is on the Special Educational Needs register for specific behavioural difficulties or has behavioural difficulties as a result of a disability, the procedure for dealing with that child may differ from our sanction system. The alternative adapted procedure will be formed in agreement with the child, their parents and relevant school staff and outlined on the child's IBP.

Exclusions

On rare occasions it may be necessary for a child to be given an exclusion. Exclusion can be in response to a single very exceptional incident or more usually as a result of a number of incidences growing in seriousness over a period of time. In most cases, the school and parents have usually been in regular contact. Exclusion is most usually linked to the health and safety of the child concerned, other children or adults. Only the executive headteacher (or acting headteacher) can exclude a pupil. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. The behaviour of pupils outside of school can be considered as grounds for exclusion. In all cases the statutory guidance for exclusions will be used and followed.

Unfinished Work

- complete at home
- complete at break or lunchtime. Children must be supervised, therefore teachers are encouraged to share the load of supervision within year teams

Lunchtimes

- Senior Supervisory assistant to inform pastoral team of any issues. Pastoral team to inform class teachers as appropriate and decide together with class teacher / SLT if sanction is appropriate e.g. pupil to move a sanction up the scale
- Supervisory Assistants may remove children for up to 5 minutes to allow them to settle down. It is preferable that the same SA gives them permission to leave
- For serious or persistent misbehaviour SA's refer to Senior Supervisor or member of SLT. Exclusion at lunchtime for a limited period may be used at discretion of Executive Headteacher
- Pupils identified as needing support in order to achieve successful play at lunchtimes should be referred to the Inclusion Leader so that an appropriate plan can be put in place.
- There is always at least one senior leader on duty at lunchtimes to deal with any difficult behaviour referred on by the lunchtime supervisory team.

Allegations against a member of staff

If an allegation is made against a member of staff, the procedures outlined in the school and UCAT policy will be followed. If the allegations are found to be false or malicious, disciplinary action will be taken against the pupil in consultation with the Local Authority.

Government Guidance on Ensuring Good Behaviour in School

We have adopted the DfE Jan 2016 guidance for headteachers and school staff, entitled 'Behaviour and discipline in schools'. Some key points are cited below;

Powers to discipline

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Their power to discipline applies to pupil behaviour in school, on school visits and outside of school in certain circumstances.

Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable and proportionate punishment in response to poor behaviour.

Searching pupils

School staff can search pupils with their consent for any item which is banned by the school rules. Headteachers and staff authorised by the headteacher have the power to search pupils or possessions, without consent, where they suspect the pupils to have knives, weapons, alcohol, illegal drugs and stolen items.

Confiscation

A member of staff may use their discretion to confiscate a pupil's property where reasonable to do so.

N.B. Staff at Court Lane Junior School are expected to use their discretion as to whether the item should be returned to pupils or whether parents should be requested to pick up the items, as well as if it is an item of value e.g. a mobile phone whether it should be stored in the school safe.

Mobile phones are not to be brought into school by pupils unless this has been agreed through a written request stating reasons. If consent is granted, phones should be given into the office to be kept in the safe during the day. If phones are found on children they will be confiscated and kept in the school safe for parents to pick up.

Use of reasonable force

All members of staff have the legal power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Several members of staff have undertaken 'Team Teach' training –this national training award teaches staff the least intrusive positive handling strategies and methods of restraining pupils who are at risk of injuring themselves or others.

Anti-bullying

Statement of Intent:

At Court Lane Junior School we believe that:

- Every child has the right to feel safe in school and enjoy their education without the threat of bullying behaviour
- All bullying is unacceptable
- Bullying is a problem to which solutions can be found
- Seeking help and openness are regarded as signs of strength not weakness
- All members of our community will be listened to and taken seriously
- All of us have a responsibility to ensure that we follow the 'Top Ten' , do not bully others and work together to get rid of bullying

What do we mean by bullying?

Court Lane Junior's understanding of bullying reflects the Anti-Bullying Alliance and school cluster key principles that bullying is deliberate and repetitive and is as follows;

Bullying is saying or doing something horrible to someone else, usually more than once, where the person or people doing the bullying know that their actions are upsetting. The person being bullied is made to feel helpless, unhappy and/or unsafe.'

Examples of actions which may amount to bullying are:

- Physical – hitting, kicking, pushing, pinching, any form of violence
- Verbal – name-calling, sarcasm, spreading rumours, persistent teasing
- Emotional – tormenting, threatening, ridicule, humiliation, left out from groups or activities, ignoring, harassment

We recognise that the nature of the bullying may be face to face or indirect or use a range of cyber-bullying methods.

How much / often?

- A one-off incident could still be bullying
- A 'minor' incident that is repeated is bullying

Why has it happened?

In dealing with behaviour and bullying our school community needs to work together to understand the difference for example, between rough play, a genuine accident, an angry remark and bullying. The table below (from Portsmouth anti-bullying guidance and resource pack for schools 2014) is helpful in determining the difference between relational conflict and bullying.

Bullying	Relational Conflict
Repeated, hurtful behaviour	Happens occasionally
Deliberate or intentional behaviour that causes physical or emotional harm	Accidental
Imbalance of power	Equal power
No remorse	Remorseful
No effort to solve the problem	Effort to solve the problem

Who is involved?

Bullying may be towards children or adults within our school community.

Aims

- To contribute towards creating a positive, respectful and supportive school ethos
- To enable everyone to feel safe at Court Lane Junior School and to encourage pupils to report incidents of bullying
- To make it clear that all forms of bullying are unacceptable
- To deal with each incident of bullying as effectively as possible, ultimately reducing the incidents of bullying
- To support and protect victims of bullying and ensure they are listened to
- To help pupils displaying bullying behaviour to change their attitudes and understand why it needs to change
- To liaise with parent and other members of the school community
- To ensure all members of our school community have a shared understanding and responsibility to reduce bullying
- To ensure that all staff feel confident dealing with bullying and have the skills to teach about diversity and the effects of bullying through regular and appropriate training.

Objectives

- Our whole school community has a shared responsibility towards our anti-bullying policy
- To promote emotional health and wellbeing of children and adults at Court Lane Junior School and for all the members of our school community to be role model
- To maintain and develop effective listening systems for children
- To ensure that all incidents of bullying are recorded and appropriate use is made of the information (where appropriate sharing it with relevant organisations)
- To involve all staff in dealing with incidents of bullying effectively and promptly and to equip them with skills to do so
- To communicate effectively with parents about bullying

- To ensure all staff consistently and firmly challenge inappropriate interactions including prejudice-based and aggressive language.
- To ensure all staff model inclusive and non-derogatory language.

Practice and Procedures

A. What we do to prevent bullying

- Deliver a curriculum which raises the awareness of bullying and teaches pupils about all aspects of individual difference and diversity (lessons, stories, circle time and assemblies) using PSHE, P4C and other resources (responsibility of the PSHE leader).
- E-Safety regularly addressed and taught
- Annually mark anti-bullying week
- Annually review our anti-bullying policy (as part of anti-bullying week where possible)
- Develop a shared understanding of bullying and how to deal with it effectively in our school community by promoting a common anti-bullying approach
- Promoting an ethos of 'It's good to tell'
- Use of Prefects, Play Leaders and School Council Representatives
- Undertake an annual audit of bullying including a pupil and parent survey and analyse it to inform school improvement planning, practice and policy
- Communicate about and update on any incidences of bullying at weekly SLT pastoral meetings and year team meetings
- Work with outside agencies
- Running various pastoral programmes for selected pupils
- SLT to report at least annually, analysis of bullying and any actions taken to the Teaching and Learning governors committee and through the Headteacher's report to governors.

B. Dealing with incidents of bullying

It is the responsibility of all staff to follow the routine of, '**Listen, believe, act,**' whenever it is thought bullying might have occurred. When a bullying incident is discovered, the school will go through a number of steps. The exact nature of each step will be adapted to suit the nature and severity of the bullying.

- i) The school will support all involved by;
 - talking the incident through with all parties involved
 - supporting the person who has been bullied to express their feelings
 - supporting the person displaying the bullying behaviour in recognising why and how their behaviour needs to change
 - Discussing which of our 'Top Ten' have been broken
 - Discussing and agreeing strategies for making amends or dealing with any further incidents

- ii) Sanctions will be given in line with our behaviour system but other actions may include;
 - Missing another activity
 - Time out from the classroom

- Meeting, phone call or letter to parents
- Any other sanction deemed appropriate
- Pastoral Support Plan or Individual Behaviour Plan
- Fixed term or permanent exclusion

iii) Safeguarding procedures will be followed when child protection concerns arise.

C) Recording and Reporting of incidents

All incidents of possible bullying will be recorded by the school. Any written records will be recorded on the agreed forms “Initial investigation form” and / or “Bullying incident record form”, and a copy submitted to the pastoral assistant for input into SIMs and to be shared at LT pastoral meetings.

There is an expectation that all incidents of bullying will be shared and communicated to staff through weekly LT pastoral meetings and year team meetings. The Senior Leadership team, pastoral team, class teacher and senior lunchtime supervisor are to be informed of any incidents of bullying.

Parents of **all** children involved **will be** informed of what has happened and how it has been dealt with.

Any racial incidents will be recorded in accordance with the Local Authority / UCAT guidance.

Cyberbullying of staff

National evidence indicates that about one in five teachers have reported having derogatory comments posted about them on social media sites from both parents and children. It is not acceptable for pupils, parents or colleagues to denigrate and bully school staff via social media, in the same way that it is unacceptable to do so face to face. The school urges all members of the school community, including parents, to use social media responsibly. Parents have a right to raise concerns about their child, however they should do so in an appropriate manner. Any such incidences should be reported to a senior member of staff as soon as practicable. If possible, a snapshot should be taken. In addition, if it is deemed appropriate the police may be contacted.

Review of policy

The impact and content of this policy will be reviewed annually. Data from the monitoring and recording of incidents will also inform policy, practice and school improvement planning. This will be collated by the pastoral team for termly review by the Senior Leadership Team and reported to the governors’ curriculum and standards committee at least annually.

Policy reviewed September 2016

Appendix i

The Top Ten

Court Lane Junior School's Code of Conduct is named "The Top Ten". It was drawn up by the School Council after consultation with all pupils and staff.

Our aim is that each child at Court Lane Junior School will become a responsible reliable and co-operative member of the school community by keeping "The Top Ten".

1. Be respectful and kind
2. Take pride
3. Follow instructions
4. Show good manners
5. Respect property
6. Try your best
7. Be positive
8. Be responsible
9. Act safely
10. Show honesty

Appendix ii

Housepoint system in practice

- Each child is given an A4 piece of card in their house colour with marked sections the size of a stamper. Bronze, silver etc. are indicated
- Housepoint cards will be kept in class based A4 ringbinders – 1 for each house.
- If awarded a housepoint out of home class they should be given a slip to give to their class teacher. Slips are in behaviour folder on staff share.
- When pupils are awarded a housepoint, they receive a mark on their card from their class teacher
- When a child achieves a housepoint award the house captains complete the relevant certificates and give them out in phase assemblies
- All members of staff may award housepoints but are asked to ensure the currency is observed so that they continue to be valued by the children.
- Housepoints indicated on written work need to be crossed through or initialled once issued to prevent duplication.
- Housepoints will be collected weekly on a Friday lunchtime ready for the Monday / Tuesday assembly. Total housepoints for each class for that week will be collected by House Captains. Collected housepoints will be ticked off on each Child's housepoint card by the collector. Please remember to leave housepoint folders out for House Captains.
- All pupils start collecting housepoints from zero at the beginning of each academic year.
- The pastoral team keeps a record of housepoint statistics. Each teacher is asked to record termly which awards the children in their class have achieved in order to ensure any under achieving pupils are identified and supported.

Prizes:

In discussion with staff and pupils the following prizes have been agreed;

Bronze = certificate

Silver = certificate and band

Gold = certificate and badge

Platinum = book voucher and celebration tea party

Appendix iii

Guidelines for partner class and detention

Step 4 - sending to partner class

- The purpose of partner class is to give a pupil the chance to reflect upon and modify their behaviour
- Pupils are not to be sent out to work in corridors
- Pupils should be sent (with work or reflective activity) to their partner class
- Pupils should be sent to their partner class with an adult or responsible child to ensure they get there
- If pupils refuse to leave - inform pastoral team / member of SLT. Pupils receive a detention.
- Pupils are only to remain in partner class for the remainder of a teaching session. However if a child is sent out just before the end of a lesson the child may stay removed from the class for a further lesson at the discretion of the teacher
- We recognise that partner class may not be an appropriate sanction for pupils with particular needs. An alternative arrangement may be made for those identified pupils.

Step 5- detention

- Any decisions made about giving an instant detention should be run past a senior member of staff.
- Lunchtime detentions will take place daily, from 12:10 – 12:40pm
- In more serious or persistent cases an after school detention may be given by a member of SLT only. These are arranged with the parents, to take place as soon as possible.
- Parental consent is not required for detentions (Refer DfE 'Behaviour and discipline in schools')
- Parents must be informed of the detention either by phone or letter, this is the responsibility of the person issuing the detention. In the case of a letter, a letter informing parents about the detention (appendix iv) should be sent home with the child. The class teacher needs to ensure the reply slip is returned and filed in their class behaviour log.
- Detentions will be supervised on a rota basis by senior members of staff
- The person who gives the detention needs to record the child's name in the detention folder together with reasons and the reparation activity they wish the child to do e.g. letter of apology, review of their behaviour, writing out 'The Top Ten' etc. This should already have been made clear to the child. A detention form (found in the folder) also needs to be completed and given to the pastoral assistant.
- If a child is given a detention the lesson before lunch the teacher needs to inform the teacher on detention duty and can escort the pupil to their detention in order to ensure attendance and entry into the file.
- Detentions must not be used for unfinished work or incomplete homelearning
- The issuer of the detention should also inform the class teacher and year leader of the reasons for the detention.
- If a child fails to attend detention for no excusable reason, they will receive a further detention.
- Unless a child is absent the child will serve their detention either the day it is given or the day after.
- The pastoral team keeps a record of detention statistics which is reviewed at least termly by SLT and governors.

Appendix iv

Signs and Symptoms that MIGHT indicate bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs (this list is not exhaustive):

- 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)
- begins truanting
- 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 go "missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- 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

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

Appendix v

Letters – Improved Behaviour

Dear Parent(s),

We are writing to inform you that your child has been awarded ‘Improved Behaviour’ for this term. This means they have worked hard to significantly improve their behaviour or an aspect of their behaviour in school. We consider this award as a real achievement, to be proud of and celebrated.

Yours sincerely,

Class Teacher

Headteacher

Appendix vi

Behaviour Expectations around the school

All staff are expected to enforce these expectations at all times.

On the playground before and after school

- No running around or ball games
- Don't play on the play equipment
- Don't go on the grass or multi-sports pitch
- Remember no wheels i.e. bike riding, skate boarding, scooting or roller skating are not allowed on the playground

Breaktimes, lunchtime and before school

- Stand still and **silently** on the first bell
- When the second bell sounds, **walk** and line up sensibly and quietly outside your classroom door
- Check you look smart (e.g. tuck your shirt in)
- Teachers should greet children at the door as they come in

Walking corridors at break times

- Always walk in corridors
- Show good manners to members of staff and each other e.g. saying good morning and holding doors where appropriate.

Walking corridors as a class

- Walk in two lines, letting people through the middle where necessary
- Walk in silence
- Teachers should walk at the front of their class lines

Assembly

- On the way to assemblies, classes should be led by the teacher in two lines.
- Staff should be proactive in maintaining the quiet and focus of pupils before, during and after assemblies.
- At the end of assemblies, teachers should collect their class and escort them back to their classroom. Teachers should walk at the front of the line. Classes to leave assembly in single file.

Dining Hall

- Always walk in the dining hall
- Always show good manners, remember to say please and thank you

- Wait your turn sensibly and follow instructions
- When lining up, don't sit on the stage
- Talk at a sensible noise level with others on your table
- Once seated don't change places
- Don't call out
- Clear up nicely
- Remember your table manners
- After lunch, year 6 can return packed lunch boxes to lockers and go outside immediately. Years 3 and 4 and 5 go out from the dining hall and return packed lunch boxes to their lunch trolleys.

General

- No children in Y3,4,5 should be in the building at breaktimes or lunchtimes unless supervised by an adult
- In class, listen and contribute well, don't talk when your teacher or another pupil is talking

Appendix vii

For further information:

Link to Behaviour and discipline in schools – a guide for headteachers and schools staff

<http://www.education.gov.uk/aboutdfe/advice/f0076803/behaviour-and-discipline-in-schools-a-guide-for-headteachers-and-school-staff>

Link to Use of Reasonable Force – advice for head teachers, staff and governing bodies

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

Link to Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies
<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation>

Link to Exclusions Guidance

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/a0076478/exclusion-guidance>

Link to Safeguarding

<http://www.education.gov.uk/aboutdfe/advice/f0076882/>

Link to Cyberbullying

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>