



The Sherwood School

Behaviour & Anti-Bullying Policy

Our Mission Statement:

We are dedicated to providing the best possible education for every pupil in a safe, inclusive and stimulating environment. UNICEF's convention on the Rights of the Child is embedded within our ethos and curriculum and is valued and supported by our staff, children and families.



<u>STATUS</u>	<u>FREQUENCY OF REVIEW</u>	<u>APPROVAL</u>
Statutory	Annually	Not required

Head teacher: Andriana Samouel

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The Sherwood School: Behaviour & Anti-Bullying Policy

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1. Introduction

The Sherwood School is a Rights Respecting GOLD School, based upon the UNICEF Convention for The Rights of the Child. We believe that all children should be aware of these rights and respect them for themselves and others, along with the British Values that underpin society. At The Sherwood School we recognize the importance of strong relationships between adults and pupils and the impact it has on pupil achievement and positive behaviour. We actively promote the importance of pupil voice to allow all children an opportunity to play an active role in decisions that affect their learning and well-being.

Our Rights Respecting School Charter - Rights & Respects:

Through consideration of the fifty-four articles in the UN Convention on the Rights of the Child, the children and adults at Sherwood identified five that were felt to be particularly pertinent in our context. These rights apply to all children and adults at Sherwood:

1. We have the right to never be hurt by others (**Article 39**) - We respect each others' wellbeing - we are kind and polite.
2. We have the right to learn to be the best we can (**Article 29**) – we listen and help each other.
3. We have the right to good quality education (**Article 28**) – we work together positively.
4. We have the right to protect the environment and respect other people (**Article 29**) – we look after property.
5. We have the right to know our rights! (**Article 42**) -We respect the rights of everyone!

We encourage children to be: '**Ready, Respectful, Safe**'

2. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Encourage and maintain positive behaviour based on children developing an understanding of their own **rights**, the equal rights of other children and the wider community, and the importance of **respecting** those rights
- Ensure that Rights Respecting Charters and Sherwood Values are understood and referred to by all
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Promote proper regard for authority among pupils underpinned by an understanding of the role of adults as 'duty bearers' of children's rights
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Promote the partnership between children, staff and parent/carers underpinned by Article 3 of the United Nations Convention on the Rights of a Child: '*The best interests of the child must be a top priority in all decisions and actions that affect children*'.

3. Consultation

This policy was written by Andriana Samouel, Headteacher, in consultation with:

- Parents/carers via newsletter (September 2022)
- Teaching and Learning Committee (September 2022 & January 2023)
- Pupils via Rights Respecting Steering Group and School Council (July 2022)
- Senior Leadership Team (September 2022 & January 2023)

4. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

5. Definitions

Inappropriate behaviour includes:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude to learning
- Disrespectful language and/or behaviour

Serious misbehaviour is defined as:

- Repeated breaches of the RRS Charter
- Any form of bullying
- Intentional physical assault of any kind
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items

- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

6. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Further information about the school's approach to preventing and addressing bullying can be found in the appendices of this policy.

7. Roles & Responsibilities

7.1 The governing board

The Teaching and Learning Committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Teaching and Learning Committee will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Teaching and Learning Committee, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

7.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

7.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child’s behaviour
- Discuss any behavioural concerns with the class teacher promptly

8. Pupil code of conduct

Communicated through our Rights Respecting Class Charters, pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

9. Rewards and sanctions

9.1 Rewards:

The Sherwood School has a system of rewards which aims to recognise positive behaviour and attitude, acknowledge effort and develop self-esteem and citizenship. Our House Points System aims to foster a team spirit across the four houses of the school. Individual house points are also recorded to motivate and acknowledge good effort. Children receive both weekly and termly certificates and prizes. Positive behaviour, excellent effort and focus are recognised in class through our ‘Proud Cloud’. The chart below highlights our whole school strategies.

WHOLE SCHOOL REWARDS			
RECOGNITION FOR:	REWARD:	OFFERED BY:	WHEN:
Individual 100% Attendance	Certificate	HT & SLT	Every term
Excellent learning behaviours / effort in lessons / quality of work Rights Respecting School / Values / Citizenship	House Points Work put onto the class / school Recognition Board or ‘Proud Cloud’	Teaching Team	Every day
Cumulative: • attainment/effort;	1. Weekly individual Star of the Week certificate	Teaching Team	Every week

<ul style="list-style-type: none"> positive behaviour; positive attitude 	<ol style="list-style-type: none"> Sent to Phase Leader / Assistant HT / Head Teacher Special post of responsibility within the school: Pupil Leadership Team Phone call or postcard sent home to parents / carers 		(Every child should receive a Star of the Week Certificate over the course of the academic year).
Whole Class Rewards	Individual to each class / teacher e.g. extra playtime, fun afternoon at the end of half term/term.	Teachers	End of term




Playtime Procedures:

The staff on play duty will encourage children to follow the RRS Playtime Charter at morning break and lunchtime. The charter will be displayed outside and in the dining hall and staff on duty will promote good choices by using the following rewards:

- House points
- Stickers
- Referral to SLT in recognition of good behaviour





Playground Consequences:

The following steps will be applied when children do not follow the RRS Charter:

STEP 1 	STEP 2 	STEP 3 	STEP 4
Adult's quiet intervention strategies, Verbal warning.	Reflection Time. All steps: Up to 5 mins	Sent to phase leader or SLT if more serious Child to complete behaviour form before returning to class.	Parents requested to meet with SLT / HT / SENDCo to discuss and agree next steps.

Classroom Consequences:

The steps below will be applied when children create low-level disruption within the classroom. Should a child display behaviour that puts other children or adults at risk, the teacher will escalate to seek support from a member of the Senior Leadership team. Teachers should keep a record of recurring issues and seek advice from their phase leader or a member of the SLT. Incidents should be recorded by the adults in the classroom as soon as possible after it has occurred. Teachers must inform parents / carers about the incident in a timely manner and where possible, on the same day.

STEP 1 	STEP 2 	STEP 3 	STEP 4 	STEP 5
Teacher's quiet intervention strategies (reminder, look, positive reinforcement) Verbal warning.	Time out. All steps: Up to 5 mins	Time out in opposite class. EYFS – N/A KS1: Up to 10 mins KS2: Up to 15 mins	Sent to phase leader or SLT Child to complete work before returning to class.	Parents requested to meet with SLT / HT / SENDCo to discuss and agree next steps.

Behaviour recording system:

Incidents that have been referred to senior leaders will be recorded on SIMS and this data will be used for internal purposes only. The new system will allow the Senior Leadership Team to track, categorise and record the incidents electronically (for example: bullying, homophobic, racist, physical, verbal, against a child or adult etc.). We will then be able to create reports on the outcomes and monitor the impact of the interventions that have been put in place to support children.

9.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

9.3 Malicious Accusations:

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

10. Behaviour management

10.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Restorative Approaches:

At The Sherwood School, young people are given opportunities to have a say about issues that affect their lives, their learning and their experience of school. Restorative approaches are viewed as part of our Rights Respecting Schools ethos that identifies strong, mutually respectful relationships and a cohesive community as the foundations on which good teaching and learning can flourish. We focus on generating and nurturing positive behaviour through a range of specific, targeted whole class teaching and learning activities, such as circle time, our dedicated nurture groups and through the work undertaken by our learning mentors.

Our House Point system enables teaching staff to recognise both individual and team effort in order to engender a positive approach to behaviour management across the school. Individual behaviour plans may also be used to support children with identified needs. These will be agreed with the class teacher, parent/carer and child and will be regularly reviewed by the Headteacher and/or SEND Co-ordinator. We may also collaborate with service partners, such as the Local Authority Virtual Behaviour Service and/or Vulnerable Children's Team in order to support a child's needs.

Pupil Leadership:

We believe in the importance of pupil voice where children take on key leadership roles and get their voice heard. The School Council is elected through a democratic process to represent their peer groups in all matters regarding school improvement. The Sherwood Mayor is chosen each year by the school council. Pupils in Year 5 and 6 are selected as House Captains to represent their respective houses and lead on the organising of the annual sports days.

Rights Respecting School Ambassadors continually raise the profile of Rights Respecting Schools at The Sherwood. Playground leaders support their peers during lunchtimes. The aim of this initiative is to help children to play co-operatively with each other and to teach children to play a wider range of games. In the Spring term, children in Year 5 complete a Physical Education unit called Sports Leadership.

Behaviour for Learning:

At The Sherwood School we have high expectations both for pupils' behaviour and for their academic attainment. This is embedded through the Sherwood values and our Rights Respecting ethos. At The Sherwood, we promote rights and respects to enable all children to learn in a positive and calm environment. This approach also supports children to develop excellent behaviours for learning, emphasising the link between the way in which children learn and their social knowledge and behaviours:

Resilience

Equality

Self-confidence

Positivity

Empathy

Co-operation

Tolerance

Early Years Foundation Stage:

Teaching children to make positive choices is an integral part of our work with the youngest children in our school. Indeed, this is when the foundations for positive behaviour are created and nurtured and much of the teaching and learning at this stage is focused on helping children understand what constitutes acceptable and unacceptable behaviour and what it means to be a valued member of the school and broader community. We encourage children to reflect upon the effects of their choices upon others from the earliest stages of their educational development in order to support the development of empathy and sensitivity towards others.

Reasonable adjustments to support pupils with SEN/D

At The Sherwood School we are inclusive and treat all children fairly. We apply this policy to our whole school community regardless of gender, faith, race, age or ability. We strive to meet the needs of all of the pupils, including those with an identified special educational need or disability as well as pupils with social, emotional or mental health needs. We know that all pupils will benefit from a consistent approach and understand that there may be pupils who benefit from a personalised approach. At the Sherwood School, we recognise that all behaviour is communication. We strive to learn from our pupils to understand what their behaviours are telling us about their environment and their learning experience. We make reasonable adjustments to support any pupils who may be vulnerable due to their circumstances or needs to reduce the occurrence of harmful behaviours.

Support for Behaviour

We understand that behavioural difficulties can be present at any time and can be challenging for the whole family. We therefore maintain a trauma-informed approach when working with families to encourage children to enjoy a positive experience at school. We are committed to

working with our families to ensure that the unique context of the whole family is considered in order to offer appropriate support where needed. Support for families of pupils with social, emotional or mental health needs (SEMH) can be found by contacting the school SENDCO or Children's Wellbeing Practitioner (CWP) at the school. We also refer families for support through our Early Help Co-ordinator where appropriate.

We have a range of support available from the local borough and welcome the opportunity to work with our parents, carers and pupils to promote a healthy approach to behaviour and emotions. Support for families and pupils can be accessed through a referral to CAMHS (Child and Adolescence Mental Health Services) and the school may decide to access support and advice for any pupil with social, emotional and / or mental health needs from the Virtual Behaviour Service (VBS) at Merton.

10.2 Positive Touch (Physical Restraint):

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

The school recognises that, for a variety of reasons, it may sometimes be necessary to make physical contact with a pupil within the school environment. Positive touch enables staff to effectively support the safety and emotional well-being of the children. Examples being:

- To comfort a pupil in distress (emotional support)
- To give praise e.g. high five
- To support pupils in accessing the curriculum e.g. in PE (education)
- In an emergency to redirect a pupil from danger (protection)

According to law it is never appropriate or acceptable to use touch in a punitive or invasive way. In emergency situations where the staff member has completed a dynamic assessment of the risk associated with the pupil's actions *reasonable force* may be used to prevent a pupil from injuring themselves, others or property. However, such interventions should only be used as a last resort when all other strategies have failed to resolve the situation and staff must take into account their duty of care. Staff should work on the principle of **TINA**, which means **There Is No Alternative** than to use a physical intervention.

Reasonable force and restrictive physical interventions are defined as interventions used where there is a risk of harm. There is no legal definition of 'reasonable force' but staff must take into consideration the following:

- It should only be used as a last resort when all else has failed
- The degree of force must be proportionate to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent
- Any force used should always be the minimum needed for the minimal time, to achieve the desired results

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

In all instances, if reasonable force/restrictive practice is required, whether planned or unplanned, it must be immediately reported to the Head Teacher/Deputy Head Teacher and recorded according to the school's policy and procedures. Parents/carers must be informed

immediately. If the pupil's behaviour is deemed to be high risk, then parents/carers should be immediately contacted to collect their child from the school.

As a known behaviour it must become subject to a full risk assessment and there must be implementation of agreed strategies in

- i) reducing the likelihood of the behaviour reoccurring
- ii) responding to the behaviour, if proactive approaches are not successful, in the least restrictive way in the best interests of the pupil.

10.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.

These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

10.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

10.5 Role of Parents/Carers:

The school works collaboratively with parents/carers, in order to communicate our expectations for behaviour consistently. Our Rights Respecting School Charter is shared and agreed with parents/carers as set out in the home/school agreement. We work to build a supportive dialogue between home and school and inform parents/carers as soon as possible, should there be any concerns.

Behaviour plans may support a child to make positive choices and to ensure that the learning environment is suitably adapted to encourage good choices for learning. Home school diaries are used to communicate with parents effectively. We have an 'open door' policy and encourage parents to work in partnership with the school to ensure positive outcomes and to discuss any issues with the class teacher and/or a member of the Senior Leadership Team and the child concerned promptly, in order to resolve issues effectively.

Suspensions / Exclusions:

Internal exclusion, suspension or permanent exclusion may be applied in cases of behaviour which falls outside of the expectations of the school's Behaviour and Anti-bullying policy. Exclusions must only be applied on disciplinary grounds and are based on the principles of being lawful; rational; reasonable; fair and proportionate. Please refer to Merton's Exclusions Policy and the DfE Guidance for further information.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

11. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

12. Training

Our staff are provided with training on managing behaviour, including restorative approaches and positive techniques as part of our planned inset offer, as well as through our induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the Teaching, Learning and Community Committee before it is approved by the full governing board every year. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Teaching, learning and Community Committee every year before being approved by the Full Governing Body.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-bullying Policy (attached)
- Child Protection & Safeguarding Policy
- Equality Duty 2010 and School Equality Objectives
- Exclusions Policy (London Borough of Merton – attached)
- PSHE Policy
- SEND Policy
- Teaching & Learning Policy
- Educational Visits Policy
- Staff Code of Conduct
- Pupil Acceptable Use Agreement
- Remote Learning Policy

This policy is also linked with the following documents / publications:

- Sherwood Home School Agreement
- Sherwood Anti-Bullying Guide for pupils
- DfE Keeping Children safe in Education, September 2021
- Whole School RTRS Charters
- Class Charters (bespoke for each class)
- Playground Charters
- Sherwood Values
- Sherwood Bubble Rules
- Sherwood P4C Rules



The Sherwood School Anti-bullying Policy:

We do not tolerate any form of behaviour which could be defined as a form of bullying. The anti-bullying policy takes its place within our Behaviour Policy and should be read in conjunction with our Safeguarding, Equal Opportunities and e-Safety policies. The school council has written their own anti-bullying policy, which involved all the children in the school being able to put forward their views to create it. – See appendix 2.

Bullying is on-going, deliberate behaviour that upsets another person. It is behaviour that is targeted and selective and can be direct (physical or verbal) or indirect (e.g. being ignored or cyber bullying). It may be by one person or a group.

We strive to create an environment in which pupils feel safe and in which bullying, discrimination and peer-on-peer abuse online or off-line are not tolerated and are dealt with quickly, consistently and effectively if it occurs.

As a school, we understand that peer-on-peer abuse includes, but is not limited to:

- physical and sexual abuse
- sexual harassment and violence
- emotional harm
- on and offline bullying
- teenage relationship abuse

It can even include grooming children for sexual and criminal exploitation. We encourage all pupils to report such incidents to a staff member as quickly as possible or by using our worry-monsters.

Children understand and are encouraged to use the following strategy to empower them to tackle bullying alongside members of staff. We use the **STOP** acronym:

Several	Start
Times	Telling
On	Other
Purpose	People

This is a two step procedure to combat unwanted behaviours/bullying:

1. Children to say: “Stop! I don’t like that.”
2. Tell a trusted adult

These strategies will be used by all staff in school if an incident which could be considered as bullying or peer-on-peer abuse comes to their attention:

1. The staff member/person made aware of the bullying will inform the class teacher and a Senior Leader in school as soon as possible.
2. The class teacher will talk to all children involved with an emphasis on a caring and listening approach, ensuring that the facts are established – notes will be taken and filed.
3. The specific behaviours that are considered to be bullying in the individual case will be discussed. In cases of cyberbullying (mobile phone, emails, social media forums etc.), advice will be sought from the Headteacher and DSL to ensure the child / children are safeguarded appropriately.

4. The Rights Respecting Schools charter will be discussed and children will reflect on which of the rules they need to think more carefully about in future.
5. It will be made clear that bullying is not tolerated. Possible consequences will be discussed with children to ensure that they feel that the matter has been resolved and relationships are restored as best as possible. We support children to create a written restorative agreement when it is deemed appropriate.
6. Children's parents will be kept informed of developments by the class teacher.
7. Time will be taken to support the children involved.
9. The class teacher will include strategies to deal with bullying within circle time or PHSE lessons.
10. Adults will record incidents of bullying or notable behaviours in the school's behaviour file.
11. The class teacher will monitor children daily or until such a point that this level of vigilance is deemed no longer necessary (for a minimum of two school weeks). At this point the children will continue to be monitored, but less frequently. The Headteacher will also take an active role in monitoring the situation.

Prevention & Strategies

- Staff will support and empower children to say: "Stop, I don't like that!" and tell an adult.
- Children have a clear understanding of their rights & responsibilities.
- Worry boxes in every class enable children to express concerns.
- Assemblies and Class Circle Time led by children and staff to share the messages of staying safe and telling an adult.
- Posters around school show children what to do if they are upset by someone else.
- As part of our Behaviour & Anti-Bullying Policy, children are encouraged to make good choices.
- Children are made aware of the strategies to deal with low level issues and what to do in different situations including situations of cyberbullying.
- E-safety is taught and discussed (please see eSafety Policy).
- Curriculum opportunities allow pupil awareness of this through PSHE, SEAL, RE, drama and literature and through our Health & Wellbeing Week.
- Children participate in questionnaires, role play and assemblies to raise pupil awareness.

Appendix 1 Governors Behaviour Principles

Rationale and Purpose:

This statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance (The school behaviour policy: the role of the governing body).

The purpose of this statement is to provide guidance for the Headteacher in drawing up the Behaviour & Anti-Bullying Policy at The Sherwood School in order for it to reflect the shared aspirations and beliefs of governors, staff and parents/carers for the pupils at the 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 Behaviour & Anti-Bullying Policy at The Sherwood School, though they must take into account 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 school staff (Jan 2016).

The Behaviour & Anti-Bullying Policy must be publicised, in writing, to staff, parents/carers and pupils each year. It must also appear on the school's website.

Principles:

- Every child has the right to learn but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- This policy is understood by pupils and staff.
- The Sherwood School is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
- It is expected that all adults – staff, volunteers and governors – will set excellent examples to the children at all times.
- We work in partnership with families when there have been serious inappropriate behaviour incidents to try to bring about a positive change for the pupil.
- We seek to give every child a sense of personal responsibility for his/her own actions.
- The school's Behaviour & Anti-Bullying Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils. It also provides guidance on the use of reasonable force.
- Where there are significant concerns over a pupil's behaviour, the school will work with parents/carers to strive for common strategies between home and school.
- The school will seek advice and support from appropriate outside agencies where concerns arise over a pupil's behaviour.
- The school's Behaviour & Anti-Bullying Policy will clearly reflect the school's approach to exclusions.
- The school's Behaviour & Anti-Bullying Policy will set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.
- The school will fulfil its legal duties under the Equality Act 2010 in respect of safeguarding, pupils with special educational needs and all vulnerable pupils.
- The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances. This written statement of behaviour principles is reviewed and approved by the governing body every year.





Categories of behaviour guidance

It is possible and quite likely that children can exhibit behaviours from different stages.

The list of interventions and consequences is not exhaustive and do not directly correlate to the characteristics opposite. In all circumstances, our knowledge of the individual children and the context in which incidents and behaviours are exhibited will be factors brought under the consideration of staff.

Types of behaviour	Characteristics	Possible interventions and consequences:	Response/Actions
Low level disruption/inappropriate behaviour	<ul style="list-style-type: none"> Running in the corridor Talking on the carpet Swinging on a chair Talking during assembly Inappropriate playing in the playground Talking back to a teacher Rudeness (name calling, inappropriate language) Low level verbal abuse Inappropriate physicality (grabbing, tripping up, pinching) Play fighting. Ignoring instructions Incomplete learning tasks 	<ul style="list-style-type: none"> Verbal reminder of the school charter. Reinforce expectations Time out of class to reflect on behaviour. Time out in opposite class 	<ul style="list-style-type: none"> Reflections at playtime / Lunchtime with AHT for 5 minutes Complete behaviour reflection sheets Informal meeting with class teacher / phase leader / AHT
Medium level disruption/inappropriate behaviour	<ul style="list-style-type: none"> Provoked aggression Swearing beginning with f/b/c/w/s Verbal abuse including serious or repeated. Name calling. Misuse of school equipment. Spitting / throwing objects with intent. Taking possessions of others. 	<ul style="list-style-type: none"> Class teacher to be informed. Implement target cards, Leadership team involved. Parents involved. Lunchtime reflection time Playtime reflection time Restorative pupil's agreement where needed. Record incidents on a behaviour log. 	<ul style="list-style-type: none"> Play / lunch time reflection. Formal meeting with class teacher / phase leader / AHT Meeting with parents Time out in another class Behaviour chart where necessary

Persistent disruptive behaviour / serious incidents	<ul style="list-style-type: none"> • Serious challenge to authority / refusing to comply with consequences as outlined in this policy • Bringing banned substances/items to school. • Unprovoked aggression • Swearing at an adult • Disrespect to person/property/environment including ignoring instruction from any adult (including non-physical bullying) • Unprovoked physical aggression/violence (including physical bullying). • Verbal or physical abuse including using words or actions that clearly are or are deemed to be any racist, sexist, homophobic or disability terminology. • Malicious allegations against others. • Any action which puts themselves and others in immediate danger. 	<ul style="list-style-type: none"> • All parents to be informed. • Possible professionals meeting. • Class teacher to be informed. • Internal Exclusion • Behaviour Monitored by the Senior Leadership Team • Lunchtime Behaviour Support Plan • General Behaviour Support Plan • After school detention • Internal exclusion • Suspension • External Agency Support / Referral 	<ul style="list-style-type: none"> • Formal meeting with class teacher / HT • Formal meeting with parents • Possible intervention with outside agencies • Behaviour support plan • After-school detention, internal exclusion or suspension, dependent on mitigating factors
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STEP 1 	STEP 2 	STEP 3 	STEP 4 	STEP 5
Verbal warning.	Time out. All steps: Up to 5 mins	Time out in opposite class. EYFS – N/A KS1: Up to 10 mins KS2: Up to 15 mins	Sent to phase leader or SLT Child to complete work before returning to class.	Parents requested to meet with SLT / HT / SENDCo to discuss and agree next steps.



The Sherwood School Anti-Bullying Policy *(pupil version)*

Introduction

At The Sherwood, we believe that everyone has a right to feel safe and happy at school.

(Article 29)

Bullying can make you feel frightened and lonely. This policy tells you what bullying is and what you should do if you are being bullied.

What is Bullying?

There are many different ways that children can bully. At Sherwood, we consider bullying to be:

- Regular and deliberate teasing or name calling **(Article 13)**
- Stopping someone from playing with you or not talking to them on purpose for several days **(Article 15)**
- Actually hurting someone, for example, pinching, kicking, punching or hitting. **(Article 19)**
- Deliberately using unkind words that refer to a child's cultural or religious background in order to cause offence. **(Article 30)**
- Using texts or social media to be unkind to somebody (this is called cyber-bullying). **(Article 17)**

Several
Times
On
Purpose

What Should I do if I think I am being bullied?

1. Tell the person to stop it. Say 'I don't like this!' If this doesn't work, tell an adult.
2. You can tell a teacher, teaching assistant or mid-day supervisor. Or you can write about it in your class worry box. Speak to someone at home if you prefer. They can talk to your teacher for you.
3. It is really important that you tell an adult, so that they can help you to sort out the situation. If you don't speak up, your teachers won't know what is happening or be able to help you.
4. If you suspect that someone is being bullied, don't keep quiet! Tell an adult. Tell the bully to stop.
5. Remember, everyone has a **RIGHT** to enjoy school. We **RESPECT** this and we don't accept bullying behaviour at Sherwood.

Start
Telling
Other
People



Written by The Sherwood School Council

Example Restorative Agreement



The Sherwood School

Restorative approaches – pupils' agreement:

Date

Children's Names

- 1) To draw a line under what has happened and to not bring it up again.
- 2) To be polite and friendly to each other all of the time.
- 3) To not call each other any names or say unkind things to each other.
- 4) To make sure that nobody else is getting involved and we are not involving other children
- 5) To be considerate of other people's feelings

Agreed that class teacher will have a conversation with named children at the end of each week to ensure all children are happy and sticking to the agreement.

Signed:

.....

.....

.....

.....

Appendix 5: letters to parents about pupil behaviour – templates

First behaviour letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child’s behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____, has continued to misbehave. _____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Please contact the school office by phoning 0208 764 5100 or by emailing us at adminoffice@sherwood.merton.sch.uk so that we can arrange a convenient time to meet.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____



Restorative Approaches Whole School Scripts

During restorative conversations, affective language is used to guide the discussion and help repair relationships. Here are some phrases that support a restorative dialogue taken from various sources, including *'When the Adults change, Everything Changes'* by Paul Dix. Useful information can also be found here: <https://restorativeapproachesforparents.weebly.com/>

Ask the following questions:

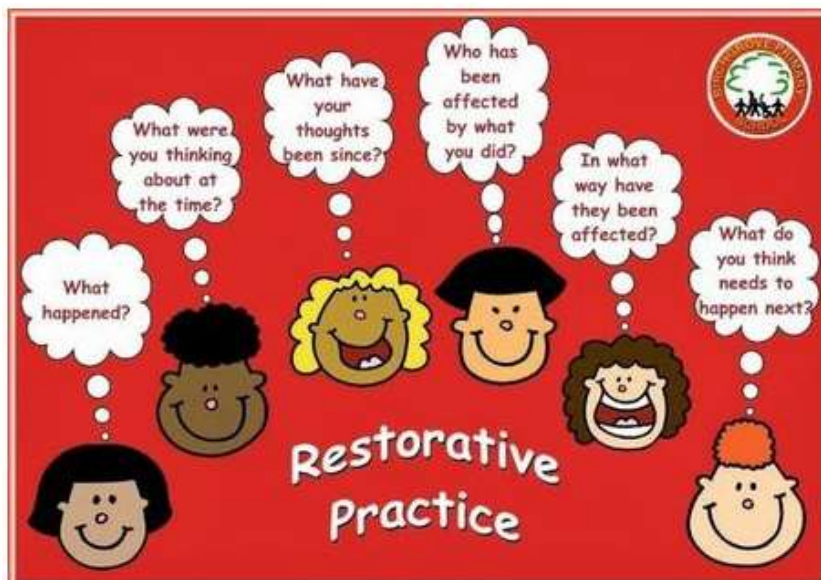
1. What happened?
2. What was going through your mind and how were you feeling at the time?
3. What have you thought since?
3. Who else has been affected and how?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right so everyone can move on?
8. How can we do things differently in the future?

For younger children:

1. What happened?
2. Who else has been affected?
3. What can we do to put things right?

When children are reluctant to participate, try:

1. Ok imagine if there were ... (people affected / a way of putting it right / things you could do differently). What would they be?
2. 1-10 scales: 'On a scale of 1-10, how angry were you?'
3. Offer a postponement and some support if the child is not ready to speak: 'I can see that you aren't quite ready to talk. Do you need a minute or two, or would you like to meet tomorrow and have Miss ... sit with you and help you with the answers?'



Seven Assertive Sentence Stems:

1. You need to ... (speak to me at the side of the room)
2. I need to see you ... (following the agreed routine)
3. I expect ... (to see your table immaculately tidy in the next two minutes).
4. I know you will ... (help Kyra to clean the pen off her face).
5. Thank you for ... (letting go of her hair, let's walk and talk).
6. I have heard what you said, now you must ... (collect your things calmly and move to the thinking spot).
7. We will ... (have a better day tomorrow)!

A 30 Second Script

1. I noticed you are ... (having trouble getting started / struggling to get going / wandering around the classroom).
2. It was the rule about ... (lining up / staying on task / using inappropriate language that you broke).
3. You have chosen to ... (move to the back / catch up with your work at lunchtime / speak with Miss Tope).
4. Do you remember last week when you ... (arrived on time every day / got that positive note / received the Star of the Week certificate).
5. Thank you for listening.
6. That is who I need to see today.

Seven Juicy Bits of Script:

1. You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen ... If you choose not to do the work, then this will happen ... I'll leave you to make your decision.
2. Do you remember yesterday when you helped me to tidy up? That is the Stefan I need to see today, that is the Stefan you can be all the time.
3. I don't like your behaviour. Your behaviour is disruptive, damaging and dangerous. I don't like your behaviour but I believe that you can be a success.
4. I am not leaving. I care about what happens. You are going to be brilliant.
5. What do you think the poor choices were that caught my attention?
6. What do you think you could do to avoid this happening in the next lesson?
7. Darrel, it's not like you to ... (kick doors / shout out / throw pencils).

Questions for the child who has been affected:

If a child has been harmed by the actions of others, using a restorative approach, try asking the following questions.

1. What did you think when you realised what had happened?
2. What have your thoughts been since?
3. How has this affected you and others?
4. What has been the hardest thing for you?
5. What do you think needs to happen to make things right?

Notice, we are NOT blaming or shaming!

