



Fingringhoe

Church of England (VA) Primary School

Behaviour Policy

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Contents:

1. Aims, values and ethos
2. The Role of the Headteacher
3. The Role of Staff
4. The Role of Pupils
5. The Role of Parents
6. Communication
7. Inclusion, Special Educational Needs and Self-Esteem
8. Classroom Management
9. Playground Management
10. Positive Behaviour Strategies
11. Strategies for dealing with Unwanted Behaviours:
12. Consequences and Sanctions
13. Monitoring Unwanted Behaviours
14. Pupils Conduct Outside the School Gates
15. Detention
16. Confiscation
17. Exclusions
18. Anti-Bullying
19. Appendices
 - A) Behaviours for Learning
 - B) Positive Behaviour Management Plan
 - C) Behaviour Charter
 - D) Home-School Agreement
 - E) ABC Incident Form
 - F) Individual Behaviour Log
 - G) Pastoral Support Plan
 - H) Revised Behaviour in Schools Guidance and Suspension and Permanent Exclusion Guidance

1. AIMS, VALUES AND ETHOS

At Fingringhoe Church of England Voluntary Aided Primary School ('Fingringhoe School') we aim to foster a positive approach to the management of behaviour. Children learn most effectively when they are well motivated and praised for their achievements, and when parents are fully involved in, and supportive of, the strategies employed. We believe that everybody has the right to feel safe, to be happy and to learn. We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are self confident and secure, with a strong sense of belonging, and so more likely to reach their full potential. In the first instance, we believe in creating a classroom culture that promotes positive behaviours for learning, where children are motivated to behave well and do their best; where children enjoy learning and rewards for good behaviour are, in the main, praise and recognition for effort.

As a church school, all relationships are underpinned by the Christian values we hold. Therefore, courage, care and compassion (our school's core Christian values) are at the heart of our dealings with behavioural matters.

We aim to:

- create an environment with a caring ethos that encourages and reinforces positive behaviour;
- create a harmonious and effective working environment for staff and pupils at the school;
- promote self-esteem, self-discipline and positive relationships;
- set the boundaries of acceptable behaviour and begin to prepare children for life beyond school;
- provide orderly conditions in which the pupils at Fingringhoe School will learn to give their best;
- ensure collective responsibility of pupils, teaching and non-teaching staff, and enable consistent practice at Fingringhoe School;
- for every member of the school community to feel valued and respected, and for all persons to be treated fairly;
- provide an ethos and environment within which everyone feels safe and which enables everyone to learn effectively;
- promote the development of behaviours which reflect our Christian values, teaching the children the importance of care and compassion for others; and
- promote 'Behaviours for Learning' (Appendix A) through the use of a positive 'Behaviour Management Plan' (Appendix B).

OBJECTIVES

- Provide clear expectations for a range of situations that children will meet within the school day and/or on the school premises.
- Have clear strategies for regulating conduct and promoting good behaviour, self discipline and respect.
- Reinforce good behaviour so that children feel good about themselves.

- For all staff to focus on de- escalation and preventative strategies rather than reactive.
- All staff know how to manage difficult or dangerous behaviour, and to have an understanding of what challenging behaviour might be communicating.
- Prevent bullying.

2. THE ROLE OF THE HEADTEACHER

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

Fingringhoe School has a clear 'Behaviour Charter' which outlines unwanted behaviours and the level they are judged at, to impose the appropriate sanction (Appendix C). The headteacher has access to records of all reported 'Level 2' incidents of unwanted behaviour in the class files and 'Level 3' incidents in the 'Headteacher's Behaviour File'.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of unwanted behaviour.

3. ROLES, RIGHTS AND RESPONSIBILITIES

In order to achieve our aims and objectives we recognise that different groups of people need to work together. These groups include children, teachers, non-teaching staff, parents and governors. Individual members of these groups play different roles and have different rights and responsibilities.

The Role of Staff

To achieve our aims for behaviour and discipline at Fingringhoe School, the teaching staff shall:

- agreeing a classroom code of behaviour with each new class that will allow the teacher to teach and the learners to learn and that will ensure a safe environment for all;
- ensure that the Christian ethos of the school and its rules are apparent in the management of the school;
- ensure that positive behaviour strategies (outlined below) are employed before any sanctions or consequences;
- keep rules to a minimum, ensure they are relevant, and make apparent the reasons for individual school rules and discipline strategies;
- recognise that effective teaching and classroom management are an invaluable influence on the climate of behaviour within the school;
 - ensure all adults working with children with SEMH are informed of individual challenges and strategies;
 - organise the classroom in a way that encourages successful learning by giving attention to:
 1. space for working and movement
 2. seating arrangements

3. access to materials and equipment

4. noise levels

5. routines

- ensure that the pupils are not simply passive receivers of this policy but are actively involved in monitoring incidents and reviewing procedures;
- be alert to bullying, sexist behaviour and racial harassment (refer to relevant policies);
- ensure that good behaviour/work is celebrated;
- ensure positive behaviour is modelled at all times;
- make explicit to parents the partnership that we expect with them in delivering our targets for behaviour and keep parents fully informed of their child's attitude and behaviour;
- have high expectations of the children in terms of behaviour, and strive to ensure that all children work to the best of their ability;
- treat each child with fairness, respect and understanding;
- record significant incidents of inappropriate behaviour using the school's Individual 'Behaviour Log' (Appendix F) and the ABC (Appendix E) incident form where appropriate;
- report to parents about the progress of each child in their class, in line with the whole-school policy;
- ENSURE THAT THE CHILD KNOWS THAT IT IS THE BEHAVIOUR WHICH IS UNACCEPTABLE, NOT THE CHILD AS A PERSON; and
- handle behaviour incidents calmly and quietly, notifying members of staff about the incident on a need to know basis, and avoiding unnecessary attention to the pupil in front of others.

4. THE ROLE OF PUPILS

- discuss the school code and class rules within their class
- understand the consequences of breaking the school rules
- vote for members of their class to represent them on 'School Council'

5. THE ROLE OF PARENTS

We value our partnership with parents/carers.

We aim to:

- build a supportive dialogue between school and home and inform parents appropriately if we have concerns about their child's behaviour or welfare. If the school has to use reasonable sanctions, parents should support the actions of the school. If a parent has any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If their concern remains, they should contact the chair of governors.

We recognise that, generally, children who have supportive parents, and parents who are outwardly supportive of school, are successful and well behaved in school.

We therefore expect parents to:

- ensure that pupils arrive punctually for the start of the school day – this helps pupils to settle better;
 - ensure that pupils have the correct school and PE uniform;
 - support and cooperate with the school rules and expectations;
 - ensure that pupils show a proper regard for other people's property, buildings and the environment;
 - ensure regular attendance at school and avoiding unnecessary pupil absence;
 - adhere to the 'Home-School Agreement', which details the agreed responsibilities of parents, pupils and teachers (Appendix D: Home-School Agreement); and
 - tell the school immediately if there are any circumstances which may affect a child's achievement or behaviour in school.
 - inform the school of any medical or social circumstance that might affect the behaviour of their child
- Children who sense animosity between home and school have problems adapting to school life and often display inappropriate behaviour.

THE ROLE OF GOVERNORS

Governors should:

- bear responsibility for setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines
- Understand that the head teacher has the day to day authority to implement the school behaviour policy, but governors may give advice about particular disciplinary issues
- be involved in the development of the policy in accordance with the stated aims of the school
- be informed about the successes of the policy in maintaining high standards of behaviour
- ensure that the school has a behaviour policy
- support staff in implementing the policy
- monitor and evaluate the effectiveness of that policy in bringing about its stated aims and objectives
- report on the effectiveness of the policy to parents
- provide opportunities for dialogue with children, staff and parents

6. COMMUNICATION

Teachers are available, either informally at the end of the day if they have no prior commitments, or by appointment, to discuss ways of managing behaviour. Teachers are not available after 8.40am in the morning as they are settling children into the class. Where

there is an ongoing issue with a child there will be an ongoing dialogue between school and home.

Parents will be informed as soon as possible if an incident has occurred in school that has significantly broken the code of conduct implied by the school rules. At 'Level 2', where incidents are regular, class teachers are required to liaise with parents. Class teachers may arrange a weekly check-in with parents to avoid giving daily negative messages. From 'Level 3', the headteacher or a senior teacher will liaise with parents via telephone/face to face contact or letter where appropriate. Parents are requested to acknowledge contact.

7. INCLUSION, SPECIAL EDUCATIONAL NEEDS AND SELF ESTEEM

At Fingringhoe School, some pupils may have additional needs, and at times, these pupils may display low self-esteem, disruptive behaviour, poor emotional regulation, poor motivation, poor organisational skills and/or poor concentration. Because of this, they may need additional support with their behaviour. We identify these children as early as possible and provide support through IEPs (Individual Education Plans) and/or PSPs (Pastoral Support Plans) which identify specific targets. We work closely with parents/carers and outside agencies.

Pastoral Support Plans

If a child's unacceptable behaviour is persistent over time then a PSP (Pastoral Support Plan - Appendix G) will be developed to change and monitor behaviour. The plan will be developed for the individual child by the class teacher, parents, and the child themselves, with possible support from the SENDCO and any appropriate behaviour specialists. They often take the form of a chart that is designed to reinforce positive behaviours, raise self-esteem, communicate a shared understanding and monitor progress.

Pastoral Support Plans will:

- Involve parents at an early stage;
- Set SMART targets;
- Provide rewards linked to targets;
- Be subject to regular review by original parties; and
- May involve support from outside agencies.

Low Self-Esteem

It is widely recognized that the most important cause of behavioural difficulties in children is their limited self-esteem. Children often have life experiences which make them feel that they are not loved, cared for, valued or seen as special by others. This can inform their behaviour patterns, which may have a negative influence on the way people react to them which ultimately reinforces their low self-esteem. A vicious circle is established, which many pupils lack the insight or the power to break. Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. However, the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour. Concentrating on pupils' failings is likely to damage their self-esteem and have a negative effect on their

development. Reinforcing good behaviour or celebrating achievements by giving pupils your time, approval and attention is likely to have a positive influence on their global development within and beyond their school years.

Pupils with low self-esteem may display their insecurities by:

- becoming either boastful or over self-critical;
- becoming aggressive or withdrawn;
- looking for ways to avoid new academic or social challenges;
- finding it hard to relate appropriately to others and appearing uncomfortable in unfamiliar company or situations; and
- experiencing difficulties in making friends.

Staff aim to promote positive self esteem by:

- providing opportunities for children to work at their own level to achieve success through differentiation;
- helping children gain confidence in their own ability;
- motivating children to improve their performance; and
- encouraging children to take pride in their achievements, sharing their ideas and skills with others.

8. CLASSROOM MANAGEMENT

To promote good discipline within the classroom staff should aim to:

- establish, model and teach the Fingringhoe School Rules;
- establish clear and calm routines (for example, lining up, using the stairs, sitting correctly, moving from A to B, listening when the adult is talking, etc);
- establish, model and teach the Behaviours for Learning;
- establish defined classroom areas;
- label resources clearly and make them easily accessible;
- design classroom layout to facilitate ease of movement;
- place emphasis on independent learning and a 'have a go' attitude;
- avoid unnecessary waiting in queues;
- be well prepared and organised;
- allow adequate time for tidying up;
- make expectations clear to children and parents, when applicable;
- share responsibilities between all children;
- avoid shouting; follow the Positive Behaviour Checklist which outlines non-verbal and verbal responses;
- maintain a quiet, calm atmosphere;
- encourage children to share ideas at the right time instead of interrupting;
- send children to collect resources in pairs or small groups;
- be ready in the classroom to greet children before the start of each session;
- involve children in the organisation of systems wherever possible;
- be positive e.g. use of 'please walk', rather than 'don't run';
- remind children, as they leave classes, of expected behaviour when moving around school i.e. walking, - no running;
- encourage toilet visits at breaks and lunchtimes;
- encourage group/ring games in the playground, placing emphasis on taking turns; and

- give reasoned explanations for the rules and resulting sanctions.

9. PLAYGROUND MANAGEMENT

In addition to the above, we have strategies to promote good behaviour on the playground. These include:

- providing playground equipment so that children have something to play with;
- organising games; and
- ensuring staff on duty at playtime and lunchtime will use the same system to manage behaviour: positive strategies, reminders, time out.

If a pupil has not engaged, the staff on duty is able to place their name on the red traffic light at the end of the break, thus notifying the teacher that the pupil needs to turn their behaviour around once in class. The 'Behaviour Charter' outlines sanctions. These apply to classroom and playground.

10. POSITIVE BEHAVIOUR STRATEGIES

In order to assist with the implementation of our discipline policy, staff should follow the 'Positive Behaviour Management Plan' (Appendix B).

Ten simple guidelines for positive behaviour management:

1. Establish a friendly, positive, supportive relationship with the pupils in your care.
2. Make sure, wherever possible, that pupils are doing purposeful activities that they enjoy.
3. As soon as it occurs, reward positive behaviour with attention and praise. 'Catch them being good'.
4. Where possible, identify when behaviour problems are likely to arise and try to divert to modify the pupils' behaviour before discipline is needed.
5. Know the school rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries.
6. Deliver your instruction quickly and clearly, without getting caught up in a debate, discussion or confrontation with the pupil. Avoid waiting around for the pupil to change their behaviour immediately: they may need some time and space to make a better choice.
7. Use closed requests, prefacing or ending your instruction with "Thank you", e.g. "Thank you for hanging your coat on the hook".
8. Know what sanctions you can use but try to avoid using them – especially if a quiet word or reminder will do.
9. Always remain calm when you speak to pupils. This will help you maintain your authority and confidence and keep your relationships with them positive.
10. Avoid telling a pupil off in public.
11. Avoid the use of sanctions when support strategies will suffice.
12. Use the school's monitoring, report and behaviour referral systems so that you support each other in addressing the individual pupil's needs and those of the whole school.

Rewards

Staff realise the importance of the positive reinforcement of good behaviour and reward children in a variety of ways. We aim to reward positive rather than emphasise negative attitudes to behaviour and work. It is important to keep this philosophy in perspective. For most children this approach will work, sanctions should be needed only for a minority of children.

Rewards include:

- positive feedback for specific things and appropriate behaviour;
- a smile or thumbs up;
- thanking children;
- sharing work with another member of staff;
- class marble jar where pupils earn marbles for class reward time;
- Headteacher and teacher stickers; and
- Achievement awards (one or two pupils are chosen weekly from each class) awarded for:
 1. good effort
 2. good manners/behaviour
 3. excellent standards
 4. marked academic improvement
 5. marked effort to improve behaviour/academic standards.

11. STRATEGIES FOR DEALING WITH UNWANTED BEHAVIOURS

Throughout the school, teachers follow the 'Positive Behaviour Management Plan' (Appendix B) and use a non-confrontational form of discipline to manage the behaviour in the classroom, which involves:

- positive reinforcement of good behaviour;
- agreeing the classroom rules with the children on a regular basis, making sure that the responsibilities tell the children what to do rather than what not to do;
- discussing behavioural issues through regular discussion/circle times to ensure that children have strategies for dealing with different situations - 'I don't like it when...!', etc.;
- putting worries in a 'worries box' in the classroom (as and when appropriate);
- recognising any unwanted behaviours as a lack of skills in that area and modelling and teaching the wanted behaviours, and giving the pupils a chance to practise the correct behaviours;
- in some cases, having an individual 'One-Plan' which outlines clear behavioural skills the pupil needs to practise;
- Ignoring: i.e. where practical, tactically ignore inappropriate behaviour, praise appropriate behaviour (role models);
- Positive Questioning: eg: What are you doing? What should you be doing? Good, you know what to do so can you do it.;

- Positive Choices: If you do this, then this will happen (positive outcome) if you choose to do this, then this will happen (negative outcome). Now you choose what you are going to do;
- Compliance Training: i.e. provide practice in following instructions in settings where praise can be given. Use of games - Follow My Leader, Simon Says, etc.;
- Modelling: i.e. indicate role models displaying appropriate behaviour. Adults to be good role models;
- Distraction: i.e. if a difficult situation is likely to develop distracting the child's attention, e.g. give a specific task, send a message, etc.;
- Time Out: i.e. pupils given 'time out' – an opportunity to work under supervision but away from the classroom situation or a period of reflection, standing alone on the playground during playtime within sight of the teacher or supervisor;
- Skill behaviour: discuss behaviour as a skill that can be improved like any other skill
- ensuring the children are aware of the consequences of their actions; agreeing consequences and rewards, making sure they are applied consistently;
- using the rules to reinforce what is expected of the children in the class;
- giving a calm warning if one rule is broken;
- giving a consequence;
- starting each session as a fresh start so that consequences are not carried over and therefore avoiding pupils becoming labelled; and
- encouraging children to take on responsibility, e.g. monitors.

12. CONSEQUENCES AND SANCTIONS

At Fingringhoe School, we use consequences to support the pupil who has broken a school rule to reflect on their behaviours, a chance to show remorse and think of ways to prevent it from reoccurring.

Fingringhoe School's 'Behaviour Charter' outlines in detail unwanted behaviours and at what level they are, with the following sanction to be implemented. There are three levels of sanctions. (Appendix C: Behaviour Charter and Levels 1, 2 and 3).

In classrooms, teachers operate a system to manage unwanted behaviour in the classrooms. Pupils' names are all on green at the start of each day. If a child is involved in an incident of poor behaviour in the classroom they are given a calm, quiet warning. If their behaviour does not improve following this and a second reminder then their names are moved to amber. (This is 'Level 1' on the 'Behaviour Charter').

A CHILD SHOULD BE GIVEN A FRESH START AS SOON AS POSSIBLE AFTER A CONSEQUENCE HAS BEEN GIVEN.

A CHILD SHOULD BE GIVEN TIME TO REFLECT AND THEN DISCUSS WAYS OF PREVENTING THE UNWANTED BEHAVIOURS FROM REOCCURRING.

The only exception to this is where there has been an incidence of behaviour that is judged to be at level 3 on the 'Behaviour Charter', and the warning system above may not be applied and an instant, more serious consequence is imposed. These behaviours are listed below and result in immediate removal from the location to see the headteacher.

Level 3 behaviour will result in parents being informed and the incident being recorded on an 'ABC Incident' form (Appendix E). Depending on the severity of the incident the minimum consequence will be an in-school exclusion for the remainder of that session (if the incident occurs towards the end of a session then the in-school exclusion will be for the following session) or in more severe cases, for example, where the receiver has a lasting mark or significant injury then the child will be excluded for the remainder of the school day. The consequence will be specific to the behaviour and circumstances and is down to the headteacher's discretion. Reflection time is encouraged for the child and forgiveness is at the heart of our discussions when other people are involved in any incidents.

Level 3 behaviours include:

- Causing deliberate* physical harm or marking a person**
- Serious misconduct includes stealing, hurting other children, swearing, blatant rudeness, deliberate disobedience or defiance, vandalism, behaviour which persistently impedes others from working, racism or bullying.

**Deliberate- with intention, through unacceptable behaviour.*

*** Causing a lasting mark through unacceptable behaviour. We recognise that children can mark other children accidentally. Accidental harm will be addressed on an individual basis.*

Parents will be contacted by the school if any of these behaviours are displayed. Also, the child who may have been hurt will also be informed of the incident and action taken.

13. MONITORING UNWANTED BEHAVIOURS

- 'Level 2' incidents are recorded on an Individual 'Behaviour Log' as appropriate, kept in the classroom in a secure place. File and monitored regularly by the SLT.
- 'Level 3' incidents are recorded by the adult who witnessed and dealt with the matter on an 'ABC Incident' form and handed to the headteacher or senior teacher.
- At all times parents are kept informed and encouraged to be active partners in the strategies to meet the child's needs.
- In extreme cases where behaviour is not improving in response to the above strategies, the headteacher and SENDCo may set up a 'Pastoral Support Plan' with a view to preventing the child from being excluded. This plan will involve the parents, pupil, teachers and teaching assistants and any external professionals involved with the child.

14. PUPILS CONDUCT OUTSIDE THE SCHOOL GATES

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspections Act 2006* gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any unwanted behaviour when the child is:

- taking part in any school-organised or school-related activity; or
- travelling to or from school; or
- wearing school uniform; or
- in some other way identifiable as a pupil at the school.

or at any other time, if such unwanted behaviour:-

- could have repercussions for the orderly running of the school; or
- poses a threat to another pupil or member of the public; or
- could adversely affect the reputation of the school.
- use of cyber bullying outside of the school

15. DETENTION

Teachers have a legal power to put pupils (aged under 18) in detention. Fingringhoe School uses detention (within school hours) as a consequence. The headteacher can decide which members of staff can put pupils in detention.

Matters schools should consider when imposing detentions:

- Parental consent is not required for detentions.
- The school will act reasonably when imposing a detention as with any disciplinary penalty. In addition, when deciding the timing. With lunchtime detentions, schools should allow reasonable time for the pupil to eat, drink and use the toilet.

16. CONFISCATION OF INAPPROPRIATE ITEMS

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

The general power to discipline enables the head teacher and teaching staff the right to confiscate any item from a pupil which is deemed inappropriate to be in school, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. Confiscated items will be kept in a secure place by the teacher or the office.

(DfE – Searching, Screening and Confiscation – guidance for schools July 2022)

Only the headteacher, designated safeguarding lead or senior teacher have the power to search a pupil or their possessions where they have reasonable grounds or suspect that the pupil may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for.

- knives and weapons;
- alcohol;
- illegal drugs;

- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).

- Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

17.EXCLUSION

(Appendix H - Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2022)

In cases of severe and persistent misbehaviour, the headteacher may exclude a child from school for either a fixed period of time, known as a suspension or permanently. If such action is taken, the head teacher will inform the chair of governors and seek advice from the planning and admissions adviser of 'Pupil Services', Essex County Council Learning Services'. A committee of unnamed governors for exclusion will be put together if and when the need arises in line with statutory requirements (see Pupil Discipline Committee Constitution and Procedures'). The school will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. Reference will be made to the Equality Act 2010 and schools guidance.

Examples of types of behaviour which may result in exclusion:

- physical assault against an adult
- physical assault against a pupil
- verbal abuse or threatening behaviour against a pupil
- verbal abuse or threatening behaviour against an adult
- bullying
- cyber bullying
- possession of illegal drugs
- possession of weapons
- racist abuse
- abuse relating to disability
- serious breaches of this behaviour policy

18.Monitoring

- The headteacher monitors the effectiveness of this policy on a regular basis. She also makes reports to the governing body on the effectiveness of the policy and. If necessary, makes recommendations for further improvements

- The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor and major classroom incidents where a child is giving cause for concern. seriously bad behaviour. We keep a record of any incidents that occur at break or lunch time. Lunch time supervisors give written details of any incident in the incident books kept in their MDA folder (securely kept when not in use).
- The headteacher keeps a record of any pupil who is internally excluded, suspended or permanently excluded
- It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently
- The governing body reviews the policy every year. The governing body may however review the policy earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improved

19. Recognising Why Children Might Bully Others

Children may bully for a variety of reasons. Recognising why children bully supports the school in identifying children who are at risk of engaging with this type of behaviour. This enables the school to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur.

Understanding the emotional health and wellbeing of children who bully is key to selecting the right responsive strategies and to engaging the right external support.

Possible reasons why some children may engage in bullying include:

- Struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances
- Liking the feeling of power and using bullying behaviour to get their own way
- Having a temperament that may be aggressive, quick tempered or jealous
- Having been abused or bullied in some way
- Feeling frustrated, insecure, inadequate, humiliated
- Finding it difficult to socialise and make friends
- Being overly self-orientated (possibly displaying good self-esteem) and finding it difficult to empathise with the needs of others
- Being unable to resist negative peer pressure
- Being under pressure to succeed at all costs.

See the school's 'Anti-Bullying Policy' for further information.