



Behaviour Policy

Date:

September 2024

Date ratified:	September 2024
Signature of Chair:	Rhona Dodds
Author/Reviewer:	Miss Sara Ahmed
Date for Review:	September 2026

DOCUMENT CONTROL

Unless there are legislative or regulatory changes in the interim, this Policy will be reviewed every 2 years. Should no substantive changes be required at that point, the policy will move to the next review cycle.

First Issue	September 2024
Originator	Miss Sara Ahmed
Linked Policies	<ul style="list-style-type: none"> • Safeguarding Policy • Positive handling • Attendance policy
Target Audience	Staff, parents, governors
Dissemination via	School website

Version	Date	Reviewer	Changes

Our Values

Nether Edge Primary School promotes, encourages and rewards good behaviour, as well as consistently tackling disruptive behaviour so that all children are given the best opportunity to learn.

In order to do this, our behaviour policy is applied and ensures:

- Consistency across the school for all children with an approach to supporting regulation of behaviour.
- A policy which promotes high expectations through tackling negative behaviour, as well as rewarding those children who always show their best behaviour.
- A chance to celebrate where a children's behaviour has improved, recognising the fact that everyone can make a mistake.

Promoting Equality and Diversity

There are 9 protected characteristics under the **Equality Act 2010**.

<i>i.</i> <i>Race</i>	<i>ii.</i> <i>Age</i>	<i>iii.</i> <i>Marriage or civil partnership</i>
<i>iv.</i> <i>Disability</i>	<i>v.</i> <i>Sex</i>	<i>vi.</i> <i>Pregnancy and maternity</i>
<i>vii.</i> <i>Religion or belief</i>	<i>viii.</i> <i>Gender reassignment</i>	<i>ix.</i> <i>Sexual orientation</i>

At Nether Edge we can demonstrate that no form of discrimination is tolerated and that pupils show respect for those who share the protected characteristics. These are actively promoted through:

- A well planned, well sequenced and inclusive curriculum.
- Regular phase assemblies.
- Our behaviour policy.
- Strong role modelling by all adults in school.
- Ongoing, supportive engagement with parents and carers.
- PHSE and RE lessons.
- Educational visits.
- The development of year group responsibilities where children play a positive part in our community. This includes some classes visiting a local care home and others creating links with a local specialist school.

We believe that a strong emphasis on promoting equality and diversity results in:

- An increased understanding of the importance of recognising and stopping discrimination.
- An increase in a child's self-confidence and self-esteem.
- An understanding of a responsibility for their own behaviour.
- Respect for different cultures.

- An understanding of how they can play a positive part in the lives of others.
- An age-appropriate understanding of Equality, Human Rights and the Protected Characteristics .

SHAPE and the Code of Conduct

The heart of everything we do at Nether Edge is based around our core values, represented as **SHAPE**.

Safe

Happy and Healthy

Achieving

Playing a Positive Part

Excited by Learning

All children, staff and parents are expected to promote **SHAPE** through their own behaviour and model this for others. **SHAPE** is promoted through:

- Lessons and expectations in the classroom.
- Assemblies with a key focus on specific areas of **SHAPE**.
- Half termly **SHAPE** awards for those children who consistently promote the core values.
- Links to **SHAPE** through learning outside of the classroom.

The behaviour policy ensures that our **Nether Edge 5** is followed consistently by all children.

This is our school code of conduct.

At Nether Edge we will

1. *Be kind*
2. *Show STAR in our learning*
3. *Walk like a champion*
4. *Take pride*
5. *Show that 'Manners Matter'*

This is promoted in all classrooms and throughout school. Children are taught strategies to support them to behave well.

When outside of the main building, our **Playground 5** continues our high expectations of behaviour onto the playground.

When on the playground we will

1. Show kindness always
2. Show that 'Manners Matter'
3. Be a team player
4. Show pride in all we do
5. Rewind, Rethink, Retry



The Behaviour Team

In the first instance, all low-level behaviour incidents are dealt with by the class teacher. If a behaviour incident escalates beyond this, there is a team of staff to help:



Mrs Nott – Headteacher



Miss Ahmed – Assistant Headteacher/Behaviour Lead



Mrs Poulton – Deputy Headteacher



Mrs Stevenson – Assistant Headteacher

Child voice

We regularly speak to children about their perceptions of behaviour in school, what they feel works well and what they would like to be different.

Recently, children have said the following:

What happens if children aren't doing the right thing in class?

"If you aren't showing STAR your name goes on the card"

“They get their name on the card and then the teacher talks to them. They might go out of the class”

Is their bullying at Nether Edge? If so, what is done about it?

“No. If it did, we would tell the teacher”

“No. We only share kindness”

“Sometimes. We tell the teacher, and they sort it out. We put our name on Bubble Time.”

Rewarding behaviour

Intrinsic motivation

Receiving prizes and digital rewards help build the culture of success and positivity. However, the most powerful rewards are developing each pupil’s motivation to improve for themselves. Therefore, positive language and encouraging support should be used throughout a child’s school life.

Pupils who carry out what is expected should **not** receive additional prizes or rewards (further to Dojos), even if their behaviour is showing some improvement. Prizes and rewards are for exceptional behaviour. Expected behaviour should be that, expected.

Individual rewards

Positive praise

Individual rewards are always given with a specific reason that is explained to the recipient.

For example, *“Janet, I like the way you are sharing your resources with Abdul”*; *“I love the way you are using our new vocabulary in your discussions”*; *“You have not given up, even though this was a tough problem”*.

Positive praise is our initial way of rewarding behaviour. This is direct and to the child.

Class Dojo and Diamond Dojos

Dojo points are a way of instantly rewarding behaviour that meets or exceeds expectation. Parents can access their child’s Dojo account to see how they are behaving each day. Dojo points can be awarded to a child by any adult in school. The top 3 children with the most Dojos at the end of the week are awarded the Diamond Dojo. These additional points are collected throughout a child’s time at school and special Diamond Dojo badges are awarded half termly to those who have reached bronze, silver or gold amounts.



Thank You certificates

Each week class teachers choose a member of their class who has exceeded expectations during the week. This might be in their learning, their attitude or their behaviour. This child is then awarded a special Thank You certificate during their weekly assembly.

SHAPE Award

Each half term SHAPE is awarded during the end of term assembly. This is a prestigious award with only six children per phase chosen during the year. All SHAPE award winners are given a badge to wear every day, along with their photograph displayed proudly in the school hall.

Good Ones

To support consistent behaviour throughout the year, pupils are reminded of conduct expected in the final week of each half-term. In this week pupils, and staff, receive a piece of paper with a picture of a smiley face on it, a Good One. This helps the pupils understand that every positive act they undertake makes someone happier. These Good Ones are put into a draw and winning Good Ones are drawn out in assembly. Each winner receives a prize.

Nether Edge 5 'bonus' days

In addition to Good Ones, we occasionally have 'bonus days'. During bonus days, children can collect special tokens which they enter into a draw at the end of the week. Bonus tokens are only awarded to those children who are consistently showing the Nether Edge 5.

Gem jars

All classes in school are named after precious gemstones and each class starts the year with an empty gem jar. Classes can then be awarded gems for collective positive behaviour such as moving through school quietly and lining up quickly, quietly and in the right order. Once their jar is full, they receive a class prize.

Positive on call

Spreading good news and positivity is vital in building an effective environment for the pupils to succeed. So any exceptional learning which has exceeded expectations should be celebrated. This is done by 'on calling' the Headteacher, Deputy or Assistant. The teacher will call directly to the Headteacher's office and ask for a positive on call.

If available, that person will come to the classroom and celebrate the learning and outcomes achieved. If it is a group or individual child then they will receive a golden sticker. If it is the whole class then all the parents will receive a message on Dojo and a class gem will be awarded.

Children should not be sent to the Headteacher's office to receive praise as this deprives them of public celebration and impact further learning time.

Promoting the School's Values through behaviour

Unacceptable behaviour

Whilst we consistently encourage and focus on positive behaviour demonstrated by pupils, we acknowledge that there will be times when unacceptable behaviour is displayed. Types of unacceptable behaviour include:

- Low level disruption which interrupts learning for others.
- Discrimination of any kind.
- Physical violence.
- Verbal aggression.
- Threatening or aggressive behaviour.
- Swearing.
- Bullying.
- Refusing to follow instructions.

Recording of unacceptable behaviour

All incidents of unacceptable behaviour will be logged on CPOMS. This will include details of the incidents and relevant actions.

Withdrawals from the classroom, going on report and suspensions are all recorded on SIMS.

What will happen if a child does not follow our Nether Edge 5?

Strategies should be used as a part of general classroom management in order to avoid moving to the formal interventions. For example,

- Redirect the class; No names...praise the compliant; Move closer; The 'stare'; Pause speaking

However, if the child who is working against the Nether Edge 5 continues to do so, then adults should feel confident to move to formal sanctions. It is unacceptable to accept misbehaviour from any student who is capable of modifying their actions.

Step 1 - The child's name is written on the class behaviour card.

The adult should *briefly* and calmly explain why (related to the Nether Edge 5) and then move on. This should disrupt the class as little as possible and be done at the child's table or space on a 1:1 basis where possible.

For example "*(Child's name), by calling out to other children when they are writing you are stopping them from learning.*"

Step 2 - If the child continues to work against the Nether Edge 5, they will receive a tick next to their name.

The adult should *briefly* and calmly explain why (related to the Nether Edge 5) and then move on. Again, this should disrupt the class as little as possible and be done at the child's table or space on a 1:1 basis where possible.

<p>For example “(Child’s name), I am disappointed that you have disrupted other children’s learning. You are a part of our class and we would like to see you behaving the way we know you can.”</p>
<p>Step 3 - If there is a further occasion when the child acts against the Nether Edge 5, they will receive a second tick on the behaviour card.</p> <p>This should be explained to the child using similar language.</p>
<p>Step 4 - A further occasion of working against the Nether Edge 5 will result in the child being asked to leave the class for ‘Time Out’.</p> <p>They should take their work to the opposite class. The teacher in the opposite class should non-verbally direct them to a seat away from other children and make a note of the time they should return to their class on the board.</p> <p>The child should not talk to anyone in the opposite class.</p> <p>The class teacher should record this on SIMS as a ‘Withdrawal’ on the behaviour tab.</p>
<p>If a child goes through steps 1-4 above more than once in the morning, they should be taken to the Headteacher at lunchtime.</p> <p>If this happens in the afternoon, the Headteacher should be informed and the child will spend their lunchtime with them the following day.</p>
<p>Please note that children will get a fresh start at the start of each new session (AM/PM)</p>
<p>If a pupil receives 3 ‘time outs’ in a week they will be placed on report (see Support and Report)</p>

Support and Report

Going on report

Being placed on a Support and Report is known more concisely as being ‘on report’.

Only children in KS1 and KS2 can be placed on report.

The decision to place a child on a ‘Support and Report’ will be made by the behaviour team.

Nursery and Reception children have a time out in their classroom. If this happens more than once in a day, they are brought to the SLT office.

A child is placed on report for one of four reasons:

1. They have been in lunchtime reflection twice in one week;
2. A ‘significant incident’ which may involve violence, defiance, bullying, racism or other poor language;
3. They have had to be removed from the classroom due to persistent disruption of learning;

4. They have just returned from a fixed-term exclusion and need continued support;

Once a decision has been reached to place a child on report, parents will be contacted and asked for a meeting that day to discuss the organisation and guidance and what support they will receive. If this is not possible then the parents will at least be notified and given a copy of the guidance.

Pupil responsibilities

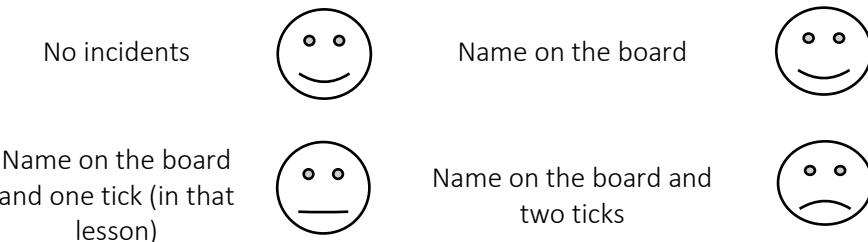
When on report children are responsible for looking after their report and working hard to have five consecutive successful days. Children in Y5 and Y6 must complete ten consecutive successful days.

If a child loses, damages or destroys their report so it cannot be used then they must start a new report and start again from zero successful days. There are no exceptions to this.

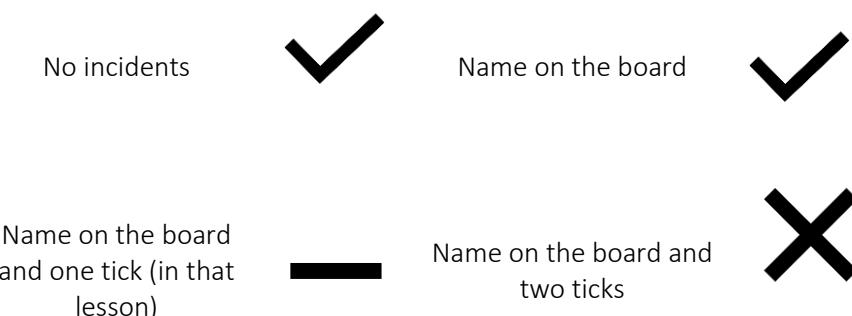
Parents and carers must also support the report process and their failure to bring the report in will also result in a new report having to be started. In some cases, the report can be kept at school if the pupil regularly stays at different houses.

Teacher and adult responsibilities

The teacher is responsible for completing the report at the end of each lesson where they have taught the child. They must use the following in Years 1-4:



They must use the following in Years 5 and 6:



Any adult on duty at breaktime or lunchtime can complete this section if they are confident they can accurately assess the conduct of that child.

Missing lunchtimes and breaktimes

Once a child is placed on report, they will immediately lose all their breaktime and lunchtime for the following day. They can then gain back these by achieving successful days with the following structure:

Years 1-4:

0 successful days	No playtime No lunchtime
1 successful day	No playtime No lunchtime
2 successful days	All playtime Lunchtime in Le Monde No outside time
3 successful days	All playtime Lunchtime in Le Monde No outside time
4 successful days	All playtime All lunchtime
5 successful days	Off report

Years 5 and 6:

0 successful days	No playtime No lunchtime	6 successful days	No playtime Lunchtime in Le Monde No outside lunchtime
1 successful day	No playtime No lunchtime	7 successful days	All playtime Lunchtime in Le Monde No outside lunchtime
2 successful days	No playtime No lunchtime	8 successful days	All playtime Lunchtime in Le Monde No outside lunchtime
3 successful days	No playtime No lunchtime	9 successful days	All playtime All lunchtime
4 successful days	No playtime No lunchtime	10 successful days	Off report
5 successful days	No playtime No lunchtime		

At breaktime and lunchtime the child on report will come to the SLT office to miss their outside time. Children who are on report and are missing any of their playtime or lunchtime will come to the SLT office. They will complete their work or be given a reflection task. During

their first few days on report, they will also take part in restorative conversations and activities around their behaviour and how to manage this better in the future.

Successful days

A child has a successful day when they have:

- All positive lessons
- All positive lessons except one straight face or line.

A successful day is signed off by a member of SLT. A child must complete five (or ten in Y5 and Y6) **consecutive** successful days before they can come off report.

Ongoing behaviour support

Positive relationships

At Nether Edge we know that strong relationships in a child's life are very important to their wellbeing and development. This means that relationships with staff, and each other, should be nurtured and supported. Positive, consistent relationships with staff where children feel they are listened to, is essential in creating a respectful and nurturing environment.

Getting into SHAPE

Each return to school after a break, we have a strong focus on behaviour and expectations. Children are given opportunities to 'reset' after a holiday and staff take extra time to re-teach the basics, getting everyone back into **SHAPE** and ready to learn.

Wellbeing check-ins

At Nether Edge we have a dedicated Wellbeing Team who regularly check-in with children who need some additional support with their behaviour. These meetings are specifically tailored to each individual child and are focused on rebuilding relationships with peers, helping children feel listened to and creating a respectful and nurturing environment.

Check in charts

A minority of children have an individual ongoing behaviour check in chart. This is similar to a regular report and follows the same structure. Rather than smiley faces or ticks, they receive stars.

2 stars per session are awarded for children showing expected behaviour. 3 stars are reserved for children showing better than expected behaviour. Children on check in charts are given specific targets based on classroom expectations such as: 'Stay in my seat', 'Face the front' etc.

If a child hasn't reached the required amount of stars (2 per lesson) they will miss 5 minutes of their playtime. If they have received no stars, they will miss all their playtime.

Successful days are awarded with a text or phone call home or a positive message in person to parents at home time. This is done by a member of SLT.

Children using behaviour check in charts have proven, positive changes to behaviour and benefit from additional adult interaction and daily positive praise. Gentle reminders are also given at each point to support these children end each day successfully.

Support beyond the classroom

Sometimes further support beyond the classroom is required to help children to succeed.

Isolation

Isolation is a serious sanction which is used to allow children time to reflect. This almost always happens in the SLT office under direct supervision. At no time is a child left alone. Work from the classroom is completed during the day alongside opportunities for children to reflect on their behaviour. Isolation can happen as a direct result of a serious behaviour incident.

Suspensions

Suspensions are a last resort and very rarely happen at Nether Edge. Children who are a considerable danger to themselves or others will be suspended for an appropriate number of days.

The Headteacher will make a considered decision if a child is to be suspended based on the best interests of the child, the staff and the whole school.

Once a child has been suspended, it is the responsibility of the parent/carer to ensure that their child is not present in a public place during school hours and that all work sent home is completed to a satisfactory standard.

When a child returns to school following a suspension, a reintegration meeting is held with the child, their parents/carers and the Headteacher. During this meeting there will be an opportunity to reflect on the incident and set targets in order to ensure a successful transition back into school.

Team Around the Child meetings

Close monitoring of behaviour ensures that all low-level incidents are followed up. Any child who is beginning to regularly meet the threshold for withdrawal, will trigger a Team Around the Child meeting (TAC). Here parents are invited into school to meet with the class teacher and a member of the behaviour team to discuss.

Prior to the meeting the class teacher and behaviour lead will meet with the child and an action plan will be put into place, the child's voice is integral to the success of the plan.

The child will then be invited to the second part of the meeting where all parties agree to a TAC plan. This will then be reviewed in a follow up meeting within a few weeks. If needed, amendments will be made to the plan and a second follow up will be planned.

Nether Edge Way – staff induction

At Nether Edge we induct all our new staff using The Nether Edge Way. Relationships forms the first part of this, and our expectations are clear from the start. We focus on routines as they are the bedrock of a positive behaviour management system. If expectations are clear, established, understood and enacted consistently, then our focus can be on learning. The expectation at Nether Edge is that children should behave well because it is the right thing to do.

FIS Advice sessions

Sometimes issues with behaviour are caused by external factors which may need more specialised support. We regularly invite a school link worker from FIS (Family Intervention Service) into school to meet with parents who have been identified as needing more specialised help with their child's behaviour. The link worker will meet with parents and a member of the behaviour team. Support such as parenting programmes, primary mental health assessments and 1:1 wellbeing work are offered, where appropriate, and further sessions are provided to ensure support is ongoing. These sessions provide help for the parents and child when at home but also aide school to further support with any additional needs.

Early Help referrals and involving other agencies

Where a FIS advice session wasn't the appropriate pathway or was unsuccessful, a referral to Early Help might be made. These referral forms are completed alongside parents/carers and submitted via school. Direct referrals to other outside agencies will follow the same procedure as that for Early Help.

SEND

All children are treated individually and we recognise that some children will need more scaffolded support to follow our behaviour policy due to an additional need. We do not make excuses for poor behaviour but instead use a specifically designed individual plan for those who need it.

Part-time timetables

In some exceptional circumstances, there may be a need for a part-time timetable to be used. This is used to support an individual child's needs and where this occurs the school will:

- Discuss the reduced timetable with parents.
- Review regularly and increase time in school gradually when appropriate to do so.
- Record all reduced timetable absences from school as authorised on the class registers.

Permanent exclusions

The decision to permanently exclude a child is the most serious sanction that can be given. Only the Headteacher, in agreement with the Chair of Governors, can make a decision regarding permanent exclusion. A permanent exclusion may happen for the following reasons:

- A serious incident such as serious assault, sexual misconduct, damage to property, dangerous behaviour etc.
- Persistent breaches of the behaviour policy.
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the child or others in school.

Children supporting each other

Peer Mediation

We currently have 22 trained Peer Mediators who are available to support children with issues which may arise when outside on the playground. They work in pairs to facilitate talk between both parties in a disagreement with a resolution being the ultimate goal. Adults outside are also trained to support with the mediation sessions. Peer Mediators are able to support with all low-level issues but are trained to direct any type of bullying or physical violence to an adult.

Behaviour Box and Behaviour Walls

Outside the assembly hall is a Behaviour Box. Children are invited to write about the incredible things they have spotted other children doing in school. Special paper is provided for writing the letters and all are folded and posted into the box. Mrs Nott will open the box during weekly Thank You assemblies and read out as many as possible.

Behaviour walls are in all Y3-6 classrooms. On the behaviour wall, children and teachers attach special notes of recognition for individuals. These are read out daily by teachers and added to throughout the week. Each Friday the notes are taken down and handed out for children to take home to share with family and friends. The behaviour wall then starts again on Monday.

Football, hockey, basketball, cricket and other competitive games

Competitive games are played at lunchtime on a half termly rota. During these weeks, structured games are played in year group teams. Teamwork and respect are essential skills needed to take part in the games. All children are expected to follow the rules and work together to play successfully. Spectators also play a part in the games and cheering others on is commonplace around the pitch. Any children not following the rules are withdrawn from the game and repeat offences will result in a short ban. This ban is recorded in the same way as a withdrawal in the classroom.

Preventing Bullying

What is Bullying?

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

Bullying can be in different forms either verbal or physical. This includes threats, being called names, being hit, kicked or punched, having things taken away, being ignored or left out, being picked on because of differences, including racist or homophobic comments.

Cyber Bullying is included and referred to hereafter simply as bullying. It is defined as the use of any technology for systematic and repeated abuse of one individual by one or more other individual(s). Bullying of this type can be in different forms either verbal or written. This includes; threats, being called names, spreading rumours, defamatory or humiliating remarks or being picked on because of differences including racist comments.

The behaviour system, and **SHAPE**, are encapsulated by the following statements with regards to bullying and racism:

- All bullying is unacceptable, regardless of who is bullying or how.
- We recognise the detrimental effect on children and young people who may be subjected to bullying and will work actively to minimise the risk of bullying.
- Victims of bullying should be treated in a sensitive and supportive manner, and not to be regarded as a burden to staff or peer groups.
- Bullies also need to change their behaviour. Support mechanisms should be put in place for this.

Bullying at Nether Edge

At Nether Edge we reach out to stop bullying. We teach our children the strategies they need to reach out if they feel they are being bullied or if they think it is happening to someone else. We also regularly revisit who children can talk to, encouraging them to reach out to a familiar adult. See poster in Appendix 3.

Responding to bullying

ALL bullying is taken seriously. Where a parent or child raises a concern of bullying, this will be recorded and action taken. The process for this is outlined in Appendix 4.

How are we proactive?

Bullying is one of the biggest worries for children and we would all love for it to be eradicated. However the truth is that no establishment is 'bully' free. At Nether Edge we endeavour to do all we can to prevent children feeling the need to bully and to grow as citizens who will speak up when injustice occurs. We will do this through:

- Valuing all members of the community.
- Showing children how to care for others who might be vulnerable.

- Having systems in place through which children can be listened to (Bubble Time).
- Promoting an understanding of what is acceptable and unacceptable.
- Encouraging children to 'Reach out' as outlined in Appendix 3.
- Celebrating differences (through assemblies, PSHE lessons and RE lessons).
- Having high quality Personal Development, PSHE and RE curriculums.
- Promoting and modelling excellent behaviour through this behaviour policy applied in classes and at break times.

Consistency is Key

The Headteacher will ensure that this policy is used correctly and consistently throughout school so that all pupils and parents/carers are confident in its use.

If a pupil is concerned that it has not been used consistently then they should speak to the Headteacher who will investigate and inform the pupil of the outcome within 24 hours.

Parents can support their child with this if needed. If parents disagree with how the policy has been administered they should follow the complaints policy of the school in the normal way.

All staff work tirelessly to ensure the pupils' time at school is enjoyable and successful and this policy is designed to clarify some of the ways in which that is done.

Appendix 1: Support and Report example

	Support and Report							
Name:			Class:			Date:		
	Date	Lesson One	Break	Lesson Two	Lunch	Afternoon	<input checked="" type="checkbox"/> or <input type="checkbox"/>	Signed (Parent)
Day 1								
Day 2								
Day 3								
Day 4								
Day 5								

Appendix 2: Check in chart example

Check in chart for																																										
 Show kindness - always	 Walk like champions	 Show "STAR" in our learning	 Have pride in all we do	 Show that "Manners Matter"	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>																																					
What I am working towards																																										
Facing the front and tracking the teacher in lessons	Working in silence and not distracting other children	Following my teacher's instructions at all times																																								
I need to get at least 2 stars in each box to earn my free time																																										
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Guided Reading</th> <th style="width: 15%;">Playtime</th> <th style="width: 15%;">Maths</th> <th style="width: 15%;">Writing</th> <th style="width: 15%;">Lunch</th> <th style="width: 15%;">Afternoon</th> <th style="width: 15%;"> </th> </tr> </thead> <tbody> <tr> <td>Monday</td> <td style="text-align: center;">2</td> <td></td> <td></td> <td style="text-align: center;">6</td> <td></td> <td style="text-align: center;">10</td> </tr> <tr> <td>Tuesday</td> <td style="text-align: center;">2</td> <td></td> <td></td> <td style="text-align: center;">6</td> <td></td> <td style="text-align: center;">10</td> </tr> <tr> <td>Wednesday</td> <td style="text-align: center;">2</td> <td></td> <td></td> <td style="text-align: center;">6</td> <td></td> <td style="text-align: center;">10</td> </tr> <tr> <td>Thursday</td> <td style="text-align: center;">2</td> <td></td> <td></td> <td style="text-align: center;">6</td> <td></td> <td style="text-align: center;">10</td> </tr> <tr> <td>Friday</td> <td style="text-align: center;">2</td> <td></td> <td></td> <td style="text-align: center;">6</td> <td></td> <td style="text-align: center;">10</td> </tr> </tbody> </table>	Guided Reading	Playtime	Maths	Writing	Lunch	Afternoon		Monday	2			6		10	Tuesday	2			6		10	Wednesday	2			6		10	Thursday	2			6		10	Friday	2			6		10
Guided Reading	Playtime	Maths	Writing	Lunch	Afternoon																																					
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Friday	2			6		10																																				
2 = Playtime with my class 6 = Lunchtime with my class 10 = Call or message home	I must not: <ul style="list-style-type: none"> - Turn around when my teacher is talking or when I am doing my work - Chat to my friends in lesson time. - Get out of my chair during learning time - Mess around in the corridors when I should be in lessons - Shout out in class - Mess about when I should be lining up. <div style="text-align: right; margin-top: 10px;">  </div>																																									

Appendix 3: Team Around the Child action plan

Team Around the Child 2022/23			
<input checked="" type="checkbox"/>	Name		DOB
<input checked="" type="checkbox"/>	Class		Teacher
<input checked="" type="checkbox"/>	Adults working with child		
<input checked="" type="checkbox"/>	Strengths		
<input checked="" type="checkbox"/>	What do we see		
<input checked="" type="checkbox"/>	Any triggers		
<input checked="" type="checkbox"/>	What works well		
<input checked="" type="checkbox"/>	Plan of 5 (this is what we will all do to support the child to have success)		
<input checked="" type="checkbox"/>	Date		
<input checked="" type="checkbox"/>	Review date		
<input type="checkbox"/>			

Appendix 4: Football Rules poster



Appendix 5: Anti-bullying poster

**AT NETHER EDGE WE
REACH
OUT
TO STOP BULLYING**

WHO CAN WE REACH OUT TO IN OUR SCHOOL?

1 Mrs Nott **2** Miss Allan **3** Anyone

Tell a trusted adult in school or a parent/carer at home. Reach out to a friend or Peer Support Buddy in school.

1 Friends

2 Teachers and school staff

3 Parents and carers

4 Peer Support Buddy

**AT NETHER EDGE
WE KNOW WE CAN
REACH OUT TO...**

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

**HOW CAN WE
REACH OUT
TO OTHERS?**

Sharing a smile **Asking 'are you OK?'**

Inviting someone to join in a game at break time, especially if you notice they have no one to play with

Offering to help someone in a maths lesson if you notice they are finding something difficult

Pass on a compliment - tell someone something you like about them

**MON 14TH TO
FRI 18TH NOVEMBER**

#AntiBullyingWeek

#ReachOut

Appendix 6: Reporting Bullying At Nether Edge

Stage 1: Concern from parents/child/other

The parent/child/other should speak to the teacher at a mutually convenient time. The teacher should note down these concerns and record them and send them via email to Mrs Poulton, Mrs Stevenson or Miss Ahmed (also copy in any relevant people). The teacher should suggest between 1 and 3 actions that will happen immediately. These will be shared with the parent by the teacher. Actions should be recorded & sent to Mrs Poulton, Mrs Stevenson or Miss Ahmed who will log them on the wellbeing concerns log – stage 1. The teacher will agree a time for the parent to speak to them again to see if it has improved. This will be recorded and sent via email to DP, HS or SA who will log it on the wellbeing concerns log.

Stage 2: Initial Investigation

The parent/child/other should talk to the teacher about what they feel is still happening. The teacher will inform the parent of the actions taken and what their view on their impact was. The teacher should then inform the parent/child/other that the issue will be looked into by Mrs Poulton, Mrs Stevenson or Miss Ahmed. This will become the link person. They will then carry out a verbal discussion with all parties & make decisions based on that. They will then phone the parents to let them know what has taken place. These conversations will be logged on the wellbeing concerns log – stage 2. The link person will contact the parent in one week to let them know if it has improved. She may decide that a full investigation is necessary by the Headteacher at this stage.

Stage 3: Full Investigation

The Headteacher will arrange meetings with parents/children involved. The Headteacher will document all of their concerns (Bullying concerns log). The Headteacher will carry out a full investigation after speaking to all parties. The Headteacher will invite the parents back into school to discuss the results of their investigation and any actions that both school and home need to carry out. This will then be reviewed in another week and another meeting with parents of the victim booked in with the Headteacher. The Headteacher will contact the perpetrator's parents to inform them of the actions. The Headteacher will record all information on the bullying concerns log – stage 3.

Stage 4: Meeting with all Parents

If after the Headteacher review it is decided that the bullying is still continuing then all parents will be called to a meeting. This may be all together or separately depending on the context. The Headteacher will lead this/these meeting(s) and make decisions on actions which need to be taken by each family and the school. Actions will be recorded by HT on bullying concerns – stage 4. This will be reviewed daily over a one week period and all parents notified if any further incidents arise. After one week it will be reviewed with all parents/children. If the situation has improved it will remain 'dormant' for six more weeks with regular checks. Any further issues will mean the incident will be put straight back in to Stage 4

Step 5: Sanction of the bully If Stage 4 shows no improvement then the bully will be removed from all social time for 2 weeks (as well as other sanctions which may be appropriate) and the incident will remain dormant for 10 weeks, re-entering at stage 4 with further exclusion where necessary.