Behaviour and Anti-Bullying Policy

January 2024

Next Review: January 2026

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Behaviour Policy & Anti-Bullying Policy

A. Vision

1. We value every child and believe that every situation is redeemable. We also respect and value the safety, wellbeing and differences of the members of our learning community.

B. General Principles:

2. Everyone has the right to be safe and happy.
   Every child has the right to learn.
   Everyone matters.

3. Therefore the staff at this school will:

- Promote mutual *respect*, by talking to children quietly and respectfully and listening carefully to what they have to say.
- Teach children to take *responsibility* for their actions.
- Support children to *repair* the harm that has been caused by inappropriate behaviour.
- Promote *re-integration* so that young people can remain part of the school community with a worthwhile contribution to make.
- Support children in acquiring the communication skills and vocabulary needed to achieve good outcomes based on restorative approaches.
- Ensure the language they use reinforces positive behaviour.
- Recognise, draw attention to and guide children in the desired good behaviours that are promoted throughout the school.
- Reward good behaviour.
- Regular assemblies, PSHE/RSHE lessons to promote and discuss the school rules and agree strategies for sorting out problems.
- Purple cards system available to all children to have time with a trusted adult when needed.
- Discuss incidents of poor behaviour with parent.
- Record the most serious incidents of misbehaviour on a Serious Incident Form, which are then kept in the serious incident file.

4. A 'Behaviour for Learning Ladder' is visible in all classrooms with all children placed in the middle at the start of each day / session. The children will then have the chance to move up or down depending on how effectively they engage with the learning and how positive their behaviour is.

Please also see Coppice Primary Partnership Behaviour Principles on the policies page on our website.

C. Rewards

5. All adults in school should model positive, respectful relationships and will take every opportunity to praise positive behaviour.

6. Good behaviour (including behaviour for learning) will be rewarded in the following ways:
- Verbal praise and recognition.
- Name moved up the ladder. Reward for reaching the top. (3 steps) Year groups to decide on rewards.
- House points awarded for:
    - Demonstrating our values
    - Perseverance and determination
    - Good behaviour
    - Being kind, considerate and polite
    - Good attitudes to learning
    - Demonstrating good learning skills

D. Consequences

7. Name moved down ladder – first reminder
8. Name moved down ladder – final reminder
9. Name moved down ladder – 15 minutes 'Reflection' (Withdrawal at lunch/break time – child to reflect on behaviour and plan for how they can improve this) Teacher to inform parents.
10. Three times in 'Reflection' in a term –Senior Leader to communicate to parents that behaviour needs to improve.
11. Five times in 'Reflection' in a term – Meeting with parents (Consider setting up a Behaviour Support Plan)

12. This will be the expected strategy for all classes to use and for duty staff and lunchtime staff to use during unstructured times. Behaviour ladders will be in place in every classroom. Children will have 2 reminders at lunchtime before being sent in to a member of senior staff on duty to receive children for them to reflect on their behaviour. This will take place the following day if at the end of the session

13. Approaches for younger children will be adapted by the class teachers to ensure that this system is age appropriate.

14. These approaches to using sanctions and consequences to modify behaviour will be sufficient to target the behaviour management of the majority of our pupils. Recognising an increased level of difficulty can trigger planning within the school and possible use of alternative systems. See Appendix 1 for strategies for dealing with the small minority of children who fall outside this policy.

E. The Restorative Approach

15. Accepting that conflict is an integral part of life is crucial to adopting restorative approaches. There will always be misunderstandings, competing needs and interests, and differences of opinion. In a school the pupils will not always behave as one would wish. Dealing with conflict is part of an educator's job. Restorative approaches help us to take action on conflict as an opportunity to foster learning and build better relationships.

16. When children present inappropriate, anti-social, disrespectful or challenging behaviour, particularly when such behaviour impacts negatively on relationships, the Restorative Approach will be used.
17. The Restorative Approach focuses on the harm that has been done and seeks ways to repair that harm.
18. Three principles of Fair Process will inform this approach:

- Engagement – all participants will be involved in the process.
- Explanation – a shared understanding will be reached.
- Expectation Clarity – a clear vision for the future will be shared.

19. The 'Reflection' time will be used to develop a clear understanding of what was inappropriate and what needs to change in the future.

F. Serious Incidents

20. The most serious incidents will be dealt with immediately by a member of staff and recorded on a serious incident form. (See Appendix 2) This form must be given to a member of the senior leadership team. Examples of very serious incidents include:
- Pre-meditated or unprovoked serious violence
- Prolonged defiance or deliberate disobedience
- Continued unsafe or unkind behaviour (Including bullying and discriminatory behaviour)
- Extremely foul and/or discriminatory language
- Bystanders noted, and recorded on My Concern

G. Team Teach

In the most serious incidents when a child is at risk of hurting themselves or others, a Team-Teach approach will be used. The term 'team-Teach' describes a broad spectrum of risk reduction strategies. Team-Teach is a holistic approach involving policy, guidance, management of the environment, and deployment of trained staff. Restraint is only a small part of the framework. Holding may form part of a positive behavioural support response if it calms and soothes the individual. Even when holding is necessary as a safeguarding response, the expectation is that people communicate with the child, assess the situation and continue to look and listen for opportunities to divert and de-escalate.

Team Teach is accredited through ICM (Institute of Conflict Management). Staff undergo a 6 hour course led by two qualified trainers with a refresher course undertaken every two years. Further details of the Team Teach approach can be found on the Team Teach website. The website address is https://www.teamteach.co.uk/. School staff trained in Team Teach techniques meet together regularly to share their experiences and practice their techniques, in order to keep their knowledge and skills up to date.

H. Exclusion

21. Restorative approaches seek to teach children to take responsibility, act with respect and promote a calm, positive atmosphere in the school. It is hoped that the need for exclusions will be rare.

22. Parents will be notified of the reason for the exclusion. As part of the child being re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to repair the harm that has been caused and reintegrate the young person into the school community and to ensure that the offending behaviour is not repeated. A Pastoral Support Plan (PSP) may be put in place. All those involved in the return to school meeting will receive a copy of the notes.

I. CONSISTENT USE OF POSITIVE LANGUAGE, PUPIL CHOICES AND CONSEQUENCES

23. ALL staff are proactive in applying this policy everywhere and throughout the school day. *E.g. if we walk past a jumper on the ground and allow it to be left the message is that we think it is ok to have things laying on the floor; similarly, if we see any child breaking any rule and don't intervene our unspoken message is that it is ok.* Our verbal and unspoken messages must always remind children of the right behaviour choices. Staff provide good role models for the respectful behaviour we wish pupils to exhibit.

Anti-Bullying Policy

J. Approach to Bullying

24. We are committed to providing a caring, friendly and safe environment for all our pupils so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING SCHOOL – anyone who knows that bullying is happening is expected to tell the staff.

25. Bullying both verbal and physical will not be tolerated in this school and on journeys to and from school. It is everyone's responsibility to prevent it happening and this policy contains guidelines for all members of the school community.

26. In our school children have a right to feel welcome, safe and happy. In our school we will not tolerate any unkind actions or remarks even if these were not intended to hurt.

27. Bullying is **deliberately** hurtful behaviour **that is repeated** **often over a period of time**, making it difficult for the person concerned to defend themselves. It causes pain and distress to the victim.

28. Bullying can take many forms. The 5 main types are:
    - Physical - hitting, kicking, taking belongings
    - Verbal - name calling, insulting or racist remarks
    - Cyber- bullying – using text messages, email, chat rooms, social networking sites etc.
    - Spreading unpleasant stories about someone, excluding someone from social groups
    - Sexual – unwanted physical contact or abusive comments.

29. Although resolving conflict by resorting to fighting is not acceptable, it is not bullying if two pupils of equal power and strength fight or quarrel.

K. Aims

- We aim to prevent bullying in each school within the trust.
- We aim to raise pupils' awareness of bullying behaviour and the school's anti-bullying policy.
- We aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.
- We aim to improve the facilities so that we provide an interesting and stimulating environment for pupils alongside quiet seating areas that can be easily supervised.
- We promote ensure that protected characteristics are respected and taught through the PSHE curriculum

L. Those at risk from bullying:

- New child in school
- Child with family crisis
- Disability
- Low income
- Ethnic/minority groups
- Gender
- From the LGBTQ group
- Anyone who holds any of the Protected Characteristics

Equality Act 2010
Protected Characteristics
It is against the law to discriminate against someone because of their:

AGE · DISABILITY · SEX

MARRIAGE AND CIVIL PARTNERSHIP · RACE · PREGNANCY AND MATERNITY

SEXUAL ORIENTATION · RELIGION OR BELIEF · GENDER REASSIGNMENT

Safe Schools Alliance UK
Putting Safeguarding First

M.   Early Signs of Distress:

- Withdrawn
- Deterioration of work
- Spurious illness
- Isolation
- Desire to remain with adults
- Erratic attendance
- General unhappiness/anxiety/fear
- Late arrivals
- Bed wetting
- Cry themselves to sleep
- Unexplained cuts, scratches, bruises
- Unexplained missing possessions

N. Framework for Anti-Bullying Campaign:

30. Prevention is better than cure so we will:
   - Be vigilant for signs of bullying
   - Always take reports of bullying seriously and investigate them thoroughly

- Workshops from external agencies

- Eliminate discrimination, harassment, victimisation

- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it

- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

31. Children will be encouraged to report all incidents of bullying to an adult. These will then be referred to the class teacher, SLT member as appropriate

32. A log of all bullying incidents will be kept and incidents should be recorded on the serious incidents form.

33. All children involved in the incident included on My Concern

O. Each Class Teacher should:

34. Use the curriculum to increase children's awareness of bullying and to help them to develop strategies to combat it. Use discussion to explore issues related to bullying and to give individual children confidence to deal with 'bullying'.

35. A no blame approach will be taken in order that both wrongdoer and victim can be enabled to find a solution to the relationship difficulty and the harm can be repaired. If a contract is drawn up between the parties involved, it is important that the teacher monitors its implementation and the progress the pupils are making. If the contract is not being followed it may need to be amended. If it becomes clear that pupils have no intention to follow the contract, more serious consequences will follow. A follow-up meeting with the pupils can find out whether their solution has been effective or not.

P. Duty Staff should:

- Ensure pupils are supervised at playtimes and lunchtimes.
- Initiate play for children who seem to be on their own.
- Patrol secluded areas such as toilets, corridors, and doorways.
- Observe pupils' play patterns and relationships – note children who appear isolated or unhappy and inform the class teacher.
- Investigate every allegation of bullying.
- Encourage children to use the play equipment and quiet areas around the school.

Q. Parents:

36. Parents of both victim and bully will be informed and staff will undertake to give feedback to parents on the steps taken. In serious ongoing cases of bullying, parents will be invited to participate in the restorative conference.

37. If things have not gone well, the problems will be further analysed with the possibility of outside agency involvement – e.g. behaviour support service. Parents will be kept informed at all stages.

R. Bullying Outside of School:

38. The school will also support a child and their family with any reported bullying out of school, including online bullying, and journeys to and from school.

APPENDIX 1 – Extreme Behaviours

SANCTIONS FOR EXTREME BEHAVIOUR

39. Certain totally unacceptable behaviours bypass the sanctions in the main policy. These are:
- Pre-meditated or unprovoked serious violence
- Prolonged defiance or deliberate disobedience
- Continued unsafe or unkind behaviour (Including bullying and discriminatory behaviour)
- Extremely foul and/or discriminatory language

40. These behaviours result in parents being informed, outlining the behaviour that has taken place. A school leader will investigate the whole incident. The parent will be invited in to discuss the situation and to develop, with the school, a behaviour support plan if necessary. Ultimate sanctions for non-cooperation or non-compliance with the behaviour support plan could result in exclusions of some kind. Records must be kept by the Class Teacher (or relevant adult) and sent to the school leader responsible. If the behaviour of a child or children becomes a danger to the class, the Class Teacher should remove the class for their own safety and take them to another room.

(INDIVIDUAL BEHAVIOUR SUPPORT PLAN)

41. This stage is for children for whom the main policy / procedures used have not been effective in changing their behaviour, week after week.

42. Aims of this plan are to:

- Inform and engage the whole school
- Reduce anxieties surrounding the behaviour
- Keep to an absolute minimum manual handling (Team Teach trained staff) of pupils
- Ensure that observations and evidence for further analysis of behaviour is available to develop an understanding of the behaviour (ABCs, running record, Functional Analysis)
- Identify situations in which challenging behaviour is most likely to happen, situations in which it is less likely to happen and what the very early signs of difficult behaviour are
- Choose a target behaviour that can be systematically rewarded. (Immediate, tangible rewards are most effective)
- Ensure other pupils are supportive of behaviour modification and feel secure e.g. Rewards will go towards class reward system to give class an opportunity to support the individual's plan e.g. 5 sessions of doing the right thing leads to 'a bead in the jar' for the class

43. Pro-active - Possible planned steps:
- Timetable changes
- Staffing
- Differentiation
- Use of key adults - the whole school informed
- Consistency of staff (actions and words). Plan action to support changes
- Tell the child and walk away
- Offer help
- Allow take-up time
- Use key words and simple sentences
- Teach consequences/boundaries - focused on a target behaviour Systematic _rewards_ - immediately contingent upon target behaviour

Re-active - Be aware of early signs and take immediate action - Unexpected behaviours

Scripted steps (allowing time and space in between steps)
- Direct instruction
- Instruction and reminder of reward
- State choice of consequence (target behaviour & reward or no reward)
- Carry out consequence (low-level, consistent, will take time)
- Time out directed

Ensure action is taken to avoid escalation and handling:
- Adopt a positive approach
- Adopt a relaxed non-threatening stance
- Plan distraction
- Offer clear boundaries
- Transfer to a different adult if appropriate
- Individual Behaviour Support Plan Sanctions should be as low-level as possible and short term. Low-level action that is consistent and certain is more effective that higher level action. Sanctions should be planned and fair, they must not damage the relationship between pupil and staff
- Consequences should be short term

TIME OUT

44. Time out is recommended to de-escalate patterns of behaviour. Time out should be planned and this plan should include the pupils as far as possible. Ideally pupils should move toward identifying their own need for time out. Time out should be managed with low key approaches. Use of symbols or signs can indicate that time out is recommended or needed. Time out should be used as close to the classroom as possible to avoid any need for positive handling.

(PASTORAL SUPPORT PROGRAMME / PSP)

45. A small percentage of children whose behaviour and responses can be difficult to predict or manage as a result of their individual additional needs, could lead into a pattern of exclusion within a few days if the main behaviour policy is applied to them. This is not deemed to be the right course within our ethos. These children will therefore be subject to a Pastoral Support Programme (PSP) and the whole school will be informed and know who they are. Their individual programme will be drawn up through multi-agency working and will involve the parents. It will be reviewed regularly and all staff given a synopsis of outcomes.

Extreme cases

46. In extreme cases, it may be necessary to isolate a child (internal exclusion). If so a school leader will be called and the child will go with him/her (and possibly a classroom TA/other adult) until the child has either calmed down or been collected by the parents.

Formal steps to avoid exclusion

47. Whenever possible we strive to avoid the use of exclusion as a sanction for bad behaviour. We have therefore devised a hierarchy of sanctions, where a fixed term of exclusion is only used after all other avenues have been exhausted. We involve parents as partners in finding ways of helping their child to be a full and useful member of the school community. Knowing that school and

parents are working together is a powerful tool in helping a child to become responsible for his/her own behaviour, and to avoid the following steps.

Exclusion

48. Parents will be notified of the reason for the exclusion following KCC guidelines. Before the child is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to try to ensure the offending behaviour pattern is not repeated.

APPENDIX 2

Serious Incident Recording Form

Pupil's Name			
Date, time, place	Date	Time	Place
Names of other pupils involved			
Antecedent What led up the incident?			
Behaviour Brief description of the incident			
	Was this a bullying incident?		YES / NO
Consequence What action was taken by the member of staff recording this incident			
What did the child agree to change?			
Member of staff completing this form:	Name	Signed	Date
Senior Leadership Team Action			
Date restorative conference took place		Confirm restorative agreement drawn up and signed	
Any further information			
SLT member of staff taking restorative action	Name Signed		Date

Reflection – Pupil Record Sheet

Name:	Date:
Year Group:	Class:

What happened?

Who do you think has been affected by your actions? In what way were they affected

What do you need to do now to make things right?

Reflection – Pupil Record Sheet

What have I done?

Hurt another child	
Not listened to an adults instructions	
Been rude to an adult or another child	
Made poor choice more than once	
Stopped myself and others from learning	

How did I cause other people to feel?

Scared		Sad	
Unhappy		Angry	
Worried		Hurt	

What do I need to do now to make things right? (This may be scribed by an adult)

_____

_____

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APPENDIX 5

A. In our school we believe that every child should be respected, valued and be forgiven. We also believe that we should set an example by respecting the values, safety and differences within our school community.

B. We will make a noise, and tell someone about bullying. Bullying is **deliberately** hurtful behaviour **that is repeated** over again. Bullying can be:

- Physical - hitting, kicking, taking belongings, unwanted physical contact or abusive comments
- Verbal - name calling, insulting or racist remarks
- Cyber- bullying – using text messages, email, chat rooms, social networking sites
- Spreading unpleasant stories about someone, excluding someone from social groups

C. Within our school community we all have the right:

- To be Safe and happy
- To Learn in a safe environment
- To understand that everyone matters

3. The adults in our school will:

- Show respect by talking to children in a kind and thoughtful way.
- Teach children to be reflective about their actions.
- Help children to repair the harm caused by wrong choices.
- Seek to support children back into whole class learning.
- Teach children how to respond back to adults to aid their learning.
- Use positive words in calm tone.
- Praise and reward children who make the right choices through the behaviour ladder and house point system.
- Teach how to respond to negative behaviour through assemblies, PSHE lessons, class discussions, and carpet time.
- Remind children to use their Purple Cards to speak to their trusted adult.

When we show our schools values (Ambition, Success, Perseverance, Independence, Respect, and Excellence), we are rewarded using the behaviour ladder and earn house points.

Behaviour Ladder

House Points

Team	Points	Place
Hunton	482	1st
Linton	391	2nd
Farleigh	382	3rd
Loose	345	4th