

# Bramham and Shadwell Federation

## Positive behaviour and anti-bullying Policy

Adopted by the Teaching and Learning  
sub committee  
December 2020

Date to be reviewed: December 2022

Signed: \_\_\_\_\_

Chair of Governors



**POSITIVE BEHAVIOUR AND ANTI-  
BULLYING POLICY**



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Our Policy complies with Section 89 of the Education and Inspections Act 2006.

[https://www.legislation.gov.uk/ukpga/2006/40/pdfs/ukpga\\_20060040\\_en.pdf](https://www.legislation.gov.uk/ukpga/2006/40/pdfs/ukpga_20060040_en.pdf)

### **The aims of the Federation are:**

- We aim to achieve a respectful, civilised, secure and safe environment where everyone shows consideration and kindness towards each other.
- We aim to provide our children with an inspirational and relevant curriculum; one which inspires children; one which encourages problem solving, fluency and reasoning to build Excellence for All in school, where children are happy supported, confident and enthusiastic.
- We facilitate children in reaching their potential; respecting others' cultures and maintaining mutual respect for, equality and tolerance of those with different faiths and beliefs and for those without faith.
- We teach children how to challenge concepts appropriately in a democratic and supportive environment where all opinions are respected and where ideas are valued.
- We aim to expose to children the successes the educated world has to offer to them and aspire for them to become totally committed, through their learning, to joining that world and being successful.
- We aim to create an environment where children feel safe to make mistakes and to learn from these, ensuring they are committed to growing in their learning in this way.
- We aim to produce happy, healthy children who know how stay safe and who enjoy their relationships with others; understanding healthy boundaries.
- We aim to foster a sense of wonderment and inspire a constant curiosity within our pupils.

- We have a dedicated team of talented teachers who understand their children's academic and emotional needs and in doing so, ensure all children are in receipt of a challenging and rich curriculum where high standards are set and where secure relationships are built.

Our Mission Statement:

**Within our Bramham and Shadwell Federation, we are proud of our family; we actively welcome new members and take their needs into account. We work towards our aspirations for the future and quickly develop our engagement in learning; we focus on our goals, we evaluate our progress along the way and we are determined to succeed. Our teachers are supportive and dedicated to all the children; they celebrate our dreams and ambitions and believe that each day in school is an exciting opportunity to help us exceed our expectations. Children only have one childhood and one chance at Primary School and every moment is precious as we grow as learners, building knowledge, resilience, independence and tolerance. We care for the environment and one another, learning to build positive and respectful relationships. If we make mistakes, we bounce back. Everyone is unique and acknowledged as part of our diverse family; this includes the children, parents, staff and governors - and together we continue to achieve 'Excellence for All'.**

Our mission statement and aims form the foundations of our curriculum provision. We want our children to develop self-discipline, resilience and a strong sense of community. We believe that through maintaining breadth and balance in our provision and in providing children with opportunities to integrate with their peers and with the wider community, we will enable all children to discover their unique strengths and talents.

In order to be able to challenge themselves and carry out tasks independently, children must be able to regulate their behaviour according to the different learning styles demanded in a 21<sup>st</sup> century classroom. We encourage children to concentrate and develop the capacity to make decisions through rewarding positive behaviours. Good concentration, the ability to question appropriately, motivation and self-regulation are key skills. We aim to help children adapt their behaviour sensitively and sensibly to the many different contexts in which they will find themselves, now and in the future.

The expectations listed below were negotiated between the pupils and teachers and are revisited at the beginning of each year. These expectations embody a strong moral code against which the children can measure their actions and underpin the expectations for behaviour throughout the Federation:

- **I will be kind to other children and adults and I will care for and respect their feelings.**
- **I will be polite and helpful to everyone in school, using my manners at all times.**
- **I will listen carefully when asked to do so by an adult.**
- **I will move calmly and quietly around school to maintain a peaceful learning and living environment.**
- **I will work quietly, safely and sensibly in the classroom.**

- **I will look after my belongings and treat other people's property with care and respect.**

This code is displayed in every classroom and constantly reinforced in all the daily interactions between everyone in school.

### **Staff responsibilities**

Ensuring, acknowledging and encouraging **positive behaviour is everyone's responsibility**. The Governing Body outline a code of behaviour expectations and ALL Federation staff are duly expected to follow the Behaviour strategies and protocols outlined within this policy.

The lunchtime staff work in teams co-ordinated by their Supervisors who are ultimately line managed by the Assistant Head Teachers. The expectations for all staff include the staff we have as part of the team on a lunchtime and as such, they too are fully integrated into the Positive Behaviour Policy, having access to the reward and sanction system outlined below.

If a child is experiencing difficulties of any kind with their concentration or behaviour then the class teacher will log their concerns and put appropriate strategies in place to allow the child the opportunity to discuss and address their difficulties with the teacher. If the unsettled behaviour continues then the class teacher will involve their Key Stage Leader and possibly the school SENDCo. .

There can be many reasons for a child becoming un-cooperative and the Federation staff always looks for potential explanations.

A child may be experiencing friendship difficulties; needing additional help with their work or experiencing a disruption within their family/ home life. Our positive behaviour system is designed to **alert parents/carers to any changes experienced at school through effective verbal communication in the first instance (phone call / brief meeting)**. We are fully committed to working in partnership with parents/carers through our home/school agreement and we believe children are far more successful when school and home are both working to support one another.

Our system is designed to involve parents/carers at every stage, establishing a dialogue between teacher and parent so that the appropriate sanctions and support mechanisms can be put in place for maximum effect

**How we encourage the best kind of behaviour:**

### **Ethos**

In aspiring for 'Excellence for All', the ethos of our Federation is designed to celebrate each individual's achievements whilst promoting a strong sense of communal responsibility.

### **Our Curriculum and Individual Academic Progress**

We begin with our curriculum, ensuring each child is appropriately challenged and supported. Every October our teachers work with the Head Teacher, to discuss each child; review their progress and set rigorous targets for their academic development

over the coming year. These targets are reviewed with Senior Leadership on a termly basis and children's progress is monitored by the class teacher on a daily basis. We believe our accountability system ensures that every child is comfortable with their level of challenge; deepening the understanding of the academically able whilst supporting those who need additional help. If the curriculum is broad, balanced and appropriately pitched to each child's children will retain confidence and work productively. When too much, or too little is being asked of a child, then this will often be reflected in their relationships, with either their teacher or other pupils. By investing time and effort into getting this right, we believe we are establishing the correct environment for children to achieve their potential.

Academic achievement alone does not prepare children for life; it must be embedded within an ethos which allows them to thrive and grow in confidence. Preparing our pupils to make moral decisions and exercise their democratic rights of citizenship is one of the most complex challenges that we face as parents and educators and this is why we believe it is vital for us to work in partnership whereby there is a strong sense of respect from and for all parties involved.

### **SMSC and understanding others**

The Federation's provision is carefully designed to help deliver SMSC (Social, Moral, Spiritual, Cultural) throughout the curriculum. All aspects of the National curriculum are delivered in a creative and thoughtful manner for each class, beginning with a 'launch day' which investigates what the children would like to find out and what they know and ending the half term with an 'exit day', which determines the progress in learning/ knowledge acquisition. Planning draws subject areas together so that the children are learning through a relevant and creative cross-curricular programme; one which encourages independence, respect and motivation for learning.

### **Discussion, Conflict Resolution, Growth Mindset and Peer Support**

Children are encouraged at all times to resolve any conflict or issues with one another with the direct support and guidance from their class teacher. They are encouraged to understand feelings, acknowledge their own behaviours and how they may have impacted on another. Children are encouraged to develop their strategies for dealing with difficult situations with the support, structure and modelling from teachers. We have embedded within school various support mechanisms to nurture our children and a wonderful example of this is the Year 6/Reception class 'buddy' system. Excellent behaviour is modelled by our oldest children in school; their support and friendship is facilitated through the buddy system resulting in our youngest children growing in confidence and resilience.

### **DfE recommendations appertaining to this policy:**

This behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEND).

It is to be noted within this policy that:

- Teachers have **statutory authority** to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006);
- Within the Federation, this applies to **all paid staff with responsibility for pupils**. throughout the Federation;
- Teachers can implement the sanctions/rewards within this policy any time the pupil is **in school or elsewhere** under the charge of a teacher or paid member of staff, including on school visits.
- Teachers can implement the sanctions/rewards within this policy with pupils in certain circumstances when a pupil's behaviour occurs **outside of school**, in particular, that which impacts upon or influences outcomes for pupils in subsequent school hours;
- Teachers can **confiscate pupils' property** should the need be required in order to maintain the safety of other pupils and/or excellence in learning standards and experiences for all children.

## Reward Systems

### House Points

All children are part of our house point system. There are four houses; house points accumulate throughout the term, resulting in the winning house earning a team treat as a reward at the end of each term. House points foster a sense of family and team encouragement as well as introducing a healthy element of competitiveness.

House points can be gained through children's work and behaviour; the following provides **a guideline** of how and when children will be rewarded with house points:

Behaviours	HPs received	Work	HPs received
Holding door open	1	Per session for effort	2
Good manners	1	Great pieces of work	1 – 5
Kindness	1 – 3	Extended pieces of homework	1 – 8
Focus without distraction	1 – 3	Working without distracting others	1 – 3
Organising personal equipment	1	Editing work to meet learning	1 – 3
Helpfulness	1 - 3	Tackling problems with confidence	2
Sitting beautifully	1	Responding to teacher comments in work/book/task	1 - 3
Settling immediately to task	1	Excellent collaboration	1 – 3

Each class has a sheet where house points are collected in each classroom and these are collected and counted in preparation for the celebration assembly on a weekly

basis. Every time a child adds a house point, they initial and teachers monitor house points in this way.

### Celebration Assembly

Each school has a 'Celebration Assembly' once per week. During this assembly, the children celebrate together:

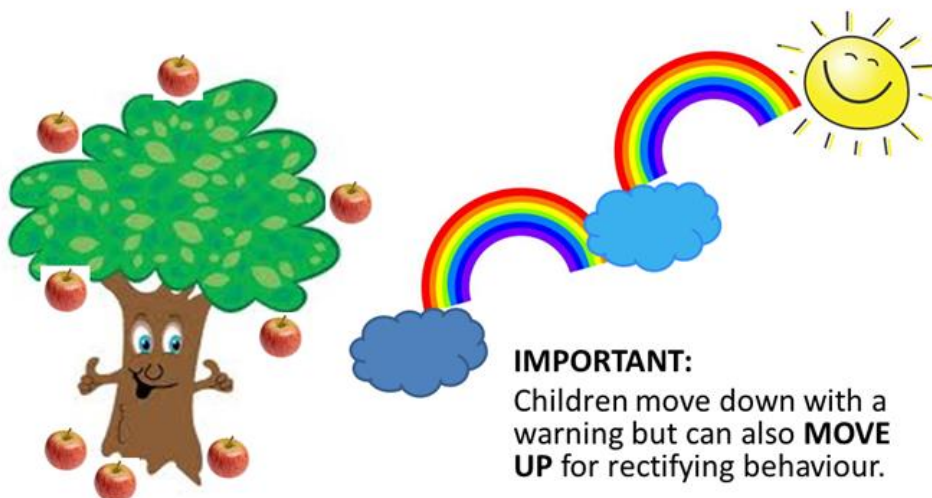
- **Star of the Week** – all children from Reception to Class 6 are nominated by their teachers as Star of the Week – this nomination is based on children's **motivation / children who have been 'always' children that week – work / attitude / behaviour – 1 or two children every week (or a group who have worked together)**.
- **Food Ambassadors** – certificates are received for **'table of the week'**
- **Sports Leaders** nominations for children in FS and KS1 who have demonstrated good sportsmanship, resilience and motivation. These nominations are awarded by the Y5 Sports Leaders themselves
- **House points** are totalled by monitors who praise the house achieving the greatest total
- **Attendance** – high profile within school: **weekly** 'best attendance' class and **termly** certificates (bronze, silver, gold – see attendance policy)
- **Handwriting** – two children nominated each week.
- **Sporting achievements of the week**. The team captain will read out the team's achievements. This will include a celebration of outstanding sportsmanship.
- Children's **birthdays**

Each class has a unique reward strategy for additional and personalised motivation.

Example:

## Visual Positive Behaviour Systems

### Behaviour Charts



The Federation reward system develops as children grow and in this way the system demonstrates progression throughout the Key Stages. Key Stage 1 is used as an opportunity for children to learn how to 'benchmark' their behaviour in learning what is (and what is not) acceptable – there are always opportunities using our Traffic Light system for children to amend their status on the Traffic Lights throughout a lesson and throughout the day.

Class	House Points	Additional motivation
R	Recorded by class teachers End of term reward for overall winning house	Regular SLT awards and recognition and reward Invitation to specific parents for FS Achievement Assembly – weekly. Traffic Light system (also linked to sanctions) Gold = Head Teacher Award
1		
2		
3	Recorded by children End of term reward for overall winning house	Excellence in any aspect of work/behaviour = SLT recognition and reward
4		
5	Recorded using stamps in planner 75 HPs Certificate 100 HPs certificate End of term reward for overall winning house	
6		

### **Sanctions and Procedures**

Encouragement and praise are the foundation stones of our policy however when children make inappropriate choices, our sanction system is operated.

We always fully investigate any incident; all the children involved are allowed to talk and discuss the issue and each one is listened to. Children who have broken our rules of conduct because of personal difficulties are given extra support but will still be given the appropriate sanction. The guidelines below ensure parity between events and fairness for all children.

### **Sanctions**

Behaviour	Responsibility	Sanction	Outcome
<b>Disrespect to adults</b>	Class teacher + adult involved	1 playtime in the hall	Record in Red Book Contact Parents / Carers
<b>Lying to an adult</b>	Class teacher + adult involved	1 playtime in the hall	Record in Red Book Contact Parents / Carers
<b>Swearing</b>	Class teacher + adult involved -persistently DHT	1 playtime in the hall	Record in Red Book Contact Parents / Carers
<b>Fighting</b>	Class teacher + DHT + HT	2 playtimes in the hall	Record in Red Book Contact Parents / Carers



<b>Racism</b>	Class teacher + DHT + HT	2 playtimes in the hall	Record in Red Book Contact Parents / Carers Record on LA form
<b>Bullying</b>	Class teacher + DHT + HT	2 playtimes in the hall	Record in Red Book Contact Parents / Carers
<b>Deliberately damaging other people's property</b>	Class teacher + DHT + HT	2 playtimes in the hall	Record in Red Book Contact Parents / Carers Record on LA form
<b>Stealing</b>	Class teacher + DHT + HT	2 playtimes in the hall	Record in Red Book Contact Parents / Carers Record on LA form

Note: Depending on the scale of incident, the class teacher/DHT/HT/SENCo will usually speak to the parent/carer to explain the incident.

**For many behaviours, all children are given two warnings (in KS1 via the traffic light system and in KS2 verbally) before they experience a sanction.**

**Differentiated playtime loss and steps before losing playtime:**

Teachers can use their discretion with playtime loss and it would be appropriate for teachers of younger children to consider children losing 5 or 10 minutes of a playtime.

Warnings can integrate the traffic light system however they can also (when appropriate) involve the following options for teachers:

Warning	Action
1	Move to another table / spot on carpet – continue working
2	Move to another chair in classroom for 5 minutes (timed) – ‘time out’
3 <sup>rd</sup> step	Sanction: Playtime loss

Any very serious incident will by-pass the sanction system. The Bramham Shadwell Federation takes a zero tolerance approach to physical assault and procedures for internal and/or external exclusion will be implemented. There is a procedure in school for this with clear steps, outlined by the LA and adopted by the Governors for dealing with any such occurrence.

Each teacher keeps a full behaviour record of their class in their ‘Red Book’ and this file is passed from teacher to teacher so that the record is maintained. This means that staff have a full profile of any children experiencing any difficulties with self-control and can adapt their teaching strategies and programmes accordingly.

Parents/carers are fully involved in this process at all times. They will be told of their child’s involvement in any incident via a letter home and possibly a phone call; parents will be invited to discuss it further with the class teacher if they wish to. Parental support is of paramount importance when helping a child to mature and develop their behaviour. Serious transgressions of our code need discussion between home and school, sometimes parents/carers are asked to be part of a ‘behaviour programme’ for

a child which may involve keeping in daily contact with school through a 'home/school' book or a behaviour chart.

In addition to our formal sanctions the teacher keeps a class record of **persistent** minor behaviours in their 'Red Book', these are behaviours, which disturb the good working order of the classroom eg. not coming to sit on the carpet when called, shouting out, not settling to work quickly enough.

Again, we would underline that we always look for reasons for a child's behaviour and discuss our concerns with them using the usual classroom sanctions to bring them back into line. However, if teachers find themselves constantly logging these types of behaviours they **will alert their Key Stage Leader**. Key Stage Leaders/Class Teachers will then inform parents/carers and request a meeting. At this meeting we can discuss any action that we need to take in order to support the child.

### **Monitoring and Evaluation of Behaviour in both schools:**

The Behaviour Policy is reviewed every two years and updated in accordance with new legislation or advances in our understanding of children's psychological development.

Our 'Red Book' recording system is monitored on a termly basis so that patterns in children's behaviour can be picked up and acted upon. The Head Teacher is legally obliged to log all racist incidents (termed 'Hate Incidents') and these will be sent to the Local Authority for independent recording.

The Deputy Head Teacher monitors the Red Books so that a discussion can be held regarding any escalation in a child's misconduct with the class teacher. Misconduct can sometimes be the result of a child struggling to divert attention away from their difficulties with a particular kind of work. We like to pick this up as early as possible and put the appropriate support programmes in place if possible.

### **Conflict Resolution:**

- Approach any conflict quickly and calmly, stopping any harmful behaviours.
- Acknowledge feelings by making simple statements
- Gather information
- Restate the problem
- Ask for solution and choose one together
- Be prepared to offer follow up support

Everyone working in the Federation is responsible to the Head Teacher and the Governors for the good conduct, professional approach and happy atmosphere of the school. Any concerns that parent/carers may have, can be raised through our governors. Parents/carers views on standards are sought through the regular questionnaires to parents.

### **Equal Opportunities**

The Federation has high expectations both for personal learning and social development. We are strongly committed to giving every child regardless of disability,

race, sex or religion the opportunity to succeed to the best of their ability. Our planning systems ensure that the children's curriculum reflects these principles and our positive behaviour system; our 'Teaching and Learning' policy provides the supporting ethos.

## **Children with Special Educational Needs**

Our Positive Behaviour Policy expectations apply to all children. All adults adhere to its framework and all children are expected and encouraged to do so. However, within our community there are children who need additional support. For these children, their behaviour is always placed within the context of the policy, but with the help of our SENCOs, it may be adapted and differentiated to support children with specific needs.

The governors and staff are particularly proud of the kindness and sensitivity shown by our pupils towards our more vulnerable children and of the part the children play in making ours a truly inclusive school.

## **Anti-Bullying**

There are many reasons why some children use strategies which repeatedly upset others. The definition for bullying is:

*Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time.*

(Definition taken from StopBullying.gov)

Bullying may be evident in the form of one or more of the following:

- Physical: hitting, kicking, pushing
- Emotional: tormenting, being unfriendly, excluding, threatening gestures
- Verbal: name calling, insulting, insulting remarks
- Cyber or social media bullying
- Racist: racial taunts, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focussing on the issue of sexuality
- Transphobic: displaying negative attitudes, or actions toward transgender or transsexual people.
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational need.

**Bullying behaviour will not be tolerated within the Federation.** It is defined by its persistence, its destruction of other peoples' confidence and its desire to humiliate or harm its target. All persistent behaviours that victimise others on the grounds of their race, culture, creed, disability, sexuality or age are defined as bullying.

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It can be through intimidation and threats, name-calling, spreading rumours, stealing, damaging

belongings, telling lies to get others into trouble, sending messages around the class, online torment or emotionally/physically hurting people.

Unfortunately research shows that these behaviours can take place in the school environment and some through the use of technology such as the internet/messaging. The Federation constantly reminds children of their right to safety and encourages them to make their teachers aware when other children are making them feel uncomfortable. Sometimes this can be a matter of helping a child to understand that not all acts of unkindness or exclusion are bullying. Many hurtful behaviours are short term upsets and can be dealt with through the normal systems and by building a child's confidence and understanding in constructing and maintaining relationships.

However, sometimes unkindness can escalate into something which must be dealt with quickly and uncompromisingly. As soon as we become aware that a child is being bullied the following things happen:

- A log of the incidents will be kept in the 'Red Book'
- The bully will be confronted with their behaviour and sanctions applied, this means that the bully's parents are made aware of their behaviour. A member of staff may be asked to work with this child to help identify the causes of the problem.
- When a bully sees their victim reporting an incident this can often exacerbate their behaviour, in this way they hope to prevent the object of their bullying telling the teacher. To relieve any fears of reprisal children being bullied will be given a teacher buddy, this will be a senior member of staff. This means that a child can report incidents without the class or the bully being aware that it is happening. It is also someone they can talk to about and who will support them with their feelings.
- All staff in school, teachers, Teaching Assistants and Lunchtime Supervisors will be made aware of the situation. Our Mid-day Supervisor will ensure that the child being bullied is supported through lunch-times as will the Head, Deputy Head and Assistant Head Teachers.
- If the bullying continues the parents of the perpetrator will be asked to come into school to meet with the Head / Deputy Head Teacher and the relevant Key Stage Leader. A 'Behaviour Programme' will be put in place and a daily reporting system to parents will be established.

Above all we teach children to be confident, assertive individuals. We involve them in our Behaviour Policy and expectations through Assemblies, our weekly ethos statements, our work in PHSE and through School and Class Council. Our school has a wonderful family ethos which we believe encourages respectful and happy children to grow into respectful and happy citizens.

The Federation has an Online Policy - please specifically reference this for further information regarding advice for online safe practices and expectations.

### **Our school community:**

- Discusses, monitors and reviews our anti-bullying policy on a regular basis.
- Supports staff to identify and tackle bullying appropriately.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively.
- Reports back quickly to parents/carers regarding their concerns on bullying.
- Seeks to learn from anti-bullying good practice elsewhere and utilises the support of the LA and relevant statutory/voluntary organisations when appropriate.

Parents are consulted by the Head Teacher and Governors, their views and any concerns about the way school deals with bullying issues are taken very seriously. After each consultation the school will further reflect on its practice and make adjustments accordingly if appropriate. All governors, along with their roles and names, are available on our website

### **Anti-racism – termed ‘Hate’ Incidents**

All racist/hate incidents are recorded in the ‘Red Books’ and appropriate action taken. The Head teacher reports every term to the LA on the frequency and nature of Hate Incidents within the school.

Bullying and racism can sometimes be intertwined. All staff work very hard to make The Federation a safe place for all, where every child knows that racism and bullying will not be tolerated.

The best way to ensure this is to build an inclusive school where equal opportunity and tolerance lie at the heart of our ethos and curriculum. This is our aim and we will continue to work through our policies, to establish relationships and behaviours which are based on understanding and respect for one another.

### **Complaints**

Every well-governed and well-managed school will from time to time, deal with complaints from parent/carers, school neighbours and others. Teachers and governors know that most parental concerns and complaints are resolved informally by school staff. Relatively few complaints lead to a formal process, but where they do, our governing body must ensure that proper procedures are in place, are publicised, understood and followed. (Please reference our complaints policy – available on our school website)

**To be reviewed every two years.**

