

Behaviour and Anti-Bullying Policy
Chesterton Primary School



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Chesterton

PRIMARY SCHOOL

Respect | Persevere | Care

Chesterton Primary School Behaviour Policy

Aims

It is the primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and consistently. We are a caring community, where values are built upon mutual trust and respect for all. The schools' behaviour policy is, therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. The primary aim of the behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others. The school provides a consistent approach to the management of behaviour and discipline. This policy aims to help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

Therefore the aims of this behaviour policy are:

- 1. To encourage good behaviour and respect for others.**
- 2. To establish a clear set of rules.**
- 3. To ensure everyone knows and understands the rules so they may be consistently implemented.**

School Rules

The school rules give guidance as to acceptable and unacceptable behaviour and they are displayed throughout the school.

- 1. Respect** - We are kind and honest.
- 2. Persevere** - We do our best at work and play.
- 3. Care** - We take care of our school.

The class teacher regularly discusses the school rules with their class. In addition to the school rules, each class may have agreements regarding day-to-day practices, for example, exiting the classroom to go to the toilet. In this way, every child knows the standard of behaviour that is expected in our school.

The school will not tolerate:

- physical and verbal aggression towards staff or pupils;
- prejudice or discriminatory language;
- bullying of any kind (Appendix A);
- persistent and deliberate disruption to others learning.

We act immediately to stop any occurrences of such behaviour and apply the behaviour system consistently.

The school adheres to the Equality Act 2010 and the Children and Families Act 2014. For children with Education, Health and Care plans (EHCP) the school cooperates with the Local Authority.

Behaviour at Lunchtime, Playtime, Onsite and Offsite

Positive behaviour expectations apply throughout the school day, both on and off the school site.

The School Behaviour System

The school has rewards in place for pupils following the rules and consequences for those who are not following them.

A Therapeutic Approach

At Chesterton Primary School, strategies are based around the principles outlined in Cambridgeshire Steps. This recognises that part of the role of a school is to 'teach' behaviour and that we are responsible for growing internal discipline in the children we teach.

Teaching behaviour is about:

- Relationships - Having positive relationships with children and acting in a consistent and fair manner is the most effective way of ensuring a positive and engaging learning environment.
- Experiences - Providing pupils with positive experiences that will create positive feelings and therefore positive behaviour.
- Modelling – Using words and actions that mirror responses we are trying to encourage in children.
- Consistency – Working out the best way to support each individual child and ensure that approaches to that child are consistent.
- Scripts and Routines – Using agreed words and actions which are likely to be most effective in achieving the desired outcome for an individual.
- Planning – making sure that responses to likely negative behaviour are planned for in advance to ensure that people know what to do and are not taken by surprise.
- Reward and positive reinforcement – Noticing when children are demonstrating socially acceptable behaviours (catching them getting it right) and ensuring this is praised and rewarded.
- Comfort and Forgiveness – Ensuring that when things go wrong the opportunity for learning is not lost and another opportunity to get it right is given. Reflecting on incidents and repairing relationships in order to move forward positively.

An important principle of the Steps approach is that we ANALYSE children's behaviour and do not MORALISE about it. Finding out why a child acts in a particular way is the key to supporting them in learning how to change it. It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting anti-social behaviour and to change the circumstances in which the behaviour occurs. It is the responsibility of each child to take positive steps towards pro-social behaviour, within the changed circumstances provided.

Rewards

Headteacher Awards: these are presented to pupils in each class (one per week) who produce work of an exceptional standard (appropriate for that individual).

- House points: children are assigned to one of four houses. House points are given out for behaviour (following our school rules and for demonstrating the core values). At the end of every term, there will be a celebration for the winning house. At the end of the year, there will be a collective celebration of significant value.
- Core Value Certificates: are presented at the end of each half term, to three children per class nominated for consistently demonstrating the school values. A special assembly will be held to present the certificates; parents of those nominated will be invited.
- DOJO points: are awarded for learning excellence (appendix E)

Changing Anti-Social Behaviour

Our aim is to change a pupil's behaviour to pro-social behaviour before putting a consequence in place.

We aim to achieve this through these techniques:

- Positive phrasing:

- Stand next to me, thank you
- Put the pen on the table, thank you
- Chance to amend behaviour and the use of reminders
 - What are you supposed to be doing?
 - You still have not started your work, this is your reminder
- Limited choice
 - Put the pen in the box or on the table, thank you
 - Talk to me here or in the corridor
 - Are you going to sit with an adult or on your own?
- Disempowering the behaviour
 - You can listen from there
 - Come and find me when you come back
- Use of de-escalation script
 - Use the person's name
 - Acknowledge their feelings
 - Offer to help (talk to me I will listen)
 - Offer a get out (positive phrasing)

Stages of Escalation

1. **Rule reminder:** This could be verbal or even non-verbal such as a gesture or an expression.
2. **Warning:** This is a warning of needing to stop behaviour or it could result in a consequence. Example script: You should be doing ... this is your chance to follow the rules.
3. **Consequence:** This is employed when school rules have not been followed. Class adults to involve children in the setting of consequences when implementing a follow-up/reflection.
4. **Exit:** If there is no improvement in behaviour or if there is an escalation, the child moves to an alternative prearranged class. Notification of this action will be provided to parents/carers.
5. **Leadership team:** If an exit is unsuccessful, the child is accompanied to an available member of the leadership team. If the child refuses to exit, a member of the leadership team will be called who will support the exit procedure. A restorative stage will be implemented and on return to class, the reintegration process will be supported until no longer required.
6. **Serious incident:** Children displaying seriously dangerous behaviour will be sent to the headteacher. Parents/carers will be contacted to attend a meeting that day (or as soon as can be arranged) with both the headteacher and the class teacher.
 - After two serious incidents in a half term then the class teacher will write an Individual Behaviour Plan (IBP) to support positive behaviour choices.
 - Serious incidents may also result in the following: internal suspension, external suspension or permanent exclusion. The headteacher will implement this procedure and a panel of the Governing Body will ratify the decision.

Behaviour Plans

Behaviour plans are informed by a Roots and Fruits analysis (Appendix 3) and an Anxiety Map (Appendix 4) and consist of a Behaviour Plan, which outlines how we are going to respond to a particular behaviour in a classroom to avoid any escalation of anti-social behaviour.

The Role of Adults in School

- Adults treat all children with respect and understanding; incidents are dealt with sensitively and calmly.
- Adults treat each child fairly and equally, consistently promoting classroom agreements and the school rules.
- Adults follow the principles of behaviour management as outlined in the *Step On* and *Step Up* training.
- All adults in school have high expectations of children in terms of behaviour and strive to ensure that all children work to the best of their ability, by modelling accepted behaviour.
- It is the responsibility of class teachers to ensure that the school rules are applied within classes and that the class behaves in a responsible manner during lesson time.
- Class teachers involve all adults working within their class in demonstrating, by example, a fair

and consistent approach to the management of behaviour. Raised voices or shouting are only acceptable in emergency situations.

- All adults should ensure that children maintain self-esteem and difficulties are resolved in such a way that problems are de-escalated.
- If a child misbehaves in class or around the school, the adult working with them:
 1. Gives a rule reminder, reinforcing 'right choice' behaviour
 2. Implements the behaviour system
 3. Follows Individual Behaviour Plans where these have been identified for children with additional SEND needs

The Use of Reasonable Force

- There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children.
- The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children.
- 'Reasonable' in these circumstances means 'using no more force than is needed'.
- Members of staff have the power to use 'reasonable force' to prevent pupils committing offenses, injuring themselves or others or damaging property and to maintain good order.
- Authorised school staff may also use such force as is reasonable given the circumstances when conducting searches for knives, weapons, alcohol, illegal drugs, tobacco, fireworks, stolen items etc.
- The school will consider the risks of using 'reasonable force' recognising any specific vulnerabilities of the child including SEND, mental health or medical conditions.
- Staff members may occasionally have to intervene physically between pupils. Records of incidents will be kept and parents informed.
- Staff receive training in restraint delivered to them in both the *Step On* and *Step Up* training they receive.

Searching, Screening and Confiscation

- School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary circumstances.
- Staff will consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Removal from the Classroom

- Removal is where a child, for a serious disciplinary reason, is required to spend time out of the classroom at the instruction of a staff member.
- The use of removal will allow for the continuation of the pupil's education in a supervised setting such as the headteacher's office.
- The continuous education provided may differ to the mainstream curriculum but will be meaningful to the child.
- Removal from the classroom will only take place where pupils are not safe or there is significant disruption to the learning of other children. It should only be used when other behaviour management strategies have been exhausted.
- The school will consider if the sanction of removal is proportionate and consider whether there are any special circumstances relevant to its imposition.
- Removal is distinguished from the use of separation spaces (e.g. the sensory room) for non-disciplinary reasons. For example, a child may be taken out of a classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.
- All exit incidents will be reported on *MyConcern* and the data will be regularly analysed in order to identify repeat patterns and reflect on the effectiveness of removal.

Removal will be used for the following reasons:

- A. to maintain the safety of all pupils and to restore the stability following an unreasonably high level of disruption;
- B. to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and

C. to allow the child to regain calm in a safe space.

Serious Incidents Report Forms

All serious incidents are reported via *MyConcerns*. These are to be completed as soon as possible after the incident.

The Senior Leadership Team and Governors analyse the data collected on a regular basis in order to address any recurring triggers, behaviours or incidents. Outcomes are then addressed and planned for through the School Improvement Plan. The impact is reported to all staff, parents and governors. Prejudice issues are reported to governors once a term and all incidents are recorded.

Behaviour Expectations and Pupils with Special Educational Needs and/or Disability (SEND)

The Government document *Behaviour in schools (September 2023)* provides advice for the headteacher and school staff in relation to the behaviour expectations for pupils with SEND. The document notes that a school's culture should consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom.

As a school, we consider how our whole school approach meets the needs of all pupils including pupils with SEND so that everyone feels that they belong to the community and that high expectations of behaviour are maintained for all pupils.

Some behaviours are more likely to be associated with particular types of SEND. Behaviour will be considered in relation to a pupil's SEND although it does not follow that every incident of misbehaviour will be connected to their SEND. When a pupil is identified as having SEND, the graduated approach is always used to assess, plan, do and review the impact of the additional support being provided. Under the Equality Act 2010, schools should take steps as are reasonable to avoid any disadvantage caused by the school's policies and practices.

The Children and Families Act 2014 states that the school has a duty to use 'best endeavours' to meet the needs of those with SEND.

If a pupil has an EHCP, the provision set out must be secured and the school must cooperate with the local authority and other governing bodies.

Adaptations and 'best endeavours' will be personalised to the child's needs. Some examples are below:

- movement or brain breaks;
- individual sticker charts;
- personalised sanctions or rewards;
- access to a regulation area such as the sensory room;
- staff training in conditions such as autism;
- now and next boards;
- personalised curriculums;
- additional adult support in class;
- social interaction interventions;
- reduced timetables.

Role of the Parent

The school works collaboratively with parents so children receive a consistent message about how to behave at home and at school. We explain the school rules on the school website, in the home/school agreement given when children join the school.

We expect parents to support their child's learning and to cooperate with the school. We try to build a supportive dialogue between home and school and we inform parents immediately if we have any concerns about their child's welfare or behaviour. If there are ongoing difficulties, parents are informed and their cooperation is sought to remedy the situation. If necessary an Individual Behaviour Plan is written. It may be necessary to put a Risk Assessment in place.

The Role of the Governors

The Governing Body has the responsibility of 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.

Suspension and Permanent Exclusions

The school has regard to the *DFE Exclusions Guidance* document and the *Active Learning Trust Exclusions Policy*. In the event of a suspension or exclusion, guidance would be followed as recommended in these documents. The headteacher has the responsibility for implementing suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of misbehaviour, the headteacher may permanently exclude a child.

Following a suspension, a reintegration meeting will take place with the headteacher as outlined in the *Active Learning Trust Exclusions Policy*. A record of this meeting will be logged on the reintegration form.

Responding to the behaviour of Pupils with SEND

The schools will consistently and fairly promote high standards for all pupils and provide support where needed to ensure pupils can achieve and learn as well as possible. The school will not assume that because the pupil has SEND, it must have affected their behaviour on a particular occasion - this is a question of judgment for the school on the facts of the situation

However, as a school we will consider whether the pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools should refer to the Equality Act 2010 and schools guidance.

The school will consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. This does not mean that a SEND child will be exempt from sanction, but that reasonable adjustments to provision and sanction would be made and considered. When making decisions about appropriate sanctions, as for all pupils, the welfare and education of the child and the other children will also be considered.

Preventing recurrence of misbehaviour

The school will adopt a range of initial interventions strategies to help the child manage their behaviour and to reduce the likelihood of suspension or any further suspensions. Some pupils may need more support than others.

Examples of interventions the school may adopt are:

- frequent and open engagement with parents;
- short term behaviour report cards;
- personalised behaviour charts with personalised targets, reward and sanction systems;
- IEPs
- engaging with local partners and agencies to address specific challenges;
- *Step On* and *Step Up* principles to identify the root cause of the behaviour;
- the graduated response of Assess, Plan, Do, Review;
- contact with the LA, if a child has an EHCP, to inform them about the behavioural issues;
- an Early Help Assessment complete for a multiagency assessment.

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy, and if necessary, makes recommendations for further improvements. The headteacher keeps a record of any pupil who is excluded for a fixed term or who is 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.

Review

The governing body review this policy regularly. The governors may, however, review the policy at any time if the government introduces new regulations or if the governing body receives

recommendations on how the policy might be improved.

Appendix A

Anti-Bullying Policy

Aims

The main aim of this policy is to ensure that the whole school community understands what is meant by bullying and how we, as a school, deal with such behaviour. In this school, we believe that bullying is unkind behaviour. We do not allow unkind or cruel behaviour in our school but recognise not all unkind behaviour is bullying. The key characteristics that turn unkindness into bullying have been arrived at after discussions with all staff and children at Chesterton Primary School.

What is bullying?

- Bullying is unfair.
- Bullying is deliberate.
- Bullying is repeated over a period of time.

Young children sometimes fall out with friends or say unkind things when they are angry. We explain to children that this is different from bullying. We call these situations incidents of bad behaviour.

What is an incident of bad behaviour?

- It can be meant to hurt.
- It can be an accident.
- It can be a thoughtless action.
- It is an isolated case.

Bullying or an incident of bad behaviour may include:

- name-calling;
- teasing;
- physically hurtful behaviour;
- verbally hurtful behaviour;
- threatening behaviour;
- taking and/or breaking another child's possessions;
- excluding.

The main difference is that bullying is **persistent** and **targeted over a period of time**. An incident of bad behaviour is an **isolated event**.

All staff at Chesterton Primary School are aware of the importance of being proactive in dealing with such incidents. We address bullying by trying to prevent it from happening in the first place and by tackling it consistently, fairly and effectively when it does.

The following strategies have been shared and agreed with staff in order to address the issue of bullying:

- Ensure the playground is monitored at break times, children are never allowed on the playground unsupervised.
- Toilets, corridors and cloakrooms are monitored during break times.
- Be aware of children leaving the classrooms during lessons.
- Be watchful of all children, get to know them and be aware of any change in behaviour.
- Records of incidents reported on *MyConcern*.
- Immediate removal from the playground/classroom of any child involved in a serious incident.
- Headteacher and deputy head to take the lead role in resolving on-going problems.
- Parents of both bully and victim to be involved.
- PSHE and RE lesson times and assemblies used to address aspects of bullying.
- Children are taught the difference between targeted bullying and incidents of bad behaviour.
- Children are encouraged to express feelings and opinions.
- LISTEN when children talk about incidents or issues, allow all children to speak calmly.
- BE ASSERTIVE when dealing with bullying but not aggressive or hostile (this will only

add to the bully's ammunition).

- Most importantly encourage all children and adults to TELL SOMEONE, THEN TELL THEM AGAIN!

The headteacher and deputy head will take the lead in resolving on-going problems. All parties involved will be treated fairly and have a chance for reflection and to give their side of events. The parents of both the bully(s) and the victim(s) will be involved whenever necessary and events recorded. We believe that all children can change their behaviour with appropriate support.

All staff at Chesterton Primary School will endeavour to:

- establish what is **bullying** and what is an **incident**;
- prevent bullying through consistent strategies;
- deal effectively with bullying if it occurs;
- promote our positive behaviour policy;
- teach children that bullying will not be tolerated/accepted.

These posters are displayed throughout the school:

<u>What is Bullying?</u>	<u>What is an incident?</u>
1. Somebody is picking on me again and again and again. 2. I am frightened and worried. 3. This makes me feel unhappy all the time.	1. Someone was unkind to me today. 2. I was hurt and upset. 3. I don't think this will happen again. I must tell someone.
I MUST TELL SOMEONE	

Appendix B

Common language when talking with children about their behaviour

It is important to ensure the children are clear about the behaviours that are unacceptable and also to give positive feedback when the behaviour is good.

Suggested Language:

1. Rule reminder

You are making the wrong choices. Stop, think, and make the right choices.

2. Warning

If you continue to make the wrong choices you will

3. Consequence applies

You have broken the school rule/class agreement and now you will...

Remember:

- consistency is very important;
- rule reminders may be enough to re-focus, if not proceed to stage 2, then stage 3;
- tone of voice should be firm, but not angry, exasperated or irritated.

Zero tolerance does not mean that stages are skipped or that a more firm approach is used.

"It's not the severity of the sanction, but the certainty of it that makes it effective." *Bill Rogers*

Zero tolerance means that the staged approach is applied consistently and immediately. This may not be the most appropriate option for the youngest children; they may need more teaching and modelling of the desired behaviours.

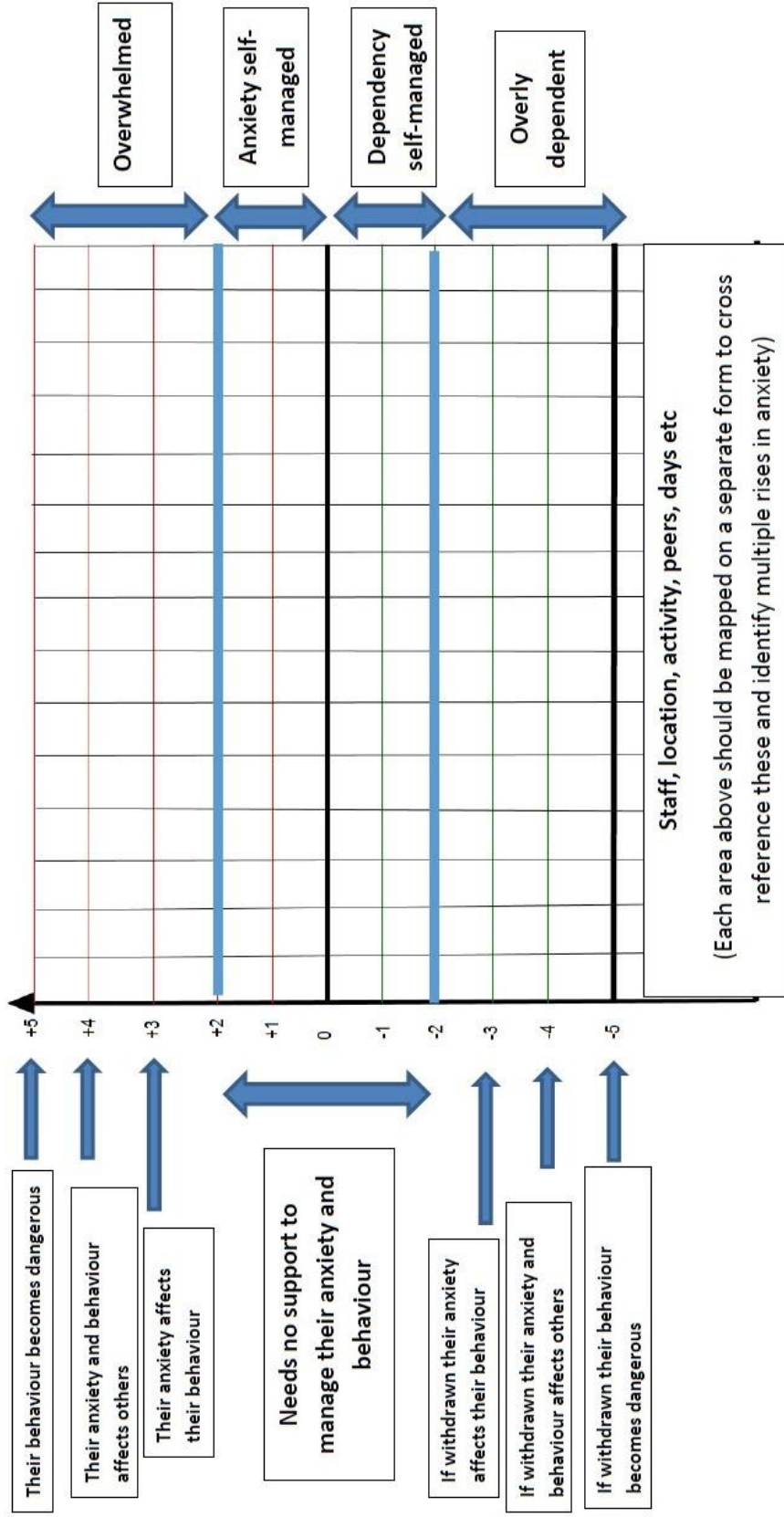
Rewards are still the most powerful tool in encouraging children to feel good about themselves and make the right choice.

Appendix C

Anxiety Mapping

Anxiety mapping guidance

Anxiety Mapping



Roots and Fruits Guidance

Anti-social / difficult / dangerous Behaviours

The behaviour logged on your electric systems can populate this box e.g. Sims, CPOMs or incident log, ABC charts. When listing these behaviours ensure you describe the actual behaviour rather than a generic category.

Examples:-

- | | |
|--|---|
| <ul style="list-style-type: none"> Running inside the school building Refusing to start a task Calling out when the teacher is talking Throwing pencils in class Putting equipment in their mouth | <ul style="list-style-type: none"> Rocking on their chair poking peers Going under the table Swearing Name calling Making racial comments Spitting |
|--|---|

Avoid:- Disruptive, hurting, defiance, bullying as they are not specific and will make it more difficult to write the risk reduction plan

Once this section is completed the behaviours should then populate the anxiety/difficult or crisis/dangerous behaviour section of the risk reduction plan

Pro- social behaviours

What are the small measurable, achievable, realistic behaviours you are going to focus on initially? Ideally you will decide on 3-5 key behaviours that you will be focussing on.

Examples:-

- | | |
|--|--|
| <ul style="list-style-type: none"> Walking inside the school building Starting a task independently Putting their hand up Using the right equipment for the science task | <ul style="list-style-type: none"> Sitting in their chair Asking for help Taking timeout during numeracy Coming in off the playground when asked Playing an adult led game with peers |
|--|--|

Once this section is completed the behaviours should then populate the pro-social behaviour section of the risk reduction plan

Roots and fruits should be a working document and once these behaviours are achieved, staff should focus on identifying and growing more pro-social behaviours

Anti-social / negative feelings

DEFAULT

Pro-social / positive feelings

This section is often very sparse but its purpose is really important. This section is about developing empathy through exploring what feelings are creating the behaviours listed above. Staff should consider the wider feeling rather than just the obvious ones e.g Anger could be due to feeling embarrassed, rejected, worried, threatened, guilty, hurt, or fearful.

You should consider each behaviour listed above and explore the feelings associated with that behaviour.

- | | |
|---|--|
| <ul style="list-style-type: none"> Helpless Anxious Blamed Shamed Uninspired | <ul style="list-style-type: none"> Worried Bored Irrelevant Rejected Hungry |
|---|--|

This section is key in terms of identifying how I want them to feel when they are in your school/setting. Each differentiation listed below should consider the feelings we want to achieve and ensure we do not make an assumption based on how it would make you feel. Each person will feel differently about an experience so this section should be based on how it would make this specific child feel

- | | |
|--|---|
| <ul style="list-style-type: none"> Happy Calm Liked Involved Safe | <ul style="list-style-type: none"> Valued Inspired Needed Understood Respected |
|--|---|

If you begin by identify a feeling e.g 'safe', you will then need to think what experience you can provide so they feel safe

Anti-social / negative Experiences

Pro-social / positive experiences

Past and current experiences in each of the following areas should be identified and explored

- School
- The child and their health/wellbeing
- Their family
- Their community

DfE mental health and behaviour in schools document. Page 9 risk factors should be considered when completing

Anxiety mapping

From completing anxiety maps you should be able to identify high anxiety linked to

- Staff
- Peers
- Activity
- Times
- Days

These should be listed here

Protective factors schools should provide are also outlined in the DfE document, schools should consider these when completing

All advice and strategies from external

Agencies should be included here

- EHCP recommendations
- Specialist advisory services
- Health professionals
- Outreach services
- Boxall profiling
- Developmental strategies
- School based interventions

Anxiety mapping & differentiation

If you have predicted high anxiety, what are you going to do to prevent it through differentiation? List what differentiation you are going to provide between 9-3, Monday to Friday. **Once listed these should then populate the top of the risk reduction plan**

Class Dojo

Individual Rewards

30 points = Prize Box

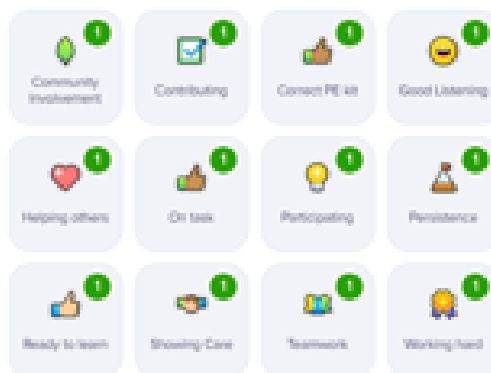
or save

50 points = Desk Pet

Class Rewards

Number of Points	Reward
500	Special pencils
1,250	Extra playtime
2,000	Ice pop
4,000	iPad time
15,000	Movie afternoon
35,000	Hot chocolate
40,000	Choosing time 30 minutes
60,000	Party of your class choice
80,000	Ice cream truck

Positives



Needs Work

