

# 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 schools that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, where values are built on 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. All children are treated fairly and this behaviour policy is applied in a consistent way. 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 establish a clear set of rules
2. To ensure everyone knows and understands the rules
3. To ensure consistency of approach by all

#### 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 your 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 practice in class, for example, exiting the classroom to go to the toilet. In this way, every child knows the standard of behaviour that we expect 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 EHCPs 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 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.

### **Rewards**

- Head Teachers Awards: these are for pupils who demonstrate one of our core values or who complete work to an exceptional standard for that individual.
- Gold Wrist Bands: are given to pupils in classes for high quality work.
- House points; we have four houses, children are assigned a house with siblings in the same house. House points are given out for following our school rules and for demonstrating the core values. Every Friday the house captains go round and count up house points for their house and the house in the lead will be announced in Monday's assembly each week. At the end of every half term there will be a celebration for the winning house and at the end of the year there will be a big celebration.
- Core Value Certificates; at the end of each term a child for each class will be nominated for consistently demonstrating one of the school values. They will be presented the certificates in a special assembly. Parents of the children receiving the certificates will be invited.

### **Stages of Escalation**

1. Rule Reminder: This could be verbal reminder 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; if you continue to not follow our rule... then there will be a consequence. Or: You should be doing ... this is your chance to now follow the rules.
3. Consequence: You have broken the school rules (name the rule or rules) now there is a consequence. When putting in an educational consequence you must be able to say obviously
4. Exit: If no improvement after 15 minutes or there is an escalation of behaviour class adult to take child to an alternative prearrange class
5. Leadership team: If exit is unsuccessful child is accompanied to available member of leadership team. If child refuses after 5 minute leadership team called. Second exit will take place with leadership

team for 20 minutes then returned to class.

6. **Serious incident:** Children displaying seriously dangerous behaviour will be sent to Head Teacher. Parents will be contacted a meeting with Head Teacher and Class teacher to discuss child's behaviour.
  - After two serious incidents in a half term then CT needs to write an IBP.
  - Serious Incidents may also result in; In house exclusion, suspension as decided by the Headteacher/Deputy Headteacher or Permanent Exclusion – as decided by the Headteacher and ratified by a Governing Body Panel.

### **Changing Anti-Social behaviour**

Our aim is to change a pupil's behaviour to prosocial 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 if continues 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 right to their feelings
  - Offer to help; talk to me I will listen
  - Offer a get out (positive phrasing)

### **Role of Adults in School**

- It is the responsibility of the class teacher to ensure that the school rules are enforced in their class and that the class behaves in a responsible manner during lesson time.
- Adults follow the principles of behaviour management as outlined in the Step On and Step UP Training all staff receive.
- All adults in school should support each other in this role and ensure that school rules are adhered to at all times.
- All adults in our school must 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.
- 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.
- Adults treat each child fairly and equally, enforcing the classroom agreements and the school rules consistently.
- Adults treat all children with respect and understanding, and incidents are dealt with sensitively and calmly.

- 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, reinforces 'right choice' behaviour
  2. Implement the behaviour system
  3. Follows Individual Behaviour Plans where these have been identified for some 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.
- The Executive Headteacher, Head of School and authorised school staff may also use such force as is reasonable given the circumstances when conducting searches for example for knives, alcohols, 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 are kept and parents are 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.
- The school follows the DFE Guidance in the Searching, Screening and Confiscation at School Guidance.

### **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 Head of School's Office.
- The continuous education provided may differ to the mainstream curriculum but will still be meaningful to the child.
- Removal from the classroom will only take place in serious behaviour incidents 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 not the same as the use of separation or breakout spaces for non-disciplinary reasons. For example, a child may be taken at the activity areas to regulate his or her emotions as part of a

planned response.

- All incidents of exit from class will be reported on an ABC log and the data will be regularly analysed in order to interrogate repeat patterns and 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
- C. To allow the child to regain calm in a safe place

Process for removal:

- Parents will be informed if their child is removed from the classroom.
- The length of time of the removal will depend on the age and SEND needs of the pupil and how they are presenting. In general Removal would not be longer than 30 minutes and for younger children is most likely to be 10 minutes.
- At the end of the removal, the child will be reintegrated into the class with the support of a senior leader.
- The removal location will generally be the Head Teacher's office.

### **Serious Incidents Report Forms**

All serious incidents are reported via behaviour incident form. These are to be completed as soon as possible after the incident and either given or emailed to the Deputy Head or Head Teacher.

The Senior Leadership Team and Governors analyses 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 termly. 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 School 2022 provides advice for Headteacher and Schools 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 pupils 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 is 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 need of those with SEND

If a pupil has an EHC Plan, the provision set out in that 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
- Regulation area such as a dark tent
- Training staff in conditions such as Autism
- Now and Next Boards
- Personalised curriculums
- Additional adult support in class
- Social interaction interventions
- Part-time timetable

### **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 and via a yearly parent behaviour information leaflet. We expect parents to read these and support them.

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 Executive 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 the document. The Deputy Head and Head Teacher have the responsibility for giving suspension 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 a Senior Leader or 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 of identify the root cause of the behaviour
- The graduated response of Assess, Plan Do Review
- If a child has an EHC Plan, contact with the LA 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. She also reports 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.

### 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.

- Monitor the toilets, corridors and cloakrooms 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 should be reported and logged by the Senior Leadership Team and class teacher
- Immediate removal from the playground/classroom of any child involved in a serious incident
- Head Teacher 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 can be used to address aspects of bullying
- To teach children the difference between targeted bullying and incidents of bad behaviour.
- Encourage children 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 Head Teacher and Deputy Head will take the lead role in resolving on-going problems. All parties involved will be fairly treated and have a chance for reflections 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.
<b>I MUST TELL SOMEONE</b>	

## 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 reminder may be enough to re-focus, if not 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.