



BEHAVIOUR POLICY (including Anti-Bullying)

This Policy was approved Governors on:	January 2024
This Policy was shared with staff on:	February 2024
Implementation of this Policy will be monitored by:	SLT
Monitoring will take place at regular intervals	
The Policy will be reviewed annually or more regularly if needed.	
Policy Review Date:	December 2023
Date of next Policy Review:	December 2024

At Poverest we believe that all behaviour is a form of communication. We also understand that behaviour is affected by context and by relationships between children, between children and adults, and between adults themselves. We believe that there is always a reason for someone to behave in the way they do and that all of us are always communicating something with our behaviour – it may be “I don’t understand” or “I feel angry”. For well-behaved children, it may be “I am part of this group and understand the rules”. We will work together to find out what lies behind difficult or hard-to-manage behaviour and aim to deal with the underlying need.

How does this have an impact on how we manage behaviour?

It means we understand primarily that all adults in school are part of the context in which children are behaving, and that our own behaviour has an impact on theirs. It means we will look beyond the obvious to try and understand the reasons for persistent behaviour difficulties and will try to understand what a child is communicating through their behaviour.

Common reasons for children making poor choices may be:

- Something outside of school which is affecting their emotional well-being
- Not understanding what is expected of them
- Work that is too easy or too hard
- Unfamiliar adults
- Changes in routine
- Not yet having the skills or self-regulation needed to be part of a large group
- Underlying special educational or mental health needs that are not being met
- Not being able to access the curriculum because they have gaps in their learning
- A need for attention from adults that is not being met
- Not feeling connected to other children or adults in school
- Friendship issues or bullying.

It also means we understand that children who can behave appropriately at school are important role models for others.

All staff must be aware of their safeguarding responsibilities, as set out in statutory guidance Part 1 of Keeping Children Safe in Education (KCSIE).

OUR SCHOOL VALUES

PROUD

Polite

Resilient and Respectful

Open Minded

United

Determined

How We Behave:

- We are Polite and considerate of other people.
- We are Resilient and Respectful - We can bounce back from the challenges we face. We show care and consideration for someone or something.
- We are Open-Minded - We will learn to think for ourselves, ask questions and be ready to learn.
- We are United - We will work together to provide the best opportunities for all.
- We are Determined - We will be determined to succeed.

All children and staff are expected to follow the school's values and all staff and adults in the school will positively promote these values. The children will be taught what these values mean and what they will look like in practice.

PRINCIPLES OF BEHAVIOUR

- Every child has the right to learn but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- The fundamental approach is a positive one, drawing attention to recognising good behaviour and mutual respect.
- Whole school approach to behaviour with clear values.
- It is expected that all adults (staff and volunteers) will set excellent examples for the children.
- We will seek to give every child a sense of personal responsibility for his/her own actions.
- Where there are significant concerns over a child's behaviour we will share the strategies we use with parents and what works for them at home, working on an active partnership to promote good behaviour.
- Strategies may be recorded in an Individual Support Plan that will be discussed with all staff working with the child, the child himself/herself and with parents.
- As the staff of the school, we will constantly seek to inform ourselves of good practices and strategies to improve behaviour and attitudes further.
- This policy outlines a whole school approach while giving due regard to individual circumstances.
- Opportunities for positions of responsibility for children (e.g. Class Ambassador, School Council, Eco Warrior, Reading Buddies, Peer Mediators, Librarians) and recognition for non-academic achievement.

OUR PRACTICE - PROMOTING GOOD BEHAVIOUR (REWARDS & CONSEQUENCES)

Praise and Rewards

Day-to-day practice:

- Verbal praise in class and walking around the school - Golden Globes given for good walking around the school.
- Verbal feedback about work.
- Written remarks about work.
- Showing work to other children in the class.
- Showing of work to another teacher.
- Showing work to Headteacher.
- Informing parents.
- Certificates for achievement in Athletics, Numbots, Spelling Shed etc.
- Star of the Week Certificate - children have afternoon tea with the Headteacher and Buddy the school dog.
- Dojo Points.

The Dojo System

Class Dojo is a behaviour management tool for the classroom. Each child has a profile – complete with their own avatar – to which teachers can assign positive and negative points (or 'dojos') throughout the lesson.

Families can connect with teachers and communicate privately. It can also be used to monitor and manage positive and negative behaviours, increase children's engagement and interaction, and build classroom culture.

The children can earn Dojo points for effort in class with learning and for showing any of the school's values.

When Things Go Wrong

Informal strategies

Although persistent or serious misbehaviour needs recording, every child should feel that a new day represents a new start. Parents should be kept informed and encouraged to work with the school at all stages. It is for the class teachers and Behaviour Lead to ensure that this occurs as soon as possible. For sanctions to be effective, they need to be consistently applied and understood by all.

The certainty of knowing that a sanction will be given, and an understanding of when and for what is often enough of a deterrent in itself. If a child is being sanctioned regularly, or for the same behaviour over a period of time or if a pattern of behaviour continues then the Class Teacher and Behaviour Lead/SLT will work with parents to explain options. These may include an Individual Behaviour Support Plan or referrals to other agencies to support behaviour.

The 5 steps of behaviour in class

All children start each lesson on the green traffic light or the class teacher's version of the traffic light system.

- Step one** - 1st verbal warning.
- Step two** - 2nd verbal warning and child's name to move onto the orange traffic light.
- Step three** - 3rd warning - child's name to be moved onto the red traffic light and a timeout is given in class.
- Step four** - 4th warning - child to be sent to the paired class for a time out of 15/30 minutes. Staff are to complete a pink/blue slip and incident to be recorded on Scholar Pack and parents/carers are to be informed.
- Step five** - time in the reflection room.

If the child is still displaying the same unwanted behaviour after all of these steps, the child is to be sent to a member of SLT.

The Reflection Room

This is a safe space where children are sent to reflect on their own behaviours and how these unwanted behaviours are affecting their learning, friendships with peers and relationships with teachers and other staff around the school. The children will be asked to complete a reflection sheet and this will be talked through with the adult on duty. Details of the children being sent to the Reflection Room will be recorded and the Behaviour Lead will look for any trends and offer support where needed.

If a pattern of behaviour continues then the Class Teacher and the Behaviour Lead will work with parents to explain options these may include an individual behaviour support plan or referrals to other agencies to support behaviour.

As a last resort, if all other strategies have been exhausted:

- Internal exclusion which will be arranged by Headteacher or SLT in charge in his absence
- Suspension
- Permanent Exclusion

Please see separate policy on Suspension and Permanent Exclusion

CHALLENGING BEHAVIOUR/POSITIVE HANDLING

Occasionally some of the children within the mainstream and provision display behaviour which could cause themselves or others harm. The staff within the provision and mainstream have been taught to use distraction techniques which usually prevent the escalation of the negative behaviours.

All of the children who show potential behaviours of concern have an Individual Behavior Support Plan

which outlines the distraction techniques used and parents are informed of this plan. If the distraction techniques do not work, then some members of staff are trained in positive handling. This is only done if the child is at risk of hurting themselves, others or property. All incidents are recorded.

Such interventions should only be made when they are likely to succeed. **Staff are not expected to use positive handling with a child if they put themselves at risk by doing so. There are named members of staff who have been trained in Positive Handling.**

The decision to use positive handling can only be taken by the member of staff present at the incident who will be able to show that, unless immediate action had been taken, there were powerful indicators that significant injury or serious damage would follow.

Any intervention used will always need to be in keeping with the circumstances including age, competence and nature of the child and the potential risks involved.

Positive Handling should always be **a last resort** after all other strategies have been tried and failed, e.g. talking, listening, humouring, reasoning, distracting, diverting and cajoling. Physical intervention should always be preceded by clear, verbal instructions and a statement relating to the consequences of ignoring them.

RESTORATIVE JUSTICE

We use a system called Restorative Justice to support children who are having friendship difficulties or who are involved in conflicts or arguments which cause them distress. Firstly, we will teach them that disagreeing with people is a normal part of life and that learning to resolve disputes assertively is part of being a good friend and a good member of the school community. We do not believe that routinely telling children to apologise when they do not mean it, or telling them to avoid each other is a constructive approach. We believe they need to learn to resolve their difficulties respectfully.

Restorative Justice involves the use of a script which adults and trained peer mediators use to prompt children to reflect on what has happened and also to discuss possible ways forward, ideally, things they have come up with themselves. We typically use Restorative Justice as a follow-up to a play/lunchtime dispute so that the children can think about what they need to do if a similar situation arises, and so that relationships can be repaired if needed.

Questions we will be asking the children:

- What happened? How were you feeling at the time?
- How have you been affected by what happened?
- What do we need to do now to put things right?
- What could you do if this happened again?
- Do you think you have done anything you need to apologise for?
- Do you feel that anyone here needs to apologise to you?

The Restorative Approach to dealing with unwanted behaviour will be followed and embedded throughout the school, focusing on the following:

Traditional/Punitive Approach	Restorative Approach
The focus is on: <ul style="list-style-type: none">• Rule-breaking• Blame or guilt• Adversarial processes• Punishment to deter	The focus is on: <ul style="list-style-type: none">• Harm is done to individuals• Responsibility and problem-solving• Dialogue and negotiation• Repair and move forward

And as a result:

<ul style="list-style-type: none">• The needs of those affected are often ignored• The unmet needs behind the behaviour are ignored• Accountability = being punished	<ul style="list-style-type: none">• The needs of those affected are addressed• The unmet needs behind the behaviour are addressed• Accountability = putting things right
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PEER MEDIATORS

Peer Mediators submit an application form detailing why they want to be a Peer Mediator (PM), what qualities they have and how they would deal with certain situations. Parents will need to give written permission and the child will also need to sign a contract. Training will be given by a third party over four weeks. The children will then go on a weekly rota where they will be expected to complete one morning play/lunch play duty each week, the PM's interests at play/lunchtime will be discussed and worked around. They will be introduced to the children through an assembly and their role will be explained. The PMs will wear an identifiable tabard and carry around a set of questions to prompt them with the correct language to use with the children to get the best solution to the problem.

The Peer Mediators will be supported by our Behaviour Lead, Mrs Dale, and they will have monthly meetings where they can talk about what is working well and how to change the things that are not. The Peer Mediators are children from Years 5 and 6

ANTI- BULLYING

The children at Poverest Primary School have many rights and one of them is the right to be safe and be free from harassment and discrimination. This includes feeling emotionally stable and valued by all at school. We treat any act of bullying very seriously and have zero tolerance towards behaviours that inflict harm to another child albeit physical harm or emotional.

"Bullying is willful behaviour (physical and emotional) which repeatedly and purposely aims to hurt, intimidate, frighten, harm or exclude another individual or group."

Bullying can take many forms targeted around:

- Racism
- Homophobia
- Gender
- Disability
- Religion
- Cyberbullying

There are three common aspects of bullying:

- It consists of deliberately harmful behaviour i.e., name-calling, pushing.
- It occurs repeatedly over some time.
- It is difficult for those being bullied to defend themselves. Bullying can have a lasting impact on children in regard to their self-esteem.

Bullying can take different forms

- Physical – hitting, kicking, pushing and barging into people.
- Verbal - name-calling, insulting, making offensive remarks.
- Racist - a belief or doctrine that inherent differences among the various human racial groups determine cultural or individual achievement, usually involving the idea that one's own race is superior and has the right to dominate others or that a particular racial group is inferior to the others.
- Cyberbullying – Sending malicious emails or text messages on mobile phones, writing derogatory remarks about someone on Facebook or Twitter.

SIGNS AND SYMPTOMS

A child may indicate they are being bullied by some or one of the listed behaviours:

- Is frightened to walk to and from school.
- Begs to be driven to school.
- Is unwilling to go to school.
- Becomes withdrawn, anxious or lacking in confidence.
- Starts stammering.
- Feels ill in the morning.
- Begins to truant.
- Comes home with clothes torn or books damaged.
- Asks for money or begins stealing.
- Cries themselves to sleep at night.
- Has unexplained bruises or cuts.
- Stops eating.
- Bullies other children or siblings.

We explain to children that:

- Bullying is when a person or persons repeatedly use words, strength or actions to hurt them and make them unhappy.
- A bully is someone who deliberately uses words, strength or action to hurt someone when they know they cannot or will not stop them.

All staff are alert to the signs of bullying and children are encouraged to tell their class teacher or another adult working in the school. This is shared confidence with other staff. Teachers always take bullying seriously and deal firmly with such behaviour. If a child persists in bullying, the formal sanctions outlined earlier in this policy will be utilised. Victims of bullying will be reassured, offered further support and their parents involved if necessary.

E-SAFETY AND LANGUAGE

We recognise that the use of technology and mobile devices creates situations in which children use language online or in text messages which is abusive and inappropriate, and which they would not use in a face-to-face interaction. We routinely teach children about being safe online (see separate policy on E-safety) and an important part of this is to teach them that there can be important differences in the way we respond to communications which involve technology. We teach them that it is easy to misunderstand another person when you do not have the non-verbal feedback you receive when you are with them and that this may cause conflict to escalate more readily.

RACIST AND HOMOPHOBIC INCIDENTS

This needs to be challenged sensitively and with respect for children's home environments, but needs to be challenged nevertheless. We make it clear to parents that we will always challenge prejudice when we encounter it and that there is no place for it in our school. If children use racist or homophobic language towards each other we will work with them in the first instance to ensure they are clear that what they are saying is hurtful and unacceptable, and allow them an opportunity to apologise. We believe education is the best way to combat and tackle these issues and ensure that our curriculum is inclusive, celebrates multiculturalism and promotes an understanding of difference. We encourage children to learn about their own and each other's cultural heritage. As well as through the curriculum, we use whole school assemblies, PSHE (which is taught every week in every classroom), our Values and Anti-Bullying Week to highlight to children the importance of showing respect for others and we make it clear that the way we speak to each other is integral to this.

When a child has committed a racist or homophobic act, the school will use the restorative approach and make it very clear that this kind of behaviour must never happen again. If it is the second time they have committed a racist or homophobic act they will receive a fixed term internal exclusion. The third time will be a Suspension not in the school. See separate policy on Suspension and Permanent Exclusion. **E**

PROCEDURES

Staff will:

- Investigate reported bullying incidents and talk to those involved, witnesses and appropriate staff.
- Document any incidences of bullying and monitor the significance to see whether there is a pattern to the behaviour.

Staff will respond to children who have allegedly been bullied by:

- Listening actively – let them say how they feel.
- Offering support and strategies to deal with unacceptable behavior.
- Protecting the child and ensuring their safety as and when necessary.
- Involving parents if necessary.
- Involving external agencies to support the child as appropriate.

Respond to the child who has been bullied by:

- Ensuring that he/she recognises their behaviour and how it impacts others.
- Applying appropriate sanctions.
- Offering guidance and support surrounding modifying their behavior.
- Encouraging him/her to take responsibility for actions and help them to make amends
- Involve parents.
- They may be asked to apologise.

We will aim to prevent further situations by:

- Providing opportunities for children/young people to explore the issues.
- Review the situation with both children throughout the investigation and afterwards.
- Monitor the situation to ensure the behaviour is not repeated.

REPORT TO SCHOOL SAFEGUARDING LEADS

There may be a few children who, due to personal circumstances, and probably low self-esteem, are locked into a self-defeating pattern of behaviour. These children may be beyond normal incentives and sanctions.

These children may need an individual behaviour support plan. The class teacher will work out these behavioural targets in conjunction with other staff that have dealings with the child, Behaviour Lead, SENCO and Family Liaison Officer and within PHSE. Other outside agencies such as CAMHS, may be used to support families and children where appropriate.

Parents are in partnership with the school to promote good behaviour. A reminder of our behaviour expectations is included in our home/school agreement and on our website. We like to remind parents not to take matters into their own hands if their child is being bullied and to discuss their concerns with their child's class teacher in the first instance so that we can work together.

LINKS WITH OTHER POLICIES

This policy is linked to our:

- Suspension and Permanent Exclusion Policy
- SEND policy
- SEN information report
- Child Protection and Safeguarding Policy
- ESafety Policy