# Box CE VC Primary School
## Behaviour and Anti-bullying Policy

**Purpose:**

The purpose of this document is to fulfil the aims of the school through a consistent approach to behaviour management. Through our behaviour policy we aim to help pupils by:

- promoting good behaviour, self-discipline and respect
- preventing bullying
- ensuring that they complete work
- and regulating their behaviour

This policy should be read in conjunction with other related policies and procedures e.g.

- Child protection policy
- Child protection procedures and record keeping
- SEN policy
- Online safety policy
- Collective worship policy
- Disability and equality scheme
- Home/school agreement

**Statement of Aims:**

We aim:

- to provide all children with a caring, secure and happy environment with equal opportunities and high expectations for all individuals
- to develop personal moral values and respect for others
- to develop responsible attitudes towards themselves and their environment
- to value their achievements, aspirations and those of others
- to become independent showing self-confidence and self-discipline

**Implementation:**

The governing body and the headteacher have overall responsibility for the implementation of this policy. Behaviour is regarded as a whole school issue and it requires a consistent approach from all staff and a partnership between home and school. When children start at the school their parents are given a copy of the behaviour policy in their starter pack. The policy is annually updated and a copy emailed to the parents of all pupils at the start of the autumn term.

**Statement of Principles:**

At Box Primary School we regard behaviour as being the actions and responses of each member of our school community. It is how we behave towards one another and how we treat our environment. We help all children to be responsible for their decision-making and behaviour and to help them understand the impact of their behaviour on others.

**Expectations:**
Across the school our expectations are high and we aim to foster the following:
- personal moral values
- respect for self, others and the environment
- self-confidence and self-discipline
- hard work and co-operation
- sensible choices and behaviour
- and following school and class rules

**Teaching good behaviour**
We use a values based approach to collective worship that permeates all aspects of school life and focus on the following values in a two year cycle:
- perseverance
- peace
- truthfulness
- compassion
- creativity
- friendship
- responsibility
- trust and respect
- courage
- forgiveness
- wisdom
- sharing

The PSHE&C curriculum regularly explores units associated with friendship and bulling. Individual support and/or small-group work is provided for pupils who need specific help to develop social and emotional skills; help from outside agencies is sought as and when it is needed.

**Behaviour Management**
Positive behaviour management is a key feature of the school; class rules are developed by the children annually and continually revisited and reinforced by all members of the school community. The rules are short, easy to remember and positively phrased. They are closely linked to the schools rewards and sanctions which are consistently applied by members of staff and understood by all children. The first school and class rule is always '**follow instructions**'.

**Our school rules**
- Follow instructions
- Look after each other
- Look after our environment
- Share
- Be polite
- Walk around the school
- Have fun

School rules are displayed around the school and in classrooms; class rules are also displayed classrooms.  Children are frequently reminded of the rules during circle time and will discuss, for example, what good sharing looks like.

**Extra School Rules during the Coronavirus Pandemic**

- Follow our school rules
- Say goodbye to the adult bringing you to school at the rec. gate.
- Wash your hands as soon as you come into school, before you eat, after playtime and before you use equipment that other people will touch.
- Stay in your bubble at all times.
- Stay in your place in the classroom unless you are told you can move
- Keep your belongings on your chair or under your table
- Use the outside doors to the classrooms as much as possible and avoid using the corridors
- Only one person can go into any of the toilets at a time and only one person may queue outside of the toilet
- Cough or sneeze into your elbow or a tissue ('catch it, bin it, kill it') and then wash your hands
- Avoid touching your mouth, nose and eyes with hands
- Tell an adult if you don't feel well.
- Bring a water bottle and packed lunch to school and only eat and drink your food
- Only play in the area you have been told to play in.  Do not mix with anyone from another bubble.
- When you are not in school make sure that you complete your home learning

**All Staff**
All adults working in school take a proactive approach to behaviour management by:
- creating a positive and safe environment
- using a range of strategies to develop pupils' self esteem
- consistently applying the behaviour policy
- modelling positive relationships
- praising and reinforcing positive behaviour
- emphasising DO rather than DON'T
- giving rewards and sanctions
- dealing with incidents immediately
- communicating concerns about behaviour of groups/individuals to the class teacher and other staff that need to be informed as soon as possible
- informing the headteacher or deputy headteacher of any serious incidents or concerns
- using good classroom management to promote positive behaviour
- managing behaviour without raising voices or shouting
- establishing clear expectations of appropriate behaviour in different situations e.g. with visitors, trips, in church
- identifying behaviour hot-spots and eradicate opportunities for poor behaviour choices

- ensuring all children have access to the curriculum
- recording and monitoring behaviour in line with the behaviour policy

**Rewards and sanctions:**
Good behaviour is encouraged through a mixture of high expectations, clear policy and an ethos of mutual respect between pupils and staff.  Much inappropriate behaviour is rooted in poor self-esteem.  Rewards acknowledge positive behaviour and help to build-up an individual child's feelings of self-worth, foster team spirit and reinforce a sense of community and belonging.

Rewards include:
- smile
- verbal praise
- written comment on work
- stamp on work
- sticker
- stamp on stamp chart
- sharing work / behaviour with an adult : head, deputy, previous/future teacher, TA
- sharing work / behaviour with other children : same class, other classes
- one to one with an adult: TA, helper, visitor
- verbal and public praise in assembly
- the receipt of a certificate when 10 stamps are on their stamp chart
- praise and sticker from headteacher

In key stage two the children have at least three opportunities each week to gain stamps (spelling, homework and behaviour)

**Where poor behaviour has occurred sanctions will be implemented fairly and consistently in line with the behaviour policy.  They will be meaningful to the child/children involved and be as appropriate to the situation as possible.**  Sanctions should leave some incentive for a child to behave well for the rest of the day.

Children will be helped to  understand the impact of the choices they made both on themselves and others and what they can do to put it right as well as how to respond in a similar situation in the future.  Where appropriate, children will be encouraged to apologise for their actions either verbally or in a letter.

**Sanctions include:**
- the look!
- the look accompanied with – name
- child moved towards teacher/ teaching assistant
- child asked to move, sit or stand
- teacher moves into child's space
- teacher talks to child firmly but without shouting
- a warning recorded on the behaviour tracking sheet will be given so that the child has the option of changing their behaviour

- if behaviour persists miss a **FEW** minutes of playtime (no more than five minutes)
- time out sheet to reflect on behaviour, this will normally take a break time to complete
- written letter of apology
- class teacher suggesting a meeting with parents should take place to discuss their child's behaviour (headteacher to be informed)
- child referred to headteacher or deputy headteacher in the headteacher's absence
- headteacher  contacting parents to discuss their child's behaviour
- if an incident is serious then the child will be sent straight to the headteacher
- and in extreme  cases of poor  behaviour the school will follow the formal procedures as set out by Wiltshire Council for fixed term or permanent exclusion of a child.

**Conduct outside of the school gate**
If poor behaviour or bullying occurs off the school premises and is witnessed by a member of staff or reported to the school then it will always be investigated and dealt with in line with the behaviour policy.  Staff may discipline pupils for misbehaviour when the pupil is:
- taking part in any school organised or related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil at the school

or misbehaviour at anytime, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of public or
- could adversely affect the reputation of the school.

In all cases the teacher can only discipline the pupil on the school premises or elsewhere when the pupil is under the lawful control of the member of staff.

**Confiscation of inappropriate items:**
Staff are able to confiscate items from pupils if they are causing a distraction, a problem.  By law staff have the power to search without consent for prohibited items such as an article that could cause personal injury or damage to property or is a stolen item. For more advice see DfE Screening, Searching and Confiscation – advice for headteachers, staff and governing bodies.

**Use of force and restraint**
Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.  On rare occasions it may be necessary for adults in school to use minimal force when, there is an imminent risk of injury to self or others or damage to property for example teachers will physically separate pupils found fighting. The headteacher and inclusion manager have been trained in 'Team-Teach' techniques but these will be used as a last resort and where de-escalation techniques haven't worked.

Any occasion where physical force has been used will be recorded within 24hours of the incident and a copy sent to the local authority.

**Emotion coaching and Emotional Literacy Support Assistant (ELSA)**
Through emotion coaching and ELSA staff help children to understand that all emotions are acceptable but not all behaviour. We help children understand their different emotions as they experience them, why they occur and how to handle them. This helps them to regulate and take ownership of their behaviour, calm down and better understand their emotions.

There are three steps in emotion coaching:
1. **Recognising, empathising validating and labelling the emotion e.g.**
   - I can see that something isn't quite right – can you tell me about it?
   - I'm wondering if you're feeling a bit sad/angry/fed up …
   - Your face looks a bit upset

Use words to reflect back the child's emotion and help to label e.g.
   - I would feel angry if that happened to me
   - I understand why you feel that way
   - It's okay to feel angry about that

2. **Limit setting e.g.**
   - It's not okay to behave like that
   - That behaviour isn't acceptable
   - These are the rules we have to keep everyone safe

3. **Problem solving**
   - How were you feeling when that happened?
   - What did it make you feel like?
   - What does your body feel like now?
   - Can you remember what happened to make your body feel like that?

Explore the feelings:
   - Let's think about what you could have done instead
   - Can you think of a different way to manage your feelings?
   - Have you thought about doing this instead?

Identify alternatives, more appropriate and productive ways for the child to express/manage feelings:
   - Let's decide what you will do next time you feel like this
   - What do you think you can do better/change next time?

Agree possible solutions; scaffold solutions where appropriate

Pupils who show signs of emotional and behavioural difficulties which are not resolved by the general arrangements out lined in this policy will be moved to the school-based stages of the SEND Code of Practice. During the later stages of the COP, expertise from outside the school may be drawn upon. In particular, the educational psychologist and behaviour support services. As part of this staged response to a child's difficulties, the

school may also consult health and social services, which can help to meet the particular needs of children and their families and thus prevent an exclusion from school in the future.

**Bullying**
Bullying of any kind is unacceptable and as a school we are committed to providing a safe, caring and friendly environment for everybody at the school.

Bullying is defined as:

*The Behaviour of an individual or group that intentionally hurts another individual or group physically or emotionally. The behaviour is usually repeated over a time and it is difficult for those being bullied to defend their selves. Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation. It might be motivated by actual differences between children, or perceived differences.*

This definition is based on the definition in Safe to Learn: Embedding anti-bullying work in schools DCSF 2007 and Preventing and tackling bullying: Advice for headteachers, staff and governing bodies. Department for Education, July 2013

The main types of bullying are:
- **Emotional** - unfriendly behaviour, excluding, tormenting e.g. hiding books, threatening gestures
- **Physical** - pushing, kicking, hitting, punching or any use of violence;
- **Racist** - racial name calling, taunts, graffiti, gestures;
- **Sexual** - unwanted physical contact or sexually abusive comments;
- **Religious** – a negative or unfriendly focusing on religious difference or how somebody expresses their faith
- **Homophobic, transphobic or biphobic (HTB)** - focussing on the issue of sexuality; intentionally making someone unhappy because of their sex or because they may not be perceived to conform to normal gender roles.
- **Verbal** - name-calling, sarcasm, spreading rumours, teasing;
- **Cyber -** all areas of the internet e.g. email & internet chat room misuse; mobile phone threats by text messaging & calls; misuse of associated technology e.g. camera & video facilities.

**Preventative strategies**
To help prevent bullying we need to ensure that staff, parents/carers and pupils and governors
- have an understanding of what bullying is and know what the school policy is and what they should do if bullying occurs;
- understand their responsibility to report incidents of bullying so they may be dealt with to prevent reoccurrence.

- follow the 'Home School Agreement' which sets out expectations for behaviour etc.

School staff will develop a whole-school approach to developing pupils' social and emotional skills through;
- rewarding and celebrating good social skills;
- offering peer support
- developing school/class rules;
- involving the children in decision making over issues that affect them, such as using the play equipment, through the school council
- helping to resolve issues of unacceptable behaviour with the child/children involved
- providing individual support and/or small-group work for pupils related to social and emotional skills
- regularly using PSHE lesson and circle time etc. to teach social and emotional skills
- staff will investigate all incidents of bullying, any serious situations will be dealt with by the headteacher or deputy head.
- governors will monitor incidents of bullying through termly headteacher reports to the governors.

## Procedures
- Pupils, parents and staff should report bullying incidents to a member of staff;
- All cases of bullying should be recorded by staff and a copy given to the headteacher;
- In serious cases parents/carers should be informed and will be asked to come in to a meeting to discuss the problem;
- The bullying behaviour or threats of bullying will be investigated and bullying stopped quickly;
- Help will be given to help the child/children who are bullying change their behaviour and to understand the impact the bullying behaviour has had;
- Support will be available for the person being bullied;
- In serious incidents the situation will be monitored by staff to ensure that the bullying has stopped permanently.

## Reporting and recording incidents
Both bystanders and pupils being bullied must realise that 'not telling' means that bullying is likely to continue and other people will get hurt. A record of all bullying incidents and the action taken is maintained by the headteacher. The sanctions imposed will be in line with those outlined above and will depend on the severity of the incident/s, the age of the child or any special educational need or disability they may have. Sanctions will be applied fairly, proportionately, consistently and reasonably, taking account of any special education needs (SEN) or disabilities that pupils may have and taking into consideration the needs of vulnerable children.

In very serious bullying cases the school reserves the right to exclude a pupil who has been involved in a very serious incident/s of bullying. The headteacher will inform the chair of governors of any bullying incidents.

## Monitoring and Evaluation

This policy will be reviewed annually by staff and the policy, curriculum and pupil progress committee will monitor the impact of the policy and the headteacher will report annually to the committee.

## Inclusion manager and headteacher

The inclusion manager and the headteacher take a proactive role in behaviour management. The inclusion manager will:

- consider whether continuing disruptive behaviour is the result of an unmet educational or other need
- support teachers write Individual Education Plans (IEPs).
- co-ordinate all stages of the SEN Code of Practice
- liaise with agencies and expertise from outside the school.

The headteacher will:

- monitor behaviour management to ensure that there is a consistent approach to behaviour throughout the school
- ensure that any allegation of bullying is thoroughly explored ensure that all avenues have been explored and safety issues considered before the sanctions of fixed term exclusion or permanent exclusion are used. Only the headteacher is able to exclude pupils or the deputy headteacher/senior teacher when acting in the headteacher's absence.

## Appendix

Behaviour tracking sheet
Time out sheet
Child Friendly Anti Bullying leaflet

## Associated DfE guidance to behaviour and anti-bullying policy:

Behaviour and discipline in schools advice for headteachers and school staff – January 2016
Behaviour and discipline in schools – guidance for governing bodies
Exclusion from maintained schools, academies and pupil referral units in England – a guide for those with legal responsibilities in relation to exclusion
Searching, screening and confiscation – advice for headteachers, school staff and governing bodies – February 2014
Keeping children safe in education: information for school and college staff
Use of reasonable force in schools advice for headteachers, staff and governing bodies