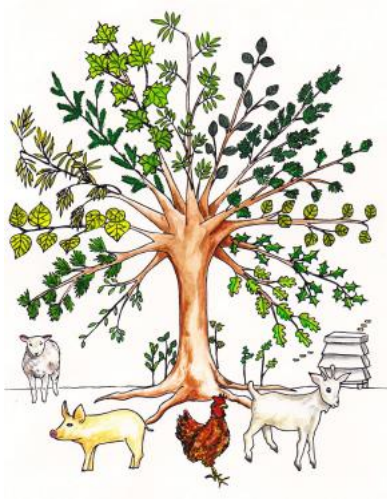


Edwalton Primary School



Positive Behaviour & Anti Bullying Policy

Reviewed September 2024

Next review Autumn 2025

Introduction

At Edwalton Primary School we aim to provide a safe, stimulating and inclusive environment where children are happy and feel that they are valued members of our school community. We are proud members of the Flying High Partnership and as such reflect their culture of being a *unique, exceptional and sustainable school*

Our Aims

In order to set high standards of behaviour and to safeguard all children, including those with special educational needs, all staff in school promote:

- A positive attitude and a desire to achieve.
- Respect and understanding amongst all members of the school community.
- Good manners and politeness such as the courtesy of saying 'Good Morning' and welcoming visitors.
- The recognition that unacceptable behaviour will lead to a consequence.
- The need to be a well-rounded individual with a sense of humour.
- A sense of responsibility within children towards peers, adults, the school environment and resources.
- The development of social skills and positive social interaction.
- Being good role models for one another (including having pupil ambassadors).
- Self-discipline and self-regulation.
- A sense of citizenship within our school community and the wider community
- Restorative intervention – children are encouraged to resolve conflicts, reflect upon wrongdoing, put things right, forgive and are encouraged to make right choices in the future (See Appendix 2).

Within our professional practice as staff, we aim to:

- Have the highest expectations of all children.
- Remain consistent in our positive but non-negotiable approach.
- Describe the behaviour not the child.
- Encompass equality in all we do
- Be fully aware of an individual's needs.
- Demonstrate our role as professional, inclusive adults who build and model positive relationships.
- Build self-esteem and confidence in every pupil.
- Recognise and respect children as individuals – each unique.
- Understand that mistakes are made and encourage children to make positive choices for the future.
- Assist the child/children to display good behaviour.
- Challenge all unacceptable behaviour including all negativity towards protected characteristics (e.g. SEND, gender, homophobia, racism), bullying, and unacceptable online behaviour.
- Challenge all unacceptable behaviour with regard to radicalisation or extremist views and report these to our Prevent Lead or DSL's following the guidelines in the prevent statutory duty.
- Approach situations in a calm, compassionate manner (being aware of body language/ tone of voice).
- Encourage both independence and co-operation.
- Support children to accept responsibility for their actions.
- Follow a fresh start, new day policy.
- Smile, welcome children, be interested, say 'thank you', apologise when we make mistakes.
- Be aware of home circumstances, and other barriers to learning.
- Involve all children in whole-school celebrations.
- Share and display class rules and expectations in the classroom.

At Edwalton Primary School we expect our children to exhibit good behaviour around school and always follow staff's expectations. We think the children at Edwalton are STARS.

S: Children will be **SAFE** in school and understand how they can keep themselves and others **SAFE**.

T: Children will always be **TRACKING** the learning, be that in lessons or during a restorative conversation, they will demonstrate this by watching and following who is speaking.

A: Our children remain **ATTENTIVE**, maximising their potential to learn, staying vigilant around school and recognising when they or others are displaying unacceptable behaviour.

R: Finally, children at Edwalton remain **RESPECTFUL** towards staff, their peers and our school environment.

Safe

Tracking

Attentive

Respectful

Each class teacher will discuss the school expectations and follow the behaviour steps consistently

Positive behaviour recognition

- Extra class playtime minutes for excellent behaviour around school (assemblies, break times & lining up)
- Some classes use the 'Bee' system (or something similar) for recognising outstanding behaviour i.e. move name from the beehive to a flower as recognition of going above and beyond our expectations.
- Body language – smile, thumbs up, nod etc.
- Verbal praise – be specific "Well done, your handwriting is the best I have seen it!"
- Dojos for good work and weekly dojo for star readers and 100% class attendance.
- Stickers, stamps, certificates and more.
- Share good behaviour with other teachers, Head Teacher etc.
- Notes/contact with home in person or through Dojo etc.
- Prizes i.e. star reader award; 'Teacher's tin'
- Individual class rewards systems for individuals or whole class. Children work towards an extra treat e.g. extra playtime, dip in the box etc.
- Every class has a whole class system. The reward for completing the task lasts approximately 1 hour, it includes the whole class, and it is a treat that has been agreed (voted upon) by the whole class.

Rewards can be given by all staff including Mid-Day Supervisors / Head Teacher / SENCO team

Rewards are never removed to sanction bad behaviour.

Responses to unacceptable behaviour

These strategies are for when the positive approach has been attempted and has not been effective, or the behaviour is affecting other children's ability to learn, or the behaviour has a safety risk.

Step 1 - A whole class reminder of expectations.

Step 2 - A specific instruction to a pupil/ a quiet 1:1 conversation to remind them of the expectations. (Bee off the hive – name recorded on a notepad)

Step 3 – Pupil is moved within the classroom (if possible) - A restorative chat, discussing the behaviour and the consequences of the behaviour on the individual and others (5 minutes).

Step 4 - time out of the classroom and sent to a partner/agreed class (15 minutes) Parents informed via dojo or phone – incident recorded on Scholarpack).

Step 5 – Senior Leader informed, and pupil removed from class (Parents informed by class teacher, via phonecall) (Consistent disruption, danger to others, inability to follow adults' instructions).

Child-Friendly Version:



Reminder of expectations to whole class.



Discreet reminder of expectations to individual pupil.



Move within the lesson followed up by a restorative conversation after lesson.
5-minute consequence.



Move out of the lesson followed up with a message home.
15-minute consequence.



Move out of the lesson supported by SLT followed up with a phone call home.
Consequence to be agreed.

Examples of communication strategies:

- Non-verbal - Use of eye contact, e.g. a look or a raising of eyebrows.
- Non-verbal - point at a symbol / yellow or red card / display a confused look.
- Non-verbal – If using the bee (or other similar) positive names on cards the name can be removed and put on the desk / in the teacher's pocket (not displayed publicly).
- Verbal - warning given – remind children of what behaviours they should be displaying.
- Verbal – expressing disappointment at a choice.
- Verbal – ask for an apology or to apologise.

There will be a flexible monitoring approach which uses the principle of Praise in Public and Reprimand in Private, which avoids shaming and the 'punitive' model.

All responses are proportionate to the misbehaviour. Occasionally it is necessary to remove an item from a pupil; in this case the item is kept safely and returned to the parent.

If a pupil is found to be maliciously accusing another pupil or member of staff of negative actions, proportionate sanctions will be taken by the school.

Recording

From September 2023 incidents which require significant input and consequences, necessitating reporting to parents will be recorded on Scholarpack under 'conduct'.

The DSL team analyse the conduct patterns half termly and complete and Flying High Trust audit with action plan including such things as specific and targeted assemblies, intervention and training.

The Cohort's Needs

If a particular year group of children pose a number of behaviour management challenges additional strategies may be put in place by the Head Teacher in liaison with the year group teachers.

The Individual's Needs

We do have a few children who experience difficulties in managing their own behaviour. This may be due to one main factor - a specific educational need/emotional behaviour difficulty or a variety of factors – educational/medical/social. In our inclusive school we adapt our sanctions accordingly to support children to be successful. We attempt to cater for the needs of individuals through the use of Individual Handling Policies, Risk Assessments, informal support programmes, intervention from the Behaviour Support Team, Individual Provision Plans, Pupil Support Plans, Individual Health Care Plans (IHCP) and Education Health Care Plans (EHCP). A minority of children may need to be 'positively handled' to prevent injury to themselves or others, damage to property or simply to maintain overall good order. This is only completed by CRB (Coping with Risky Behaviour), previously known as MAPA, trained staff who record incidents in a logbook and discuss with SLT.

We do work closely with all external agencies who may be involved with an individual pupil/family to assess their behaviour needs and assist with strategies to help.

Exclusion

Internal exclusion is used to respond to unacceptable behaviour at school. The pupil is isolated from his/her peers for the day or part of the day, in a different working environment with an adult supervision. Temporary fixed term exclusions are used only in exceptional circumstances when a child's behaviour has been judged to be totally unacceptable e.g. violent behaviour towards peers/adults, aggressive abusive language, continuous and prolonged disruption of other children's learning.

Permanent exclusion is a last resort (see exclusion policy for more detail).

Bullying

Please see Anti-Bullying Statement – appendix 1

Beyond the School Gates

We do intervene in behaviour matters beyond the school gates if information is brought to our attention or we witness a situation. Our level of intervention depends upon the validity of the evidence given to us. Often this type of intervention is in response to misuse of social media – insults/comments/ photos and videos shared.

The Role of Parents

Our school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Parents are encouraged to support us in our positive behaviour management practice, its ethos and everyday procedures. Thank you.

Please also refer to the school's Child Protection Policy, SEND Policy and Equality Policy.

Appendix 1: Anti-Bullying Policy

'Bullying is action taken by one or more children, targeting and hurting another child either physically or emotionally

STOP Bullying= Several Times On Purpose

'A bully is another person who physically or mentally hurts another person, doing it every single day.'
(child view)

Definitions: (not an exhaustive list)

- It deliberately and intentionally causes hurt
- Is usually repetitive incidents over a period of time towards another
- It usually involves an imbalance of power
- It may involve manipulative behaviour
- It is not teasing, quarrels or disagreement between friends, where the intention is not to cause hurt
- It does not include activities which all parties have consented to and enjoyed; e.g. play fighting.

Types of Bullying:

- Physical – hitting, shoving, kicking and other forms of non consensual touch
- Emotional – name calling, isolation, intimidation, including bullying linked to racial discrimination, homophobia, gender issues or SEND
- Cyber – mobile devices, email, social networks.

Aim:

As a school we aim to establish a climate of trust and respect for all. Bullying is wrong and damages individual children; we do all we can to prevent bullying by developing a school ethos in which bullying is regarded as unacceptable.

Preventions:

- Systems, school rules, supervision, being proactive
- Peer mediators
- PSHE activities – inc SEAL work focussed on anti bullying, philosophy questions
- Development of personal and social skills including the ability to take appropriate action if bullied
- Anti-Bullying Week
- Assemblies
- Minor incidents dealt with immediately, record on Conduct (Scholarpack online), all parties are spoken to and explained why the action is wrong; we endeavour to help the child change their behaviour in the future
- Encourage children to report incidents and support peers – not being a bystander
- Our Chair of Governors monitors the incidents of bullying that occur and regularly reviews the effectiveness of the school policy.

Procedures following serious reported incidents

- Report to Head Teacher
- A formal log of bullying incidents, from children, teachers and parents – response and action recorded
- Individual meetings with both sets of parents, Class Teacher and Head Teacher, SENCO and external agencies may be contacted if deemed necessary
- Time talking to victim of bullying attempting to reassure and agree future strategies
- Attempt to support bully in changing his/her behaviour
- Appropriate responses given to the child who has bullied – e.g. Report sheet, removal from break times, internal exclusions, fixed term exclusions

- Circle time and PSHE activities may be completed with a small group or whole class to address issues
- All incidents are shared on a need-to-know basis.

Child on Child abuse as referenced in KCSIE part 5.

“It could happen here”

What schools and colleges should be aware of

Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable.

Schools and colleges should be aware of the importance of:

- making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”. Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it
- recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported
- challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

Children who are victims of sexual violence and sexual harassment wherever it happens, may find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children with special educational needs and disabilities (SEND) are also three times more likely to be abused than their peers

Ultimately, it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

Appendix 2: Restorative Approach

Restorative Conversations:

The aim of a restorative conversation is that the child or children who have been affected by inappropriate behaviour, understand the following:

- What happened?
- Who has been affected?
- What can be done to put things right?

We aim to ensure that children develop an understanding that they are responsible for their own behaviour and that unacceptable behaviour is not acceptable, not because it breaks the rules but

because when behaviour is not good, someone will be harmed - indeed sometimes a whole group or community can suffer.

In a restorative conversation the following questions will be asked:

1. What happened?
2. Who has been affected?
3. How have they been affected?
4. What needs to be done to make things right?
5. How can we do things differently in future?

The questions used will depend on the age and individual needs of the pupil. For the youngest children, the three questions underlined should be used initially, with other questions being used if appropriate. This ensures the children learn early on in their school life that their actions have an impact on others and can lead to personal consequences.

This conversation will be conducted both with the perpetrator and those that have been affected. Usually this will happen separately so that the truth of what has occurred can be established. Once this has happened, the pupils will be brought together so that each can hear how the other is feeling and how they have been affected by what happened.

As a result of the conversation, everyone involved should be clear about what the consequences of the behaviour were and what will be done to put things right.