

# Behaviour Policy and Anti-Bullying Statement

## Low Ash Primary School



<b>Approved by:</b>	The Governing Body	Date 13.10.21
<b>Last reviewed on:</b>	27.1.21	
<b>Next review due by:</b>	Spring Term 2022	

# Behaviour Policy

## Rationale

All children are individuals. There are many factors which may influence a child's behaviour, including home circumstances, psychological, physical, medical, educational needs or low self esteem. The Behaviour Policy identifies the procedures adopted at Low Ash Primary School. It is important to note that it is not possible for any policy to cater for every eventuality and it must be remembered that professional judgement will need to be used in applying the policy. A small percentage of pupils may need more specific behaviour support plans. Professional judgement will need to be used in applying the policy aiming for a consistent and fair approach.

In implementing this policy due consideration to equal opportunities, with regard to race, gender, religion and ability, should be ensured with reference to the Equality Act 2010 (as amended) and other relevant legislation.

## Safeguarding

The Education Act 2002 places a duty on schools to safeguard and promote the welfare of pupils at the school by ensuring that risks of harm to welfare are minimised and taking appropriate actions to address concerns about the welfare of a child or children, working to agreed local policies and procedures in full partnership with other agencies.

The Behaviour Policy should be read in conjunction with the Child Protection Policy and Safeguarding Policy – where concerns arise regarding safeguarding and/or child protection, these should be recorded in writing, signed and dated, and passed on to one of the designated Named Person(s) in school – Co-Headteachers, Deputy Headteacher, Assistant Headteacher, Inclusion Leader or Learning Mentor.

## Our Beliefs

- At Low Ash Primary School we believe that positive attitudes and good behaviour are essential if successful teaching and learning are to take place.
- The school will positively value the contribution of different cultures and religions.
- We teach children the values of respect, tolerance, liberty, law, democracy, honesty, trust, fairness and the virtues of self-respect and self-discipline.
- We believe that as the children grow up through our school, we should assist them to know what is right and wrong.
- We believe in promoting and rewarding positive behaviour.
- We believe that parents/carers should be informed of the arrangements adopted in school, receive information about the behaviour and social development of their own child, and be involved in helping the school deal with any difficulty.
- We believe that parents/carers have a shared responsibility for the good behaviour of their child in school. The responsibilities of school, parents/carers and children are defined in our Home School Agreement which is completed on a child's admission to Low Ash.
- We believe that by having these clear expectations and a common approach adopted by all staff in school, we are more able to promote positive behaviour and achieve a greater level of consistency.

## **Our School Motto**

We have a school motto which can be easily remembered by everyone and reflects our school values, rules and ethos, 'Be The Best That You Can Be', so that we can create an environment where everyone can 'Learn, Achieve, Persevere and Succeed' (as depicted on our logo).

## **Our School Rules**

Our five school rules are shown below and these apply to everyone within our school.

1. We are kind and thoughtful to others at all times and in all places.
2. We care for our school and everything in it.
3. We are respectful towards the people who work in school.
4. We always walk safely around school.
5. We are always polite so we don't hurt anyone's feelings.

Within each class the class teacher and children negotiate a class mission statement, identifying what they will work to achieve as a class and a small number of class rules, appropriate to their age group. In addition to these rules there are rules, routines and procedures for lunchtimes, playtimes, movement around school etc.

## **Rewards and Sanctions**

We have a series of rewards and sanctions to recognise acceptable/unacceptable behaviour. All staff in school will be involved in the implementation of these rewards and sanctions. Our policy is to work from a very positive approach where children are rewarded by praise and recognition for caring and responsible attitudes. In the event of a breach of discipline, actions will normally take the form of sanctions as detailed in this policy. Restorative Practice will be used to resolve an incident and children will decide between them the fairest way forward. This may result in a withdrawal of privileges which could take place on the same day or at a later time according to the circumstances.

## **Rewards**

### **Merits**

The school operates a reward system based upon merits. A merit is given for special effort for achievement, good behaviour, positive attitudes such as kindness, compassion, recognition of a new skill being achieved, careful presentation of work and thoughtfulness towards the school community. Each child in school has their own merit card which is updated regularly. Merits are collected to work towards a series of rewards (badges in Reception / Key Stage 1 and badges or stationery items in Key Stage 2). Children in Nursery are rewarded for every 10 merits they achieve.

### **House Points**

Alongside merits, there is also a house point system. Once pupils have settled into Year 1, they are grouped into one of four houses (red, green, blue or yellow). Each merit awarded to a child also earns a point for their house. House points are totalled each week and shared with pupils in Friday's Achievement Assemblies. At the end of each half term, the house with the most points has a reward of a non-uniform day.

### **Golden Learners**

Every half-term a pupil from each class is awarded a Golden Learner certificate in the Achievement Assembly. The child would have demonstrated some of the following skills or traits: determination, resilience, curiosity, independence, collaboration or communication.

**Stars of the Week**

Every week a pupil from each class is nominated to receive a star of the week award which is presented in the achievement assemblies.

**Class Awards**

In addition to individual merits, each class has the opportunity to work together to earn a special class reward – these rewards are usually agreed by the whole class.

Class teachers, at their discretion, are also permitted to give small additional rewards to pupils in their class for good work and behaviour.

**Reward / recognition opportunities**

Children have the opportunity, at the discretion of their class teacher, to show good work and/or notify members of staff of improvements in their work or behaviour. Senior leaders may issue a child with a special certificate or sticker in recognition of this. Pupils can visit the Co-Headteachers, Deputy or Assistant Head at any appropriate time for this purpose.

## Restorative Practice

At Low Ash we have adopted the Restorative Practice approach to conflict resolution. This is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved. Following any incident involving another child or adult in school, a child will be given the opportunity to resolve the issue. This will be done with the support of an adult if necessary and will allow both parties to share their views and feelings. This is done in a structured manner, through the use of a symbols board, and this conversation only starts when both parties are calm and ready to do so. Part of this structured process is to discuss and agree on any necessary consequences and a plan to restore the relationship (e.g. apologising, having some space apart, doing a task to resolve the difficulty such as returning or sharing a piece of equipment). This open conversation allows both parties to be clear on how the other feels and what has been implemented as an appropriate consequence. We firmly believe that restorative practice encourages our children to become more self-aware, empathic and strengthens their understanding and trust in our behaviour support systems.

### KS1 Restorative Practice Images & Script - Say it, Solve it



This script is a guide to support staff in developing a restorative conversation following a child or adult being hurt. This hurt can be caused in all sorts of different situations and the board aims to give visual supports to children who are resolving conflict. The board aims to establish how relationships have been hurt and how to put this right with a consequence for the actions that have caused hurt. This is purely a guide and conversations may need to be developed and be flexible given the circumstances.

1. Do you want to solve the problem?
  - Yes – Get the board
  - No – children to be spoken to separately (then try again) if not adults to choose a sanction.
2. Has someone been hurt?
  - The children need help when they have been hurt by other people's words as they don't see this as hurt.
3. How was the hurt caused?
  - At this point they just explain using the three pictures at the top
4. What are the details of this?
  - Child who has been hurt to explain about the details of the incident. Once they have finished the other child/children to explain their point of view.
5. How do you feel about this now? How do you think the other person feels now?
  - Develop your board with more emotions from the pack as needed.
6. How can we solve the conflict?
  - Children to decide on a consequence or how to put this right between them
  - Ask the children if they are happy with the outcome – do they agree that it is enough?

7. Now we have talked about this and decided on the consequence for this conflict it is learning time and it is finished.
- This part of the system is essential and this must be explained to complete the conversation.

## KS2 Restorative Practice

Has someone been hurt? **YES** **NO**

How was the 'hurt' caused? 

What are the details of this? 

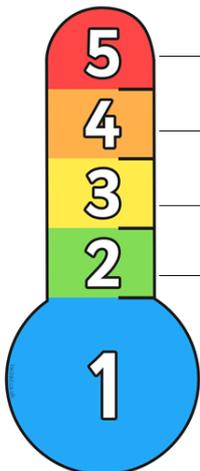
How do the people involved feel? 

What needs to happen to resolve this? 

At Low Ash when we have resolved our problems it is finished.

We know we can ask for help if we need to. 

Think about how you felt at the start of the restorative conversation?



5	Angry, hurt, worried, frustrated, annoyed, hot, upset, loud, quick heart beat
4	Hurt, frustrated, annoyed, upset, loud, breathing slowing, listening to others
3	Upset, understanding, calmer, listening, resolving, time to reflect
2	Ready for learning, reflective, asking for help, willing to listen and support
1	Ready to learn, calm and safe

How do you feel now the restorative conversation has taken place?

## Sanctions

The following section gives guidance on the use of sanctions within our Behaviour Policy. There may be situations due to the severity of the circumstances when it is not possible or appropriate to work through each stage. This is at the discretion of the Co-Headteachers / Deputy Headteacher (behaviour lead) who are responsible for the quality of teaching and learning in the school along with the health and safety of individuals. Exclusion is used by the Co-Headteachers as the ultimate sanction.

Sanctions should be applied fairly and consistently to all pupils, taking account of all circumstances including the child's age, and within the context of positive reinforcement of good behaviour. Sanctions of time out or withdrawal of break or lunchtime privileges may be given in addition to the sanctions outlined below.

## Yellow card

Yellow cards (1<sup>st</sup> yellow - verbal) are used to encourage children to "get back on track". They are not given for serious breaches of discipline and are not generally reported to parents/carers. Nevertheless, a 2<sup>nd</sup> (recorded) yellow card should be taken as a serious warning and that behaviour should be modified immediately. A 2<sup>nd</sup> yellow card (recorded) would follow the previous sanctions of verbally reminding and warning in relation to school rules. The types of behaviour that would result in a yellow card (recorded) being given would include:-

**Bad manners, running around school/arriving late to lessons (after warnings), refusal to carry out reasonable requests given by an adult, interrupting lessons, being unkind to others, damaging property and disrespect towards others.**

## **Amber Card**

When a more serious incident occurs, but one which does not warrant a red card, or persistent inappropriate behaviour continues, the child puts their name on an amber card in class. Amber cards are reported to parents/carers using the Behaviour Report slip. Class teachers also speak directly to parents/ carers when an amber card has been issued. Parents/carers are requested to sign and return the slip to acknowledge that they have received notification of the amber card.

Amber cards can be issued where behaviour is persistently disruptive at a low level, which is more serious than a 2<sup>nd</sup> yellow card, but not warranting the issue of a red card. Persistent low-level disruption may result in a child being sent to another class for a period of time to complete their work or have 'time out' to modify their behaviour.

An amber card may also be issued as opposed to a red card if there are underlying reasons why a child has behaved in a certain way, if there has been provocation by another pupil or if the child is immediately remorseful and truthful about the incident which has occurred. Where members of staff are unsure whether an amber or red card should be issued, a conversation is held with the Key Stage Leader or Deputy Headteacher.

The Deputy Headteacher is automatically notified via CPOMS when an amber card is given and will decide if further action is needed.

## **Red cards**

Red cards are used to identify serious breaches of discipline. The types of behaviour that would result in a red card being given would include:-

**Aggressive or threatening behaviour, disobedience, rudeness, dishonesty, serious damage to property, deceit, bullying, physical violence and racist behaviour.**

Red cards are reported to parents/carers using the Behaviour Report slip. Class teachers also speak directly to parents/ carers when a red card has been issued. Parents/carers are requested to sign and return the slip to acknowledge that they have received notification of the red card.

The Deputy Headteacher is automatically notified via CPOMS when a red card is given and will decide if further action is needed.

## **Detention**

Low Ash operates no formal detention procedures however, at times, a decision might be made to keep a pupil inside at break or lunchtime. This may be because work has not been finished due to poor behaviour, there have been instances of aggressive behaviour at a previous breaktime or behaviour is repeatedly causing concern and the use of amber/red cards is not having a positive effect. Similarly, pupils may be stopped from using the ball court / playground apparatus at breaktimes if it is felt behaviour is unacceptable.

## **Behaviour Reports**

A record of red and amber and yellow (2<sup>nd</sup>) cards given, including names of pupils, dates and reasons for the sanction, are logged onto 'CPOMS', (an electronic recording and tracking system) along with, where appropriate, a follow up action. The recording system allows the Deputy Head to monitor individuals causing concern or groups of pupils.

At the end of each half term, all pupils who have not received a 2<sup>nd</sup> yellow card, will be rewarded with a 'golden ticket' which will be entered into a raffle draw to receive a further reward. In addition to this, class teachers have the flexibility to build in other rewards for children who consistently show appropriate behaviour at their discretion.

The combination of class rewards, rewards for those children who consistently model appropriate behaviour and the golden ticket raffle draw aims to recognise and reward consistent good behaviour.

### **Working with parents/carers**

At all stages, meetings with parents/carers will be documented, dated and kept for reference using CPOMS.

- If there are concerns over a child's behaviour or if more than one red card is issued in a week then parents/carers will be contacted by the child's class teacher to arrange an informal meeting in school to discuss behaviour and seek support from parents/carers in reinforcing sanctions. Class teachers may request the support of colleagues at this point e.g. Key Stage Leader. A record of further concerns and/or behaviour incidents will be kept from this point.
- If a child's behaviour continues to give cause for concern, more frequent meetings with parents/carers, involving the Key Stage Leader and / or the school's behaviour leader (Deputy Headteacher) as well as class teacher, will be set up to monitor behaviour more closely. A personalised behaviour contract may be agreed and monitored over an agreed period of time. A Behaviour Plan may be drawn up with a view to improving behaviour and avoiding exclusion.
- Children who have recognised social, emotional and behavioural difficulties are included on the inclusion register and support in addressing their needs, which may include accessing external support, will be put in place.
- Where there are concerns over extreme behaviour, then a child may be at risk of exclusion. In such cases, a meeting is held with the parent/carer and school, involving as many of the following staff as needed: Co-Headteacher, Deputy Headteacher, class teacher, Inclusion Leader, Key Stage Leader and Learning Mentor. If not already in place, a Behaviour Plan is drawn up with a view to improving behaviour and avoiding exclusion.

### **Lunchtime behaviour**

Lunchtime supervisors are expected to use the rewards and minor sanctions as identified in this policy. More serious behaviour issues (those warranting amber and red cards) are referred to the Lunchtime Behaviour Mentor (LBM) who will use the school sanctions as appropriate. The LBM will provide advice and support for children who may be having difficulties regarding their behaviour at lunchtime. The LBM is able to have a more detailed discussion with class teachers immediately after lunchtime if required. Individuals whose behaviour is repeatedly causing concern at lunchtime will be supervised closely by the LBM.

### **Breakfast / after-school clubs**

Staff delivering breakfast and/or after-school clubs are expected to use the rewards and sanctions identified in this policy. They should record behaviour concerns, identifying the behaviour and how it has been addressed, including the issue of any sanctions. This should be copied and left to be passed to the relevant class teacher for information. The original record should be kept in the breakfast / after school behaviour file which provides a central record of behaviour issues at times outside the normal school day.

If behaviour at an after school club results in a red card, the child will miss the next session. If behaviour is continually unacceptable, the child's place will be withdrawn until the end of the half term. A contract outlining behaviour expectations and consequences of lapses in behaviour is issued on commencement of breakfast / after school clubs.

## **Isolation/Internal Exclusion**

Isolation within school may be used, usually as an interim step to avoid external exclusion.

A child in isolation will be supplied with work by teachers – this will be completed under supervision elsewhere in school. There will be no unsupervised access to the playground, cloakrooms or hall during a period of isolation. Parents/carers will be informed.

## **Exclusion**

Continued breaches of discipline may lead to fixed term exclusion. Fixed term exclusion may also be used immediately where there has been a very serious breach of discipline.

Further continued breaches of discipline may lead to permanent exclusion from Low Ash Primary School.

In all cases of exclusion, DFE advice and Local Authority advice and formal procedures will be followed. These include procedures for communicating with parents/carers.

## **Restraint**

There may be rare occasions when a child puts themselves or others in danger or is actually hurting themselves or others. Staff may need to restrain them using a minimum of force for a minimum length of time.

In extreme situations a 'Team Teach' approach will be used to ensure recognised safe handling. Where there is an identified need for this approach to be used with an identified pupil, this will be recognised in a risk assessment which is agreed with and signed by a parent/carer. Following the use of this approach for a previously unidentified need, a risk assessment will be drawn up with parent/carer agreement in recognition that this is now an identified need.

## **Monitoring the Behaviour Policy**

The Deputy Headteacher collates class teachers' red and amber card records each half term. The Deputy Head reports on this monitoring to the Governing Body twice a year.

# Anti-Bullying Policy Statement

There are many types of behaviour in school with which we have to deal, including peer on peer abuse, discrimination and bullying. Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion, gender or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic or biphobic bullying)
- Bullying relating to hazing
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying
- Bullying via technology –“online bullying”

In order to help everyone understand the meaning of these terms we have produced the following explanations which we use within school.

## Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment (see below); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

**Sexual violence and sexual harassment** can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. Low Ash Primary ensures **all** victims are taken seriously and offered appropriate support.

At Low Ash we are aware that some groups are potentially more at risk: SEND and LGBT+ children are at greater risk.

At Low Ash it is made clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

At Low Ash we do not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”.

At Low Ash we challenge behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.

Any allegations of sexual violence and harassment will be referred to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL).

Any decisions following investigation will be made on a case-by-case basis, with the DSL or DDSL taking a leading role and using their professional judgement, supported by other agencies, such as children’s social care and the police as required.

## Discrimination

This is not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. School will deal with any form of discrimination quickly, consistently and effectively whenever it occurs.

## Bullying

This may be verbal, physical, written, telling others that they will be "getting done" or criticising their work. **Bullying is deliberately hurtful behaviour repeated often over a period of time where it is difficult for those being bullied to defend themselves.**

Bullying can be in many forms, for example:-

Physical - hitting, kicking and taking belongings

Verbal - name calling, insulting and racist or hurtful remarks. It is also bullying if someone is teased repeatedly

Indirect - spreading nasty stories or excluding someone from a social group

Written - notes, letters, messages

Cyber - text messaging, comments on social networking sites, e-mails, mobile phone photographs/video

It is not bullying if two pupils of equal power and strength have an occasional quarrel or fight. Children can form and break friendships many times during their school life and this is part of normal development among children of primary school age. Learning to deal with disagreements, learning how to compromise and how to resolve arguments/conflicts are an important part of a child's social development.

The school reinforces anti-bullying messages through PSHE and 'Our Values' themes.

Staff are expected to encourage children to talk about worries/concerns as outlined in our Home School Agreement. They should also encourage children to report incidents at the time they take place in order for staff to be able to deal fairly and consistently with each circumstance in line with the Behaviour Policy. Any allegations of bullying are investigated fully and if substantiated then the person being bullied will be given support. This could be peer support from a willing trusted friend as well as clear procedures regarding which adults to go to if the problem persists or if they feel their concern has not been dealt with. Restorative practice techniques will also be implemented. The school's Learning Mentor will play an integral part in resolving issues around bullying.

Staff at Low Ash Primary School recognise that some children with special needs and/or disability (SEND) and/or medical issues or those who are 'looked after' (LAC) may become targets for bullying within a school setting because of their particular need. This may range from teasing about not being able to do a task, to intimidation and exclusion from friendship groups.

All staff are to be aware of the needs of such class members. Teacher focus will be on providing appropriate work where they can achieve, praise for their achievements in front of the other learners, adapting teaching to encourage paired, group and class work where their contributions are valued, and fully exploring any situations where the child may appear vulnerable to bullying.

The Leadership Team, particularly the Inclusion Leader, will consider time to talk to vulnerable pupils, discussions with other children and friendship groups, conversations with parents, support plans, Learning Mentor support and so on to prevent and/or reduce any situations where a child with needs may be open to bullying.

The Behaviour Policy and Anti-bullying Statement were reviewed by the Chair of Governors January 2022

Signed: .....

Chair of Governors