Behaviour Policy and Anti-Bullying Statement

Low Ash Primary School

Approved by:	The Governing Body	Date 12.10.22
Last reviewed on:	13.10.21	
Next review due by:	Autumn term 2023	

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 Safeguarding Leaders in school – Co-Headteachers, Deputy Headteacher, Assistant Headteacher, Inclusion Leader or Learning Mentors.

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 Golden Rules
Our four school 'Golden Rules' are shown below and these apply to everyone within our school.
1. We are kind and caring towards others.
2. We listen carefully and follow instructions.
3. We are focused and committed to learning.
4. We are respectful towards other people and equipment.

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 Behaviour Ladders (see Pupil and Staff Guides). 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.

Merits – Reception to Year 3
Merits are awarded to children for achieving one or more of the Golden Rules during lesson time. Each child in school has their own merit card which is updated regularly. Merits are collected to work towards a series of rewards in the form of badges and medals.
Children in Nursery are rewarded for every 10 merits they achieve.

Behaviour Points – Years 4, 5 & 6
Behaviour Points are rewarded for positive behaviour during lesson times. The school day is split into 5 sessions**.** Pupils who achieve **all** of the Golden Rules for a session will receive their point. Through use of the 'Behaviour Ladder Pupil Guide', pupils will be given two warnings before they lose their point. There is an emphasis on 'resetting' before the next session so that pupils can start to work towards earning their next point. The 'Behaviour Ladder Staff Guide' is used to manage behaviour in the classroom including the consistent and fair allocation of behaviour points. Points are recorded by pupils using the a Behaviour Points Record. Staff record points lost using a laminated copy of the 'Weekly Class Points Register'. This remains on the class teacher's desk so that covering staff or additional staff can use. Pupils will have the opportunity to visit a 'Points Shop'. Here they can redeem their points for a range of prizes ranging from a packet of raisins to a trip to Robert's Park.

House Tokens
All pupils and staff at Low Ash have been placed into one of four houses. The houses have been named after famous and inspirational Bradfordians. Care has been taken to ensure diverse and broad representation. The houses are: Brontë House, Rani House, Delius House & Dynamo House. House tokens can be awarded to pupils ad-hoc by all staff to any pupils or set of pupils for any positive behaviour displayed around school. This should link to the Golden Rules wherever possible. The tokens are 'posted' to the house token tubs and once per half term, house tokens

will be counted by Year 6 prefects and scores will be shared in achievement assembly. A prize will be issued each half term to the leading house. A range of Inter-House competitions are planned throughout the academic year.

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 from Reception to Year 6 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.

Sanctions
The Behaviour Ladders below (both pupils and staff guides) identify what sanctions are applied at different stages.

Pupil Behaviour Ladder Guide

Pre-Stage 1: Reminder of Expectations		
1	 **Verbal Warning** **We will not speak with home**	**Low-level disruption** Swinging on chair, calling out, answering back or disrupting the learning of others Lack of respect for school property
2	 **5-minute reflection** **We will not speak with home** ***Y4-6 lose behaviour point**	**Continuing low-level disruption** You have not responded to your verbal warning
3	 ***10-minute reflection** **We might need to speak with home**	**Inappropriate behaviour or language that was unintended** Swearing (with no understanding of meaning), any form of discrimination **Low-level physical contact** Pushing to get somewhere Irritating physical contact e.g. tapping someone repeatedly **Deliberate damage to school property or resources**
4	 ***Move to another class** **+ 10-minute reflection** **We will speak with home**	**If it's your third 10-minute reflection in 1 week** **Physical contact but you didn't mean to hurt the other person** e.g. Pushing to the front and someone falls over **Damage to school property or resources that cannot be easily fixed** e.g. sawing the table with a ruler, graffiti **Refusal to follow an adult's instructions**
5	 ***Visit to Phase Leader or FLT member** **NOTE: minimum sanction is missing of next break/lunch** **We will speak with home**	**Intentional inappropriate behaviour or use of language** Swearing or any form of discrimination **Physical violence that intentionally causes harm** Punching, kicking, fighting, push and/or pulling with deliberate force **Lasting damage to school building, property or resources** IT equipment, windows etc
6	 ***Visit to Mr Hurst, Mrs Robinson or Miss Grimshaw** **We will speak with home**	**After two visits to the Phase Leader in 1 week**
7	 ***Visit to Headteacher** **We will speak with home**	**Further red or amber incidents even after visiting Mr Hurst, Mrs Robinson or Miss Grimshaw**

Staff Behaviour Ladder Guide

There may be an occasion where this process will be adapted to suit individual needs or circumstances.
Online incidents will be appropriately investigated by a member of staff.

Pre-Stage 1: Reminder of Expectations

Stage 1 Verbal Warning	Class teacher	Stage 1 Low-level disruptive behaviour/actions: - Swinging on a chair - Answering back/Calling out - Disrupting the learning of others around them. - Lack of respect for school property (not exhaustive list)
Stage 2 5-minute reflection time in the classroom e.g. carpet area (Removal of behaviour point – Y4-6)	Class teacher	Stage 2 Repeated stage 1 behaviours within the same 'session'
Stage 3 10-minute reflection with class teacher in the classroom during next available break, using the restorative practice board. (teacher acts as affected party) Judgement call from Class Teacher as to whether Parent/Carer should be spoken to *log on CPOMS	Class teacher	Stage 3 Repetition of previous stage behaviours Repeated stage 1 behaviours over multiple sessions within the school day OR **Use of inappropriate language and/or behaviour (without intent) verbally/online/written *:** Swearing, sexualised, homophobic, transphobic, sexist, racist and any other discriminatory language OR **Physical contact:** - Pushing others roughly to get somewhere - Repeatedly tapping someone on the head etc. - 'Overly-rough play' OR **Deliberate damage to school resources:** - Snapped pencil, bent ruler
Stage 4 Move to appropriate phase-based teacher for a minimum of 10 minutes Then follow stage 3 sanctions with child's class teacher If at break/lunchtime, take a minimum of 10 minutes in a quiet area, then use restorative practice board If after school, take a minimum 10 minutes out of activity for reflection time, then use restorative practice board the next day with child's class teacher Conversation with parent/carer *log on CPOMS	Class Teacher in the same phase	Stage 4 After two Stage 3 Reflections during a week OR Repetition of previous stage behaviours **Physical Contact that causes unintentional harm *** (a stage 3 behaviour where someone gets hurt) e.g. pushing to the front of the line and someone is hurt, shoving past and someone falling over NB Conversation with parent/carer of injured party **Lasting deliberate damage to school resources:** - Sawing the edge of the table - Graffiti **Refusal to follow instructions from an adult**
Stage 5 Visit to the phase leader or FLT member for restorative practice If at break/lunchtime, reflective time for the remainder of the session, then use restorative practice board (minimum sanction would be to miss the following break or lunch) If after school, reflective time for the remainder of the session then use restorative practice board the next day with child's class teacher (miss the following session) Conversation with parent/carer *log on CPOMS	Phase leader	Stage 5 Repetition of previous stage behaviours-everything Stage 5 and above needs to be logged on CPOMS **Intentional use of inappropriate language and/or behaviour verbally/online/written:** - Swearing, sexualised, homophobic, transphobic, sexist, racist and any other discriminatory language - Theft **Physical violence that intentionally causes harm:** -Punching, kicking, biting, pushing and/or pulling with deliberate force Significant deliberate damage to school resources: - IT equipment - Building damage i.e. windows etc. SLT alerted at Stage 5 -depending on seriousness of incident, may be escalated to Stage 6 or even Stage 7
Stage 6 Visit to a member of SLT (Assistant Head/Deputy Head/Inclusion Leader) Conversation with parent/carer	SLT	Stage 6* A second Stage 5 incident in the same week
Stage 7 Visit to Co-Headteacher/s Conversation with parent/carer	Heads	Stage 7* Further Stage 5 incidents following Stage 6 intervention

Special Note

In extreme circumstances a pupil may be excluded from school either for a fixed period or permanently. Low Ash would only consider exclusion in extreme circumstances when all other approaches to behaviour management have failed. A pupil could be excluded, although not necessarily, under the following circumstances:

- where there is enough evidence that the pupil has committed a **serious one-off offence.**
- where the pupil is accused of **a serious criminal offence** away from school and the headteachers, in the best interests of the pupil and others in school, feel that they should be educated off site for a period of time.
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

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.
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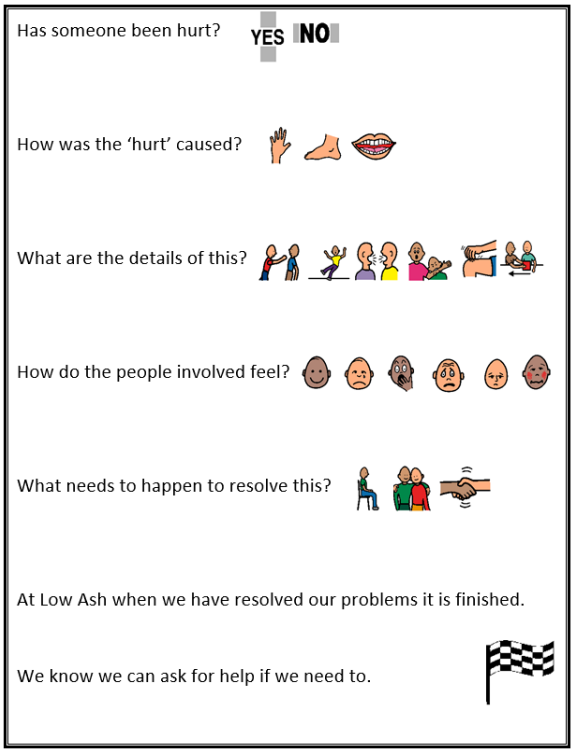
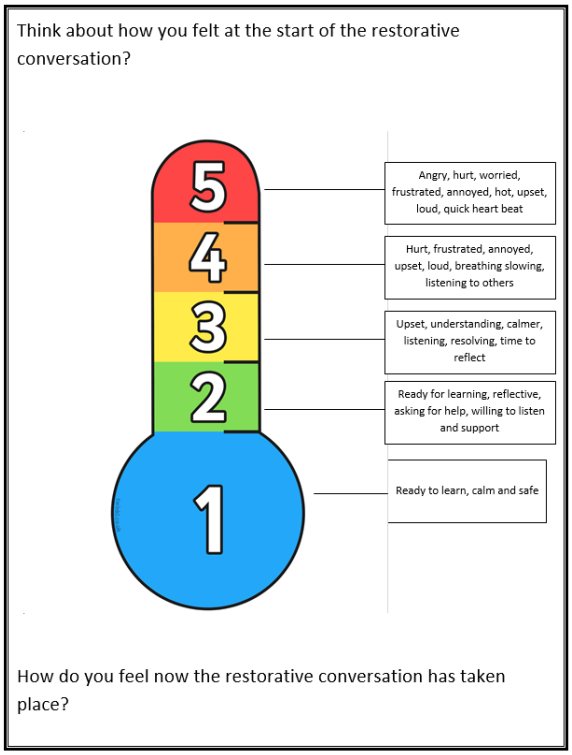
KS2 Restorative Practice





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, 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 follow the Behaviour Ladder and can issue House Tokens. The Lunchtime Behaviour Mentor, as well as members of the leadership who are on duty, will monitor the behaviour of those pupils whose behaviour is repeatedly causing concern at lunchtime.

Breakfast / after-school clubs
A contract outlining behaviour expectations and consequences of lapses in behaviour is issued on commencement of breakfast / after school clubs. Staff delivering breakfast and/or after-school clubs are expected to use the rewards and sanctions identified in this policy. The issuing of any sanctions should be shared with the class teacher and if necessary noted on CPOMs.
If behaviour at an after-school club is continually unacceptable, the child's place will be withdrawn until the end of the half term.

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 themself or others in danger or is actually hurting themself 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' CPOMs behaviour records each term and reports on this monitoring to the Governing Body three times 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 Mentors 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.

Signed: ……..…… Chair of Governors