**Behaviour Policy including Anti-Bullying Policy**

**Harvington C of E First and Nursery School**

**Written by T. Holdstock**
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**Governors Responsibility: Safeguarding**
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Complying with Section 89 of the Education and Inspections Act 2006.

Section 89 of the Education and Inspections Act 2006 states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

## Aims and Expectations

It is our aim at Harvington Church of England First and Nursery School, for each and every member of the school to feel valued and respected and that each person is treated fairly and well. Our school vision of "Together we Love, Learn and Grow" is fundamental to all that we do, including our approach to behaviour. Our aim is for all pupils and staff to feel safe, valued and free from humiliation, oppression or abuse so that they can learn and work in a calm, supportive and secure environment.

## Our Behaviour Expectations

We know that good behaviour is not simply the absence of bad behaviour. We expect high standards of behaviour from our pupils. Good behaviour is demonstrated when pupils consistently act in ways that allow themselves and others to feel safe, respected and ready to learn.

This includes (but is not limited to):

- Showing kindness, respect and consideration towards others
- Listening carefully and responding positively to instructions
- Being ready to learn and engaging fully in lessons
- Taking responsibility for their actions and making positive choices
- Moving safely and sensibly around the school
- Demonstrating pride in their work and their environment

To help to achieve this, we have three school rules that apply to all pupils from Nursery through to Year 5:

Be Safe

Be Ready

Be Respectful

**Be safe**

This rule is the foundation of everything that we do. Pupils learn best when they feel safe, calm and supported. By making safe choices, we help to keep ourselves and others safe both in school and beyond.

Being safe includes:

- Moving safely around school
- Using equipment appropriately
- Keeping hands and feet to ourselves
- Following adult instructions
- Helping others to feel safe

**Be Ready**

This rule supports positive learning behaviours and helps all pupils make the most of their learning opportunities.

Being ready includes:

- Arriving at school prepared and well rested
- Bringing the correct equipment
- Listening carefully and responding positively to adults and others
- Following instructions promptly
- Sitting and engaging appropriately in lessons
- Trying our best, even when learning feels challenging

**Be Respectful**

This rule supports the positive relationships and culture that we want throughout our school community.

Being respectful includes:

- Listening when others are speaking
- Using good manners and polite language
- Taking turns and allowing others to contribute
- Following instructions from all adults
- Solving disagreements calmly and appropriately
- Helping and supporting others when they are upset

## Teaching behaviour

Children need to learn the expectations placed on them. An important element of our approach to behaviour is that it is these expectations that must be taught, we should not assume that children arrive at school knowing what good behaviour looks like.

Staff act as role models, showcasing the school's values and treating children and one another with respect. In practice, this is shown by the modelling of good manners, speaking kindly to others, actively listening to others etc.

The school's Christian vision and values form an important aspect of our behaviour curriculum. These are taught to children throughout all aspects of school life; they underpin all that we do.

***"Together we Love, Learn and Grow"***

**Truthfulness**
**Friendship**
**Forgiveness**
**Trust**
**Respect**
**Perseverance**

These are used whilst talking to pupils about behaviour, creating a shared language to make conversations around behaviour consistent and clear.

## Rewards and consequences

To help us to teach and reinforce the behaviour expectations, we use a combination of both rewards and consequences. Rewards and consequences help pupils understand which behaviours should be repeated and which behaviours need to change.

## Rewards

Harvington C of E First and Nursery School use rewards to celebrate the behaviours that we want to see repeated. This includes the school's Christian values, the school rules and for anyone who goes above and beyond with their effort towards their learning.

Class Dojo points are awarded for demonstrating the school rules and our Christian values (Reception to Year 5). As pupils earn Class Dojo points they receive physical rewards for reaching certain thresholds.

| | | | |
|---|---|---|---|
| **25 Dojos** | Postcard home from class teacher | **50 Dojos** | A headteacher pencil |
| **75 Dojos** | A headteacher certificate | **100 Dojos** | Book and biscuit in class |
| **125 Dojos** | A ruler | **150 Dojos** | Star seat in class |
| **175 Dojos** | A gel pen | **200 Dojos** | A non-uniform pass |
| **225 Dojos** | A badge | **250 Dojos** | Afternoon tea |

Merits are given to pupils when they impress their teachers with their learning (Reception to Year 5). This can be because of their effort or their attainment. Certificates are awarded to pupils in Celebration Assemblies for reaching certain totals.

| | | | |
|---|---|---|---|
| **25 merits** | Bronze | **50 merits** | Silver |
| **75 merits** | Copper | **100 merits** | Gold |
| **150 merits** | Ruby | **200 merits** | Platinum |
| **250 merits** | Emerald | **300 merits** | Diamond |
| **350 merits** | Amethyst | **400 merits** | Sapphire |
| **450 merits** | Topaz | **500 merits** | Pearl |
| **550 merits** | Crystal | **600 merits** | Jet |
| **650 merits** | Garnet | **700 merits** | Coral |

In addition to Class Dojo and Merit points, staff may also reward pupils with positive praise, stickers, messages home and sharing good news with other members of staff.

Every other week children in Reception-Year 5 gather for a Celebration Assembly. Children are awarded class, whole school and individual awards.

Class and whole school awards are as follows:

- Attendance Teddy for the highest attending class
- Punctuality Pups for the classes with the best punctuality
- Pig for Perseverance (awarded to one child)
- Hedgehog for Trust (awarded to one child)
- Lion for Respect (awarded to one child)
- Monkey for Truthfulness (awarded to one child)
- Teddy for Forgiveness (awarded to one child)
- Fox for Friendship (awarded to one child)

Class teachers present individual awards during each Celebration Assembly to celebrate something a child has achieved.

**Presentation morning**

In July each year we hold our Presentation morning where awards are given to individuals from every class including Nursery, who have been selected for achievements by the staff team.

**Consequences**

Unfortunately, sometimes children will require consequences for negative behaviour. This helps pupils to learn the behaviours that we do not want to see repeated.

Staff will make it clear to pupils what the behaviour is that needs correcting. This helps pupils to learn and make long-term improvements to their behaviour.

Where behaviour requires improvement, staff will use a graduated response. This ensures consistency and fairness across the school:

1. **Reminder** – clear, calm restatement of expectations using school language.
2. **Warning / Caution** – explicit explanation of the consequence if behaviour continues.
3. **Consequences, repair and reflect** – a brief removal from the situation where appropriate, followed by a restorative conversation.
4. **Further action** – involvement of senior staff and/or parents where behaviour is repeated or serious.

**1. Reminder**

In most situations, a reminder from staff will be enough to allow pupils to make a positive change to their behaviour. Staff will name the behaviour that they want to see. Using the language of the school rules helps to communicate expectations clearly.

Examples:

"We walk in the corridors, thank you Sarah."

"Show me that you are ready to read Billy, let's sit comfortably and open the book."

"Listen carefully Katie, this will help you with your learning."

Staff will speak to pupils respectfully when addressing behaviour. Saying "thank you" indicates that the behaviour is an expectation, not a request.

Staff should deal with all behaviours from a position of calm, confidence. They should not have to raise their voices to children unless there is a direct threat to their safety. We have to remember to act as role models and remain in control.

Where possible, pupils should be spoken to individually, as opposed to groups or whole classes, when addressing behaviour. A quiet reminder to an individual is more powerful than a loud reminder in front of an audience. Sometimes, children will use negative behaviours to get attention from adults or peers, by dealing with it 1:1 and quietly we can reduce or remove their audience.

Where possible we follow the principle: **praise in public, correct in private**. Positive behaviours are acknowledged openly to reinforce expectations. Reminders and corrections are delivered discreetly to preserve dignity and maintain positive relationships.

**2. Warning**

Staff may need to go further than a reminder by issuing a warning. This allows staff to remind pupils of the expected change to their behaviour and a warning of a consequence if a change does not happen.

If staff feel it necessary to provide a warning, it must be something reasonable and manageable. This could be the loss of a Class Dojo point, having to remain in during playtime, having a certain space to play in during lunchtime, not being allowed to play football for a period of time etc.

If a warning is issued and the required change does not occur, staff **must** ensure the consequence happens. This consistent approach is fundamental to ensuring clear expectations are understood by pupils. This makes it imperative that staff only issue warnings that are reasonable and that they can deliver.

In most cases, the consequence will include having a 1:1 conversation. This should be done without other children present and should encourage the child to reflect on their behaviour. It should not be long and should focus on the most important aspect of the behaviour.

**3. Consequences, Reflect and Repair**

Where a behaviour is significant and requires it, a consequence is used. Consequences are determined by the age of pupils, the nature of the incident, whether a warning was given etc. Where possible, consequences are most effective if they relate to the incident eg. A temporary football ban for dangerous play on the pitch, finishing of work for disruption in class, apologising to an individual for being disrespectful, loss of Dojo points for not showing our values etc.

The most important part of this process is helping pupils reflect upon their behaviour. Staff will speak to pupils about their behaviour, away from other pupils, making them reflect upon their behaviour and the impact it has. These reflective, restorative conversations should be short, focused on the main behaviour and may be supported by restorative conversation forms (appendix 1). These require the individual to consider:

- What they did
- How they felt
- How it made others feel
- What they could do differently next time

Sometimes this may require two or more pupils to meet, supported by staff to reflect and repair damaged relationships.

Usually, class teachers or class teaching assistants are best placed to provide this time and space for reflection but this could involve other staff. Reflective conversations take place in private, without other children present. This is likely to be during playtime or by stepping out of the classroom.

Staff will always seek to maintain positive relationships with pupils, even when addressing behaviour. Incidents should be logged on the class behaviour log.

**4. Further action**

Following either repeated incidents of behaviour that we do not want to see or a significant breach of the school rules, further action may be required. If staff are seeing a pattern of behaviour or a change to behaviour they will use the class behaviour log to collect evidence over a period of time and ABCC (Antecedent, Behaviour, Consequence and Communicative Intent) charts to monitor incidents.

The school's Senior Leadership Team are involved at this stage and are likely to be directly involved in working with pupils, staff and families.

The school has a separate policy for exclusions (Exclusions policy). The decision to exclude a pupil may be taken in the following circumstances:

- In response to a serious breach or persistent breaches of the school's behaviour policy
- Where allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or others such as staff or pupils in the school.

Across all consequences, staff should be prompt, predictable, assertive and act in accordance with this policy. The aim of any actions is to restore the environment to a calm, safe space in which pupils can learn and to prevent or reduce the recurrence of misbehaviour.

**Working with families**

The school recognises the importance of working effectively with parents and carers to best support pupils' behaviour. Parents and carers play an important role in supporting pupils with their behaviour.

Communicating positive news about behaviour is incredibly important. The school's rewards system supports with this but staff may wish to reach out to parents at times to celebrate particular achievements of pupils. This can have a profound impact on pupils and their behaviour. School staff may feel it appropriate to contact parents and carers about a child's behaviour at any stage. In this instance, normally the class teacher is best placed to initially contact families to discuss any concerns. This could come at any stage in the process of consequences, particularly if a change in behaviour is noticed and concerning.

**Supporting Individual Needs**

The school recognises that some pupils will need more support than others when learning to manage their behaviour. Pupils with SEND, SEMH needs, attachment needs or other individual circumstances may require additional support to meet our behaviour expectations. Reasonable adjustments made to support individuals with their behaviour management may include, but are not limited to:

- adapted routines
- additional regulation support
- visual prompts
- movement breaks
- interventions from our pastoral TA
- personalised behaviour targets
- pastoral support plan
- support from external agencies

High expectations remain in place for all pupils, but support strategies may be adapted to meet individual needs.

## Anti-bullying

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, we can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential. Bullying threatens the happiness and achievement of the whole school community. Everybody needs to work together to deal with it.

## Bullying Definition

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities. It might be motivated by actual differences between children, or perceived differences. Children, young people and adults can all bully, be bullied or switch roles. They may be bystanders while others are bullied.

Bullying is different from occasional disagreements or friendship difficulties between pupils. Bullying is deliberate, repeated behaviour intended to hurt or upset another individual or group (appendix 3 children's anti bullying poster).

**Specific types of bullying include:**

**Prejudice/Discriminatory based bullying - any type of direct physical or verbal bullying, indirect bullying or cyberbullying based on:**

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

**Cyber Bullying- Cyberbullying is bullying and harassment using technology. This includes trolling, mobbing, stalking, grooming or any form of abuse online.**

*'There is no "hierarchy" of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately'*.

- We work with children in PSHE lessons and online safety lessons to ensure they know what is acceptable and what to do if they have concerns.
- We regularly speak to children to get their perspective about any concerns including use of safeguarding questionnaires.

- We have pupil leadership roles to reinforce messages.
- We have developed a whole school approach to tackle bullying which triggers a quick response to any issues or potential issues.
- Where bullying outside of school is reported to staff, it will be investigated and acted on.

**Procedure for dealing with an incident of bullying**

**What to look for:**

Pupils who are bullied may show changes in behaviour, such as becoming shy or nervous, feigning illness, becoming aggressive, taking unusual absences or clinging to adults. There may be evidence of changes in work and concentration patterns. All members of the school community must be alert to the signs of bullying and act promptly and firmly against it.

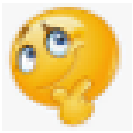
**What to do:**

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Sometimes this can take a lot of investigation work as it is important to find out all the facts. Any concerns staff have or allegations of bullying that have been made are logged on CPOMs and followed up by senior leaders. Actions taken by senior leaders are recorded on CPOMs.

**What will happen:**

- A decision tree is to be followed to achieve a consistency of approach (Appendix 2)
- Those involved will be interviewed by their class teachers or senior leaders and asked to describe and give an account of events which will be recorded.
- Once senior leaders are clear that a bullying offence has been committed, the bully and any others involved will be interviewed individually and a record of events will be recorded.
- Support and advice will be given as appropriate to all pupils involved.
- Details of the incident will be recorded on all the pupils' files on CPOMS.
- Parents/carers of all pupils involved will be contacted and letters sent home. A meeting may be arranged if deemed appropriate by the senior leaders.
- A review will be undertaken after each incident logged as a bullying incident to determine whether or not a pattern can be identified and to evaluate the effectiveness of the approach adopted.
- Those involved in supporting the pupil will continue to monitor the situation and speak to the senior leaders if there are further concerns or if they feel that the victim or bully require further support.
- Any further support needed will be put in place such as nurture support from the Home School link.

**Appendix 1-Restorative Conversation**



## Reflection Time

### What did you do?



### How did you feel when this happened?



angry



sad



tired



worried



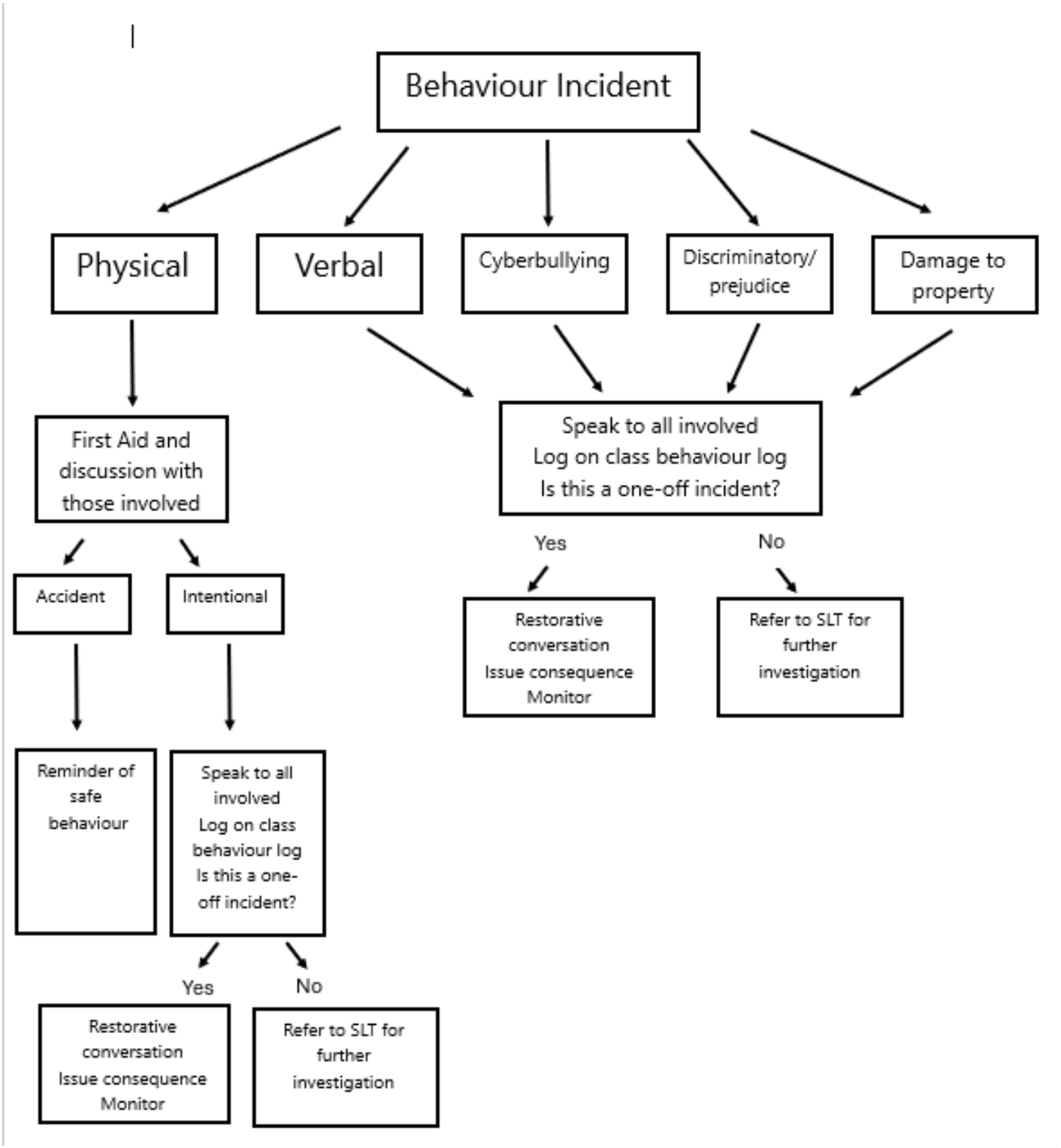
frustrated

### What could you change next time?

### What can you do to show you are sorry?



## Appendix 2 Decision tree



## Appendix 3

# Harvington C of E First and Nursery School

## Children's Anti-Bullying Policy

**What is Bullying?**

- Bullying is when someone does something hurtful or unkind on more than one occasion
- Bullying can be when someone hurts someone else physically or says unkind words to them
- Bullying could be damaging someone else's property or not letting them join in
- Bullying is deliberate




**Several Times On Purpose**

**Start Telling Other People**

**Bullying is not**

- Something that only happens once
- An accident
- Falling out with your friends

Always remember our values
Trust
Perseverance
Friendship,
Respect,
Forgiveness
Truth

**Bullying can be:**

- Physical (hitting, pushing, punching)
- Verbal (name calling)
- Indirect (online, text messages or being left out)

**What should you do if you are being bullied?**

- Tell a trusted adult straight away
- Ask the person or people bullying you to stop
- Write a note in your class worry box
- Ask a friend to get help from an adult

**What will happen next?**

- ✓ A member of staff will talk to you
- ✓ The member of staff will talk to the child who is being unkind
- ✓ We will support you
- ✓ Parents/carers will be contacted
- ✓ We will monitor closely