



# Harting CofE Primary School

## Behaviour and Anti-Bullying Policy

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Owner: Full Governing Body

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Informed by:

Gore Langton, E and Boy, K *Becoming and Adoption Friendly School*, (p95-107), London, Jessica Kingsley Publishers, 2017

Education Endowment Foundation, *Improving Behaviour in Schools*:

[https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF\\_Improving\\_behaviour\\_in\\_schools\\_Summary.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf), 2019

West Sussex LBAT Understanding and Supporting Behaviour

## **BEHAVIOUR & ANTI-BULLYING POLICY**

### **Statement of Intent**

This policy is underpinned by Harting School's Christian values all of which are underpinned by our core values of love and respect.

At Harting we aim to provide:

- high standards in both education and behaviour;
- a school where we encourage everyone to care for and respect others; treating others how they would like to be treated.
- an atmosphere of mutual respect

We endeavour to recognise, reward and praise effort and good behaviour and support children who have challenges in regulating both emotionally and physically, in a fair and consistent way.

Through the use of a therapeutic approach to behaviour management, we aim to empower children and equip them with the skills to self-regulate thus avoiding any repetition of significant dysregulation. This approach will support all children in building and sustaining positive relationships and will enable them to access education, realising and reaching their full potential.

We aim to carry out the above by:

- ✓ Providing a safe environment for learning;
- ✓ Promoting self-esteem by having a range of rewards;
- ✓ Managing incidents of dysregulation and higher profile behaviour in a fair and consistent way;
- ✓ Encouraging partnership with parents;
- ✓ Ensuring that all staff listen to children;
- ✓ Ensuring that school expectations are clearly communicated to all staff, children and parents;
- ✓ Ensuring that all pupils feel valued at school;
- ✓ Having high expectations of achievement in work and behaviour;
- ✓ Recognising achievements positively with praise and encouragement.

This policy should be read with reference to the Child Protection Policy, as appropriate

## **GUIDELINES**

### **1. STAFF CONSISTENCY**

Whole staff consistency is crucial to our approach to behaviour management.

All staff will:

1. Promote positive and strong relationships between teacher and pupils.
2. Ensure that teaching styles are adapted to meet the needs of all pupils to ensure engagement from all.
3. Be aware of verbal and non-verbal language; to avoid confrontation.
4. Through understanding the needs of individual children anticipate challenges before they arise;
5. Be consistent; use agreed scripts, based upon restorative language, to support children if they become dysregulated
6. Be aware that dysregulated behaviour has an underlying cause,
7. Understand that behaviour is a form of communication and that when a child becomes dysregulated that they are attempting to communicate how they are feeling.
8. Understand and be sensitive to the fact that some children require greater levels of support in regulation and self-regulation.
9. Avoid the use of physical intervention unless there is an immediate risk of harm to the pupil other pupils, adults or members of the public. This is in line with statutory guidelines.

### **2. MOTIVATIONAL SYSTEMS**

Every child is different and it is important that each child is encouraged to find areas where they can celebrate success and find fulfilment; all pupils should feel valued at school.

Our policy is based on positive reinforcement of good behaviour and mutual respect. We promote self-esteem through use of positive language and rewards.

To ensure consistency and fairness, staff will keep thorough records of awards that have been issued and regularly review them throughout the year

### **Individual Behaviour and Effort**

In each class, behaviour and effort is recognised through a consistent whole school approach. We aim for children to develop a positive sense of self and for them to self-regulate. To do this we will support them in developing positive behaviour for learning.

- **Weekly Tea Party**

To recognise positive behaviours and effort which are linked to the school values, all staff in the school are able to issue raffle tickets to children when they are demonstrated. These raffle tickets are named and then added to a sealed box. At the end of each week the number of raffle tickets each child has been issued are counted. The 2 children with the most tickets in each class then receive a golden ticket to have 'tea' with a staff member on an afternoon in the following week.

- **Star of the week**

Each week the staff teams working in each classroom will select two children from each class who have demonstrated the value of the month that week.

These children will be issued with a Star of The Week certificate in the weekly celebration assembly.

- **Celebration Assembly**

Each Friday the school holds a celebration assembly. This is time where the children and staff all come together to celebrate the successes of the week and where children are presented with the Star of the Week or Golden Ticket certificate.

In addition, each class is involved in devising a set of expectations which are drawn up at the outset of each school year, displayed in the classroom and link to whole school values which are revisited regularly throughout the year.

### **Teamwork across the School**

The **house point** system operates to reward positive behaviour and effort. It runs across the school.

This system is monitored and reviewed with pupils, through discussion with the School Council.

### **General School Awareness/Praise**

- ✓ Praise in front of other children can be very powerful
- ✓ Sharing and showing work to another adult – e.g. a former teacher and/or the Headteacher.
- ✓ A specific comment on a child's work (or verbally), in line with the school's marking policy
- ✓ Consistent use of restorative language will enable children to learn how to better self-regulate and overcome challenges they have faced with greater levels of independence and success.

### **Headteacher Awards – Celebrating individual exceptional effort/achievement**

Where a child has either made exceptional progresses or effort which has been sustained over a period of time, staff may decide that they are to be nominated for a Headteacher Award. Where this happens, the child will receive a certificate on a Friday Celebration Assembly and also receive 20 house points.

## **3. Whole school approach to managing behaviour**

The class teacher/staff member in the room will manage incidents of low level disruption and behaviour as they arise using the following procedure.

- If a child is causing disruption to their own or others learning they will be reminded and asked to refocus.
- If the disruption to learning continues the child will need to remain in the classroom for part of their break/lunch time. The child may be asked to go and work with an adult out of the classroom for a period of time if other children's learning is being impacted by any disruption.
- At the start of break/lunch the adult in the classroom will give them 5 minutes of quiet reflection time on why they have been asked to stay in.

- Following this five minutes the adult will hold a restorative conversation with the child using the following questions as a guide.
  - What happened?
  - What were you feeling when this happened?
  - What do you feel about it now?
  - Who has been effected by what happened?
  - What needs to happen next time to stop this from happening again?
- Once this conversation has taken place and the adult feels as though the child is ready, they will be allowed to join their peers for break/lunch.
- Where low level disruption happens towards the end of day, the conversation will happen before the child goes home.

Lower level disruption includes, but it not limited to:

- talking out of turn;
- refusing to do tasks;
- refusing to follow instructions

### Higher Profile/Dysregulated Behaviour

For higher profile behaviour which sees a child becoming dysregulated the following system will be followed. This will be actioned as soon as possible with the aim of preventing any escalation of dysregulation.

- The adult will use the following script in order to ensure the child has the time and space to regulate, reflect and then repair relationships. All other parties who have been involved or impacted will also be supported by an adult in the most appropriate way.

- 'I can see that you have some big feelings at the moment...
- 'Are you going to go..... to help you feel better?
- When you are ready, let's have a chat

- 'I am wondering if you were feeling ..... (say different emotions), when ... happened.
- I can see why that would make you feel (insert emotion) however it is still not ok to...
- Let's think of how we can make x better.

- If you feel (insert emotion) again, what could you do instead?
- (Adult to model apology if the child is not able to do this – where possible both children should be present) 'X' is sorry that they have hurt you, and they know that this is not OK.

Incidents of higher profile behaviour include, but are not limited to:

- pushing and barging;
- insults and harassment;
- deliberately hurting others;
- fighting;

- intimidation or bullying;
- any anti-social behaviour – spitting, swearing, stealing.
- Discrimination of any kind;
- Refusing to follow instructions;
- Sexual harassment/peer of peer abuse
- Bullying
- Persistent disruption to learning

Any incidents of higher profile behaviour will be logged on our electronic tracking system CPOMS. The leadership team will receive these alerts.

Parents of the children directly involved will be informed of any incidents of high profile behaviour. However staff will not discuss other children with other families.

If the staff member in the room feels as though they require additional support in managing such incidents they should contact the Headteacher (or assistant Headteacher if the Head is absent) using the internal phone system.

### **Disruptive Classroom Behaviour**

If a child's behaviour is causing disruption to learning, staff will use a range of strategies to reengage in learning and to prevent any escalation of behaviour. This may include using praise as a tool to encourage positive behaviours; seating positions; predicting triggers; or using other de-escalation methods.

If disruption continues, staff members will involve the Head/SENCO/SLT to plan a programme of support, as needed. If any disruption was to become persistent, parents would be asked to attend a meeting at the school to discuss next steps in how the school is going to support the child moving forward.

### **Aggressive Behaviour**

Children displaying such behaviours may have other underlying difficulties eg social, emotional, and mental health needs or learning difficulties (especially relating to language), which may require additional support. This information will be shared with relevant parties to plan the most appropriate provision moving forward.

Where a child had shown aggressive behaviour towards other member of the school community, or is repeatedly disrupting learning, the Headteacher or Assistant Headteacher will be informed immediately, with the child going to spend time with them. On these occasions, the script language found on the previous page will be followed and parents of parties directly involved will be informed at the earliest possible moment.

If deemed necessary by the member of the senior leadership team, parents will be asked to attend a meeting, where possible on the same day, to discuss the incident and plan a strategy moving forward.

***To request support from a member of SLT staff should use the internal phone system. In the majority of circumstances children should not be asked to come and get someone to help.***

### **Playtime Behaviour**

Children are expected to spend their play and lunch time outside on the playgrounds. If they children need to enter the building to use the toilet they should ask an adult for permission.

Children are expected to show love and respect towards all other member of the school community at all times.

If a child refuses to follow an adult's instruction at playtime a restorative conversation will be held with the child aimed at addressing the reason behind why this occurred. If such incidents were to become recurring and regular parents may be asked to come in for a meeting to discuss concerns, with a plan of support put in place to lead to the most positive outcome for the child.

Contact play is discouraged. Children are deterred from play which is considered to be dangerous. If this was to be seen, children will be asked to stop. If it was to occur again then the children will be asked to spend a short amount of time having a restorative conversation with an adult.

Before children go out to break/lunch an adult must be outside on duty. We will ensure that there is sufficient adult supervision at all times during break and lunch time. This includes in the dinner hall at lunch time.

If children encounter any challenges at break or lunch time they should report these to an adult immediately. The adult will then work with the children involved using the agreed script language to repair relationships and to minimise the chance of any recurrence of any such incident.

Staff will endeavour to resolve any challenges using the agreed approach. However, on occasions of more significant high profile behaviour or dysregulation the Headteacher or Assistant Headteacher will be called to manage the situation.

## **4. BULLYING, RACIST/HATE/DISCRIMINATORY INCIDENTS**

**Any form of bullying, racist, hate of discriminatory behaviour is not tolerated at Harting CofE Primary School. Any such incidents will be addressed promptly and dealt with both seriously and sensitively.**

Bullying is unwanted, aggressive, and repetitive behaviour that involves a real or perceived power imbalance. It can mean many different things.

These are some ways children and young people have described bullying

- being called names;
- being teased;

- having rumours spread about you;
- being ignored and left out;
- being abused on social websites using any of the above;
- receiving unpleasant e-mails or text messages;
- being forced to hand over possessions or having them thrown around;
- being pushed or pulled about;
- being hit or attacked;
- being attacked or teased or called names because of your religion or colour;
- being attacked or teased or called names because of your sexuality.

Under **no circumstance** is bullying of any kind tolerated.

It is important, in such situations, that a staff member at the school is informed at the earliest possible moment, either by the children and/or parents, of what is happening. This will mean that such behaviours can be monitored and intervention put in place to prevent any escalation.

At the start of every year and at regular points throughout, every child names at least two 'trusted' adults in school who they would feel most comfortable speaking to if they had a concern. Records of these preferences are kept in purple safeguarding folders found in each classroom. Children understand that if they would like to speak to one of their 'trusted' adults that they will be available at all times.

If bullying, or the early signs of bullying occur, staff will:

1. Support both the child who is affected and the other child/ren using restorative language. This aims at preventing any further recurrence by developing empathy and empowering children to do the right thing.
2. Ask children to report incidents to adults and encourage parents/staff to communicate with them so that behaviours can be monitored by the school.
3. Incidents will be logged as appropriate using our electronic recording system. This is in addition to a conversation with a member of the SLT.
4. Parents to be informed, at a suitable stage, so that on-going dialogue between adults supports the children
5. Incidents of bullying, or suspected bullying, must be shared with the headteacher immediately.

Further support is not limited to, but could include:

- class circle times;
- individual work with play therapist
- ELSA intervention

To create a whole school approach we aim to ensure consistency of approach through language and actions from all members of the team. Staff should focus on praising good role-models and provide this model themselves.

## **Discrimination**

Discrimination is when someone is treated differently, unfairly or worse because of their age, being disabled, their gender, gender identity, being married or in a civil partnership, being pregnant or having a child, their religion or beliefs, their race, skin colour or where they were born or their sexuality

The school has a zero tolerance policy to any form of discrimination. Any incidents which occur are reported to the headteacher and where applicable to West Sussex County Council and the Governing Body. As well as dealing with such incidents if they were to occur, we aim to celebrate diversity through a carefully planned curriculum which has the school's values of love and respect at its heart.

## **6. PUPILS WITH SPECIAL EDUCATIONAL NEEDS (SEN)**

We endeavour to establish the degree to which a pupil's SEN need impacts on their ability to regulate both emotionally and physically. Where appropriate, we consult with other professionals to support in understanding if a child's behaviour is related to any specific need. This information is key to understanding a child's need and supporting them effectively and will be shared with staff as appropriate.

To ensure that we are meeting the needs of all pupils, and allowing all children to flourish, where necessary behaviour systems and approaches will be adapted to the needs of specific pupils.

## **6. ADVERSE CHILDHOOD EXPERIENCE (ACES)**

Some pupils who have experienced adverse childhood experiences (ACEs) will need approaches different to others. Due to the trauma that they have experienced, they are often less able to articulate their feelings in a regulated way. As a result of their learned experiences this may lead to them communicating in a way that is more challenging to manage. In light of this, alternative child specific strategies will be used to best support the child with the aim of equipping them with the skills to successfully self-regulate as they continue to develop.

## **7 EXCLUSION/SUSPENSION**

The following types of behaviour (although not limited to these) are felt to be those that might reasonably lead to periods of fixed term or permanent suspension from school.

- Physical violence to staff and/or pupils;
- Threats of physical violence to staff and/or pupils, or in some other way risking the safety of staff or pupils;
- Serious or persistent bullying or racial/sexual intimidation;
- Serious damage to school property;

- Serious and persistent disruption to pupils' learning, including rudeness and refusal to follow instructions;
- Dealing in and/or supplying drugs or other dangerous substances within school.

When suspension is being considered, the Headteacher will consider the effectiveness and purpose of such a decision and question whether there are other means of obtaining the same result. We will do all that we can to avoid suspension including working with outside agencies and families as closely as possible.

## **7. MONITORING**

The Policy will be reviewed annually. The Headteacher will monitor the behaviour log and accident record regularly. Any incidents of hate/bullying or discrimination are reported to governors termly and the policy is evaluated annually.

