



Policy: Positive Behaviour Policy

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Authorised by: Governing Body

Updated by: Head Teacher and Inclusion Lead

1. Introduction

This Positive Behaviour Policy takes a very positive approach, with the emphasis being on recognition, praise and reward. It aims to be clear and concise, yet flexible to take into consideration the needs of different age groups and allow room for teacher's to make a professional judgement where necessary. We aim to spend the vast majority of our time praising and rewarding good behaviour, but we also feel that it is important to set out our policy on managing challenging behaviour, so that everyone can have a clear understanding of the school's procedures. The policy should be read and interpreted in conjunction with the school's vision and aims, the Single Equality Policy, the Inclusion (SEN) Policy, the Safeguarding (Child Protection) Policy and the Anti-Bullying Policy. Within this policy, in Appendix E, we include our Anti-Bullying and Red Behaviour Conduct Statement. This makes explicit our procedures in relation to Bullying, Racism, Homophobia and Radicalisation.

We aim to cultivate a positive environment through encouragement and support where pupils and their efforts are valued. All school staff will endeavour to be consistent in their dealing with behaviour of pupils, in order that only one message is delivered, resulting in an effective school in which pupils behave well and succeed socially, morally, spiritually and academically.

****Please note that Reception children will be introduced gradually to all the principles of our Positive Behaviour Policy during the first two terms of school. The principle of earning House Points and the 'epraise' system will be introduced to Reception children in the Summer Term.***

2. Policy Aims

- To foster a positive and compassionate environment in which all children can flourish and reach their full potential;
- To establish and maintain positive approaches to behaviour management that are consistent throughout the school;
- To ensure that learning behaviour within the classroom facilitates the delivery of the school's curricular aims and the development of positive attitudes;
- To help children develop a sense of responsibility for their own behaviour;
- To ensure that every member of the school behaves with consideration and concern for others;
- To ensure that parents are supportive of the school's policy and that they are directly involved in its implementation wherever this is appropriate and necessary;
- To raise awareness of desired standards of behaviour by celebrating and rewarding occasions when children have demonstrated living the school's values in practical ways;
- To ensure that there is clarity when issuing sanctions through explicit referral to the school's Christian values and expectations (bronze behaviours);
- To promote the collective responsibility by all staff for the behaviour of all children in all areas of the school.

3. Principles of Positive Behaviour

Reflecting our Core Christian Values

Our school behaviour policy is informed by the Christian values that permeate all aspects of school life. As a Church of England School we identify Christian values that underpin the whole of our community. These values inform our school's vision, aims and ethos, the design of our curriculum, all policies, planning and the school's management and governance. Good discipline and standards of behaviour are key features of a successful school. We believe that a clear, shared understanding of the school's values is a prerequisite for the effectiveness of this behaviour policy and that disagreement and conflict should be dealt with based on Christian principles of forgiveness, reconciliation and restorative justice.

Learning Behaviours

Good behaviour may typically be described as, for example, sitting appropriately on the carpet, being kind to others, or being polite and well-mannered. At Upton St Leonards CE Primary School, we recognise that good behaviour should not only be thought of in this purely conventional sense. We also work hard to develop a wide range of *learning behaviours* which we believe will help our pupils to be successful throughout their school lives and ensure they become successful adults. We aim to develop children's ability to discuss their learning and help them to develop learning behaviours such as:

Independence: managing time, managing personal possessions, taking responsibility, making good choices, aiming for excellence, setting high standards.

Collaboration: working together, listening, being a good team player, respecting the views of others, minimising conflict, adapting and negotiating.

Resilience: persevering, being determined, recognising that making a mistake is part of learning, identifying achievable goals, being able to give things another go following a setback.

Risk Taking: taking risks, thinking creatively, trying lots of different ideas, being curious and original, making connections, questioning, pushing self to try new things, knowing that learning sometimes involves being outside our 'comfort zone'.

Reflection: identifying what is good or not so good about work or ideas, supporting peers with improving, taking pride in their own and others work and achievements, seeking feedback, always looking for ways to improve.

Thinking: Asking questions like - 'what if?' or 'how?', considering different options, thinking imaginatively to solve a problem, challenging ideas and thoughts in a constructive way.

Rights, Respect, Responsibilities

Much of what we do in school is underpinned through our focus on Rights, Respect and Responsibilities. A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between pupils and adults, between adults themselves and between pupils. This is central to our ethos and so to our approach to teaching and learning, behaviour and the curriculum itself. Please see Appendix F for further information.

Bronze Behaviours/Expected Behaviours in School

Expected behaviours are categorised as 'Bronze' behaviours. These behaviours reflect our school values and school motto of 'Building Foundations for a Love of Life and a Love of Learning'. They also help us to protect our rights and encourage responsibility. Our expected behaviours are:

- Showing a positive attitude towards our learning
- Looking after the school and its environment
- Taking pride in our appearance
- Being kind and respectful to others
- Living our values every day

Further guidance on Expected Behaviours is available in Appendix A.

Class Charter

At the start of each school year, class teachers will spend time reinforcing expected behaviours and establishing the 'Class Charter'. The class charter serves to unite the teacher, teaching assistants and pupils. When the rights of the pupils are discussed, it will be clear that everyone must take responsibility for respecting the rights of each other. Statements within the class charter should be as general as possible and match the developmental level of the children. They should express the aims of the school and reflect expectations (bronze behaviours). The charter is drawn up at the beginning of the year in consultation with the children. The children agree to abide by the charter and understand that if they do not adhere to it, there is a procedure that is followed fairly and consistently for everyone. These expectations are important in that they provide the framework within which relationships can grow and develop in a positive way.

Pupils are expected to display bronze behaviours (expected) at all times and pupils are regularly awarded House Points for meeting these expectations.

Further explanation of how House Points are awarded is available in Section 6a) of this policy and Appendix B (Rewards).

4. Strategies

In order to assist with the implementation of this policy, staff should:

- Aim to be good role models;
- Praise individuals, groups or classes as and where appropriate;
- Use a common reward system throughout school with House Points awarded for academic and non-academic achievement and effort (currently epraise);
- Give reasoned explanations in line with this policy and any resulting sanctions;
- Actively support parental involvement in school and remind parents that they have a valuable role to play;
- Supervise children to and from classrooms, into cloakrooms and to and from the playground wherever possible (year groups can work together on this);
- Remind children, as they leave classes, of expected behaviour when moving around school i.e. walking in single file - no running;
- Encourage toilet visits at breaks and lunchtimes;
- Ensure copies of the Positive Behaviour Policy are included in parental information packs;
- Use identified procedures for non-attendance, persistent lateness;
- Involve outside agencies where necessary through consultation with the Inclusion Lead;
- Ensure there is an opportunity for children to talk through any incidents of misbehaviour with an adult;
- Use key words for reinforcement relating to the school values and the principles of this policy e.g. love, respect, honesty, friendship and bronze/expected behaviours, amber/red behaviours, silver/gold behaviours, misbehaviour/serious misbehaviour.

5. Classroom Management and Procedures

To promote good discipline within the classroom staff should aim to:

- Establish defined classroom areas;
- Label resources clearly and make them easily accessible;
- Design classroom layout to facilitate ease of movement;
- Organise and adhere to consistent classroom routines e.g. lining up, sitting correctly;

- Place emphasis on independent learning;
- Avoid queues;
- Be well prepared and organised;
- Allow adequate time for tidying up;
- Make expectations clear to children and parents, when applicable;
- Share responsibilities between all children;
- Refrain from shouting - instead, use eye contact, gesture, etc.;
- Maintain a quiet, calm atmosphere;
- Encourage children to raise their hands rather than interrupt;
- Send children to collect resources in small groups;
- Be ready in the classroom to greet children before the start of each lesson;
- Involve children in the organisation of systems wherever possible;
- Be positive e.g. use of 'please walk', rather than 'don't run'.

6. Responses to Good Behaviour

We base our approach to behaviour management upon a range of rewards, which are given regularly and publicly, as we believe that the encouragement of desirable behaviour is the most effective and positive means of behaviour modification. We want to recognise the majority of children who are consistently behaving well in school.

a) House Points* - Awarding House Points to pupils is the principal way in which good behaviour is rewarded from Year 1 onwards at our school. Again, public praise and recognition for effort and hard work reinforces our positive behaviour messages. Further guidance on how House Points are awarded is available in Appendix B (Rewards).

The House Point system operates consistently throughout the school as follows:

- Classes are divided into 4 Houses - Ash, Oak Beech and Elm (mixed ability and behaviour);
- House Point awards are recorded using a common reward system throughout school (currently epraise)
- Pupils are expected to display 'bronze' behaviours at all times and are regularly awarded House Points for meeting these expectations;
- Children will also be awarded extra House Points for academic and non-academic achievement, for demonstrating our school values or in recognition of positive learning behaviours;
- House points that have been awarded should not be taken away;
- Each term the House with the most House Points is awarded a non-uniform day.

b) Verbal praise and positive comments - Verbal praise and approval are valued rewards and we recognise that children respond especially well to praise and encouragement. Praise and positive comments will be given readily. Class and supply teachers, lunchtime supervisors and teaching assistants will be encouraged to comment on good behaviour using the 'values language' in order that children understand what the value, e.g. friendship, looks like in practice.

c) Stickers - A reward sticker may be awarded for particularly good work and/or behaviour by a class, group or individual child. The Headteacher may also award a 'Headteacher's Award' sticker for good behaviour or work.

d) Celebration Assemblies - Exceptional effort or achievement in activities outside of school such as music exams or sports events are read out in either phase or whole school worship, and may be included on the weekly Newsletter.

e) House Point Star Badges - When children have attained over 500 House Points in one term they will be awarded a star badge in their House colour during our Celebration Assemblies.

f) Golden Certificates - Further good work/behaviour may be rewarded with a special certificate which is also presented during a Celebration Assembly. This is also recorded in the 'Golden Book'. Children can take their Golden Certificate home to share with their parents/carers.

g) Class Reward Systems - Each class teacher may choose to establish a class reward system appropriate to the age range or needs of the class.

h) 'Beyond Expected' (Silver) and 'Exceptional' Behaviour (Gold) - 'Beyond Expected Behaviour' (Silver behaviours) and 'Exceptional Behaviour' (Gold behaviours) are worth more House Points than 'Expected' (Bronze behaviours).

Silver is worth 5 House Points and Gold is worth 25 House Points.

Silver and Gold House Point Awards are celebrated, often publically, with a clear explanation of why the award has been given, to encourage others to follow the example set by others.

A more detailed explanation of how Silver and Gold behaviours are awarded can be found in Appendix B (Rewards).

i) epraise Achievements - Achievements can be earned through the epraise system in recognition of Achievements relating to the overall numbers of House Points pupils have earned. Children can also exchange House Points they have earned for rewards from the epraise Shop. The shop will be open on a regular basis, run by The Inclusion Team. Epraise rewards information is included in Appendix B (Rewards).

j) Behaviour Ambassadors - Some children are also selected as exceptional role models or school ambassadors; these will take the form of School Captains and 'Behaviour Ambassadors'. As part of this privileged responsibility, they will represent the school and speak on behalf of the pupils at events with parents/carers and other stakeholders.

7. Managing Misbehaviour

Choices, Consequences and Solving Conflicts

Disruptive behaviour and behaviour which infringes the rights of others' and does not represent our school christian values, will not be excused, but will be dealt with from a positive corrective stance and with appropriate use of problem solving procedures.

Pupils should be encouraged to make a choice about their behaviour and take responsibility for their own actions.

Pupils should be:

1. Reminded of the expected bronze behaviours and the rights of others;
2. Given a warning and a choice, and reminded of the consequences. Teachers can also choose to use a white card as a visual prompt;
3. Given take up time to reflect and make the choice;
4. Given praise if the right choice is made, or if not, the consequence of their actions should be followed through.

Pupils will know the consequences of any choice they make as these are consistently shared by all staff and are visible on our 'Behaviour Expectations' posters which are displayed around the school environment. The age of the child will be taken into account when considering the expected behaviours and consequences of actions and in some scenarios there will need to be an element of professional judgement made by the teacher.

Allowances should be made for those pupils with specific needs or certain conditions and it will be appropriate for some pupils to have their own Pastoral Support Plan (PSP) or Behaviour Support Plan (BSP) with their own rewards and consequences. Inclusion rooms, such as 'The Hub' and the Inclusion Office, can be used by any pupil in need of a refuge. This includes pupils needing a quiet atmosphere to help them calm down.

As a Church school we encourage all our pupils to be reflective about their behaviour. This therefore forms the basis of any follow up work we do with pupils who have displayed amber or red behaviours.

Whole classes and groups of pupils should not suffer the consequences of other pupils' inappropriate choices. Behaviour management strategies used by staff will therefore target the individuals responsible.

'Misbehaviour' (Amber) and 'Serious Misbehaviour' (Red)

If, despite being given a warning, children still make an unwanted choice in their behaviour, they will be awarded either an 'Amber' or 'Red' behaviour for that session, depending on the severity of the behaviour they displayed. This means they will not receive 1 House Point for meeting expectations in that session. They will also be expected to miss 10 minutes of their next break time. This will be either break time or lunch time, whichever falls next. This missed break time will be used as a time for the pupil to reflect on their behaviour. It will either take place in an allocated 'Time Out' room led by the Inclusion Team, or with a member of the Senior Leadership Team or Senior Management Team, dependent upon the severity of the behaviour incident. During these times, the pupil will be expected to complete a 'Reflection Log' and other activities deemed appropriate. Repeated Red or Amber behaviours will be dealt with more severely.

A more detailed explanation of this process can be found in Appendix C (Levels of Behaviour Management).

Specific Behaviour Needs

Individual Behaviour plans are written for pupils with significant behaviour problems. They are specifically tailored to meet the needs of the individual pupil and are reviewed regularly. The purpose of these plans is to increase the pupil's self-control skills and enable their social integration into school. A Behaviour Support Plan is maintained to record and monitor challenging behaviour. Often reward charts or Positive Behaviour Trackers are used to track, motivate and record good behaviour. The behaviour of the pupils is the shared responsibility of parents/carers and teachers. Parents/carers are informed of any individual behaviour plans written for their child and their support is actively sought through frequent consultations. These may be informal or more formal multi-agency meetings. If continued poor behaviour places the pupil at risk of exclusion a 'Pastoral Support Plan' may be deemed more appropriate to meet the pupil's needs.

Further information on this can be found in Appendix C (Levels of Behaviour Management).

8. Positive Handling

Team Teach

Some members of staff are trained in using Team Teach positive handling techniques. A list of trained staff is available from the school office and is always displayed in the staff room.

The fundamental principle of Team Teach is de-escalation. Team Teach supports that positive handling should only be used as a last resort and when all de-escalation techniques have proved ineffective.

Team Teach training is designed to minimise risk and help people build and maintain positive relationships. Team-Teach training is affiliated to The General Services Association and its courses have been accredited (2006, 2009, 2012) by the British Institute of Learning Disabilities and The Institute of Conflict Management (2015). Team Teach training is valid for 3 years.

Team Teach trained staff have the power to use reasonable force to:

- Restrain a pupil at risk of harming themselves through physical outbursts;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; (DFE circular Jan 2016 Behaviour and Discipline in Schools).

Reasonable force is using no more force than is necessary based on the individual child and circumstances. If positive handling is used, it must be reasonable, proportionate and necessary.

Despite creating the right environment, providing pastoral care and personalised provision, the nature of some of our pupils means that there will be times when challenging behaviours occur. In all cases where positive handling is necessary, minimum reasonable force should be used to exercise our 'duty care' to the pupils and should only be used as a last resort. Team Teach approved holds should be applied by trained staff. In the event of a physical attack on staff, staff have the right to defend themselves though withdrawing to a safe distance might be the best option whilst ensuring that other people are safe. Positive Handling, which may be reasonably expected to be used at Upton St Leonards CE Primary School, will be either in the context of pastoral care or as an intervention in a challenging situation.

Positive Handling in Challenging Situations

When using physical intervention, the minimum level of force required is the maximum permissible. Appropriate Team-Teach approved holds will be named on Individual Behaviour Support Plans where appropriate. Team-Teach techniques seek to avoid injury to pupils, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the pupil remains safe.

Procedure after Physical Intervention

- The pupil should be given time and a safe place to recover his/her composure;
- Counselling, in terms of talking through what has happened, should be offered to both pupils and staff;
- The pupil should be supported in re-joining his/her class;
- Where physical intervention has been used in challenging situations, this must be recorded in the Red Bound and Numbered Book within 24 hours and parent/carer informed.

9. Home / Parent Links

The behaviour of pupils is seen as the shared responsibility of parents/carers and teachers. Parents/carers will be made aware of the schools' expectations (bronze behaviours) through parent information evenings, the sharing of this behaviour policy, the school website and our 'Behaviour Expectations' which are displayed around the school environment.

Rewards, achievements and behaviour incidents will be shared with parents/carers via the pupils' diary, phone calls home, texts and online information systems. Parents/carers should contact the class teacher with any issues or concerns that they have.

A more detailed description of how parents will be included with supporting positive behaviour is detailed within Appendix C (Levels of Behaviour Management).

10. Serious Incidents

More serious incidents must be dealt with in a more formal way. There is no place in our school community for; harassment (sexual, racial or other), bullying, homophobia, radicalisation, violence, vandalism, stealing, rudeness to adults or each other, or bad language. Serious incidents are reported to a member of the Senior Management Team who logs the incident on Appendix D (Serious Misbehaviour Log). These are always reported to the Headteacher.

Appendix A

Behaviour Expectations

The pupils are expected to treat themselves, each other and their surroundings with respect.

These expectations will be shared with the pupils and displayed around the school. All staff are expected to consistently refer to these when managing behaviour, both in the classrooms and for those times that we are out of class.

Positive Behaviours

Bronze Behaviours (expected)

- Showing a positive attitude towards our learning
- Looking after the school and its environment
- Taking pride in our appearance
- Being kind and respectful to others
- Living our values every day

Silver (Beyond expected) or Gold (Exceptional)

- Contribution to the school and/or community
- Piece of work
- Attitude to learning
- Role model or school ambassador

Misbehaviour

White - Staff will give a warning to pupils either verbally or through the use of a white 'warning card' to give pupils a choice, and remind them of the consequences of any unwanted behaviours.

Amber (Misbehaviour)

- Distracting others
- Refusing to follow instructions
- Rough play
- Running inside school
- Being unkind or disrespectful to others
- Answering back to an adult

Red (Serious Misbehaviour)

- Continuous amber behaviours
- Bullying
- Hurting someone else on purpose
- Arguing with, or shouting at an adult
- Bad language (this includes racial or homophobic harassment)
- Damaging property
- Stealing
- Leaving school without permission

Appendix B

Rewards

House Points

Children are to be awarded the following House Points for demonstrating expected, beyond expected or exceptional behaviour. We use a common reward system throughout school with House Points awarded for academic and non-academic achievement and effort (currently epraise).

Number/name	Description	Frequency
1 HP (Bronze)	Basic and frequent rewards for meeting expectations	Teachers are to award a Bronze Award every session for children that have met expectation. Extra house points can be awarded for academic and non-academic achievement, for demonstrating our school values or in recognition of positive learning behaviours.
5 HP (Silver)	Beyond expected: effort, attainment, attitude, learning behaviour, commitment, contribution to the school and/or community, role model or school ambassador, etc.	As a very rough guide , teachers should look to award a Silver Award once a week per pupil. This would equate to 6 children a day, or one child per session.
25 HP (Gold)	Exceptional: effort, attainment, attitude, learning behaviour, commitment, contribution to the school and/or community, role model or school ambassador, etc.	Reserved for exceptional circumstances! Very rare!

There are a total of 6 sessions in a school day. Children will be awarded House Points for each session.

These consist of:

Key Stage 1:

Lesson 1 (session 1), break time (session 2), lesson 2 (session 3), lunchtime (session 4), lesson 3 (session 5) and break until the end of day (session 6).

Key Stage 2:

Lesson 1 (session 1), break time (session 2), lesson 2 (session 3), lunchtime (session 4), lesson 3 (session 5) and lesson 4 (session 6).

House Point Badges

Children will be awarded a House Point Star Badge in their House colour once they have accumulated 500 or more House Points. These will be given to children in a Celebration Assembly.

Homework

The expectation is that children will complete homework and hand it in. Pupils who complete homework to an expected standard will receive one House Point. Silver or Gold awards can also be given if appropriate.

Spending House Points

Children will have the opportunity to exchange House Points they have earned for rewards from the epraise Shop. The shop will be open on a regular basis, run by The Inclusion Team. Staff and children are involved in suggesting rewards for the epraise shop.

Appendix C

Levels of Behaviour Management

Level	Pupil Behaviour	Teacher Action	Extra Support
Bronze	Pupil respects others, is cooperative and self controlled.	Teacher positively reinforces behaviour with appropriate comments and specific feedback. Consistent Bronze behaviours throughout a session equate to 1 House Point.	Involve colleagues and parents/carers in celebration of pupil's achievements.
Warning (White Card)	Begins to display what could be Amber behaviours e.g. some degree of frustration, low level concentration. Minor disruptions, e.g. rudeness and annoying others.	Supportive teachers give pupil a White Warning both verbally, and visually through the use of a blank white card. Supportive teachers seek a solution to the problem with the pupil. Reinforce success, 'Bronze' behaviour reminders.	Visual cues, use of praise, praising others who are modelling the wanted behaviours.
Amber	Displays Amber behaviours despite having been given a warning e.g. some degree of frustration, low level concentration. Minor disruptions, eg rudeness and annoying others.	Supportive teachers seek a solution to the problem with the pupil. Reinforce success, 'Bronze' behaviour reminders. If the behaviour is persistent then the pupil is to miss 10 minutes of their next break time / lunch time in a 'Reflection Room'. This should be treated as a reflection of the Amber behaviour and a 'Behaviour Reflection Log' should be completed by the pupil. Teacher to record the Amber behaviour on epraise.	Informal consultation with class teacher and other colleagues, support staff and parents/carers. Best practice may be that the class teacher relays the missed break time to parents at the end of the school day.
3 Repeated Ambers in a 5 school day period	Persistently violates the rights of others in a minor way. Displays continuing Amber behaviour e.g. distracting others in lessons or answering back	The pupil's third missed break time is to be a 10 minute break time/ lunch time reflection with a member of the Senior Leadership Team. SLT ensures the 3 Amber behaviours are logged on epraise.	Behaviour expectations relayed to the pupil by SLT. SLT refers the pupil to the Inclusion Team if they feel extra support is required at this point. Best practice may be that the class teacher relays the missed break time to parents at the end of the school day.
Red	Continually displays Amber behaviours (Guideline: 4 or more in a five day period) Displays a red behaviour e.g. bad language, bullying, hurting	Pupil is sent to a member of the Senior Management Team. Should SMT be unavailable/ if the teacher feels it more appropriate, the pupil should be sent straight to their 'partner class' for the rest of that session (if in lesson). SMT makes a phone call home or sends a letter	The Inclusion Team and class teacher may decide that the pupil needs a BSP / PSP. A daily behaviour report and reward chart may be implemented in accordance with BSP. All colleagues aware of the

	someone on purpose	home. Documentation of behaviour should be recorded and filed using Appendix D (Serious Misbehaviour Log). Partner Classes - Parallel Class	child, the issues and the supporting strategies being implemented.
3 Repeated Red behaviours or a very serious incident	Despite support, continues to seriously violate the rights of others and shows no signs of wanting to change e.g. abusive, poor effect on peers, dangerous, uncontrollable and uncooperative.	Teacher refers pupil to Headteacher/ Deputy Head. A phone call home is made. After discussion with parents/carers a Pastoral Support Plan may be required. In exceptional circumstances the pupil may be excluded either internally, externally for a fixed term, or permanently. Where incidents of extreme behaviour occur, exclusion may be considered straight away. Documentation of behaviour should be recorded and filed using Appendix D (Serious Misbehaviour Log).	Inclusion Team input. Pastoral Support Plan. Family Support Behaviour Support Other external outside agency support as appropriate.

Appendix D

Serious Misbehaviour Log

To be completed by SMT for Red or Repeated Amber Behaviour

Ensure the incident is also logged on epraise

Repeated Amber Behaviours (tick if applicable)	Red Behaviour (tick if applicable)	Very Serious Red Behaviour Incident (tick if applicable)
Overview of the incident:		
Actions Taken:		
Parents of perpetrator informed:	Parents of victim informed (if appropriate):	
Follow on actions/ Next Steps and outcomes:		

Name and signature of lead person completing the behaviour log (must be member of SMT)

Date:

Outcomes:

Date of Closure:

ALL BEHAVIOUR LOGS MUST BE REPORTED TO THE HEADTEACHER

Appendix E

Anti-Bullying and Red Behaviour Conduct Statement

Aims

The aim of the anti-bullying and Red Behaviour Conduct Statement is to ensure that children learn in a supportive, caring and safe environment without fear of being bullied, subject to racism, homophobia or radicalisation.

This statement aims to:

- Promote a secure and happy environment free from threat, harassment and any type of bullying or related behaviour.
- Ensure all teaching and non-teaching staff, pupils and parents have an understanding of what bullying, racism, homophobia and radicalisation are.
- Inform children and parents of the school's expectations and to foster a productive partnership, which helps maintain a positive environment.
- Show commitment to overcoming bullying, racism, homophobia and radicalisation by practising zero tolerance.
- Identify and deal with incidents of bullying, racism, homophobia and radicalisation consistently and effectively.

Definition

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (name calling)
- Indirect (spreading rumours, excluding someone from social groups).

Children must be encouraged to report bullying in school to a teacher, staff member or through the e-praise reporting system.

Racism and homophobia may be on an individual basis and may not be overt, they are defined as actions or comments that are prejudicial against another person's ethnicity, culture, religion or sexual orientation.

Radicalisation is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that (1) reject or undermine the status quo or (2) reject and/or undermine contemporary ideas and expressions of freedom. This statement is designed to ensure that as a school we are alert to signs of bullying, racism, homophobia and radicalisation and act promptly and firmly against these.

Why is it Important to Respond to Bullying, Racism, Homophobia and Radicalisation? Bullying, racism and homophobia hurts; no one deserves to be a victim of these actions. Everybody has the right to be treated with respect. Children who are bullying or who are racist or homophobic need to learn different ways of behaving. Bullying, racism and homophobia can cause stress and can affect a child's health. In addition, protecting children from the risk of radicalisation is part of schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Schools and parents have a responsibility to respond promptly and effectively to issues of bullying, racism, homophobia and radicalisation.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied, subject to racism or homophobia or is at risk of radicalisation. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- asks to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens self-harm
- cries themselves to sleep at night or has nightmares/bedwetting
- regularly feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions go “missing”
- has unexplained cuts or bruises
- becomes unreasonable when dealing with school issues
- stops eating
- is frightened to say what’s wrong
- Identity Crisis – the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

These signs and behaviours could indicate other problems, including abuse and reference should be made to the Safeguarding Policy but bullying should be considered a possibility and should be investigated.

Prevention

To fulfil our aims, the following strategies are used:

- A structured programme to raise self-esteem in pupils. For more details on the school’s ‘positive approach to behaviour’ please see the school’s behaviour policy.
- Constant monitoring of school buildings and grounds to ensure a safe and secure environment is maintained.
- Involvement of all school staff to ensure a consistent approach is in evidence.

- An open door ethos in the school.
- Encouraging pupils and parents to report incidents – being a listening school
- Raising awareness of bullying, racism, homophobia and radicalisation.

Promoting Anti-bullying and celebrating ethnic, cultural and religious diversity

As a school we are committed through our Christian Values, Collective Worship and wider curriculum to promote anti-bullying and ethnic, cultural and religious diversity. We have in place a British Values Policy Statement that also reflects how we operate as a federation. We regularly highlight the processes for reporting incidents and share in anti-bullying weeks/days.

Procedures

It is recognised that incidents of bullying, racism, homophobia and radicalisation occur in schools. It is essential that all such incidents are taken seriously and dealt with in an appropriate manner. A pupil or parent may report an incident to any member of staff, or through e-praise but the responsibility for ensuring all incidents are consistently dealt with lies collectively with the Headteacher, class teacher and pastoral lead, with the Headteacher as the lead professional. **All bullying, racist or homophobic incidents therefore must be reported to the Headteacher. All concerns in relation to radicalisation must also be reported directly to the Headteacher.**

The Headteacher will be responsible for embedding anti-bullying and related awareness in the policies and practices of the school. The Headteacher along with the pastoral leads and class teacher will be in charge of the overseeing and recording any incidents of bullying, racism and homophobia on e-praise, concerns in relation to radicalisation will be logged separately. All incidents of bullying, racism, homophobia and radicalisation will be reported termly to School and Community governors. All incidents will also be reported termly through the Headteacher report.

The following steps may be taken when dealing with incidents of bullying, racism or homophobia:

- If bullying is suspected or reported, the incident will be passed on immediately by the member of staff who has been approached to the Headteacher and pastoral lead in their absence.
- The Headteacher/pastoral lead investigate alleged bullying by consulting the victim(s).
- If it is felt that an incident of bullying has taken place, then it will be taken seriously and recorded and acted upon.
- If deemed to be bullying, the Headteacher will speak to the pupils involved and proceed accordingly. Parents of the victim and perpetrator will be informed as immediately as possible (within 1 working day) and this will be undertaken by the Headteacher/pastoral lead. A written copy of events will be kept and this will be updated until the situation has been resolved.
- Sanctions will be used as appropriate and in consultation with all parties concerned in accordance with the school's behaviour policy.

The following steps may be taken when dealing with incidents of radicalisation:

1. If a member of the school community, a child, a member of staff or a member of the school community raises a concern that relates to the Prevent Duty e.g. a child at risk of radicalisation, or exhibiting extremist they must inform the Headteacher.

2. They will then take advice as to whether a Referral Form needs to be completed in line with the Safeguarding Policy
3. Send to Social Services for assessment
4. Subject to Social Services assessment Inter-agency procedures may follow including
5. Escalation to Channel

Support in Incidents of Bullying, Racism and Homophobia and Radicalisation

The support offered for a pupil at risk or involved in radicalisation will come through the Channel programme. All incidents related to bullying, racism and homophobia are addressed in the following ways.

Victim Support

Support for the victim is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support and outside agency support may all be essential to ensure that the victim does not suffer any long term effects.

Over a period of time the Headteacher will meet with the victim to reassess the situation and the relationship between those involved.

Children who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with the Headteacher or a member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence
- Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Perpetrator(s) Support

It is recognised that support must be given to the perpetrator. Disciplinary procedures against the perpetrator(s) are intended to change or modify behaviour rather than label anyone as a bully/racist. Such procedures may include:

- Positive behaviour strategies
- Withdrawal of activities
- The establishment of mentoring or a buddy system
- Discussion about the effects of bullying
- Peer mediation
- Involvement of other agencies and services such as an Educational Psychologist and the Behaviour Support Team

Summary

As a school, we are aware of the ethnic diversity and cultural backgrounds of all our pupils. We ask that all our staff read the following document in understanding the wider context of our role in addressing bullying, racism, homophobia and radicalisation.

'Bullying around racism, religion and culture' DFE Publication 2006

Appendix F

Rights and Responsibilities

Introduction

Our behaviour philosophy is built on the UN Convention on the Rights of the Child, in particular, Article 12 (Respect for the Views of the Child), Article 28 (Right to Education), Article 29 (Goals of Education) and Article 30 (Children of minorities/indigenous groups). By focusing on these articles we strive to develop individuals who value learning and who demonstrate the learning behaviours and attitudes that will help them and others to reach their full potential.

Rights and Responsibilities - These refer to pupils, staff and parents/carers and are the basis on which classroom relationships and teaching and learning are built. We all need to care about ourselves, other people, belongings and our school.

Teaching Staff

Teaching staff rights:

- to be able to teach;
- to feel safe;
- to be supported by colleagues;
- to be listened to;
- to have access to continued professional development.

Teaching staff responsibilities:

- to enable all pupils to learn;
- to seek and celebrate improvements in learning;
- to treat pupils with respect;
- to create a positive classroom environment in which pupils feel safe and able to learn;
- to ensure that all pupils are accessing their curriculum;
- to treat each child as an individual.

Pupils

Pupils' rights:

- to be treated with respect;
- to be safe;
- to learn;
- to be listened to;
- to be understood and supported Pupils' responsibilities;
- to be willing to learn;
- to allow others to learn;
- to co-operate with staff and peers;
- to try their best.

Whole Staff

Whole staff rights:

- to be able to work without hindrance;
- to feel safe;
- to be supported by colleagues;
- to be listened to;
- to have access to continued professional development.

Whole staff responsibilities:

- to treat pupils with respect;
- to treat colleagues with respect;
- to create an environment in which pupils feel safe and happy.

Parents/Carers

Parents/carers' rights:

- to feel welcome;
- to know that their children work, play and learn in a friendly, safe and helpful school where their child will achieve well.

Parents/carers' responsibilities:

- to encourage and support their child in their learning;
- to work with school to develop independence and self-discipline within their child.