

Positive Behaviour and Anti-Bullying Policy



MELDRETH
Primary School

Review Date: Spring 2020
Reviewed by: Governor Children & Learning Committee
Next review date: Summer 2022

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

At Meldreth Primary School, the Governors, Headteacher and staff believe that a positive school ethos is the factor most likely to promote high standards of behaviour. We believe that all members of the school community:

- should show respect for one another
- should be rewarded for good behaviour and sanctions should always be applied consistently for unacceptable behaviour, including bullying
- should take appropriate action to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable individuals
- should identify and support those pupils whose behaviour and attendance may deteriorate through events such as bereavement, abuse or through the divorce or separation of parents
- should listen and respond to all pupils
- are entitled to learn in a safe and secure environment
- should act as appropriate ambassadors for the school on, for example, school trips, sports events and journeys to and from school
- should model positive behaviour and promote it through active development of children's social, emotional and behavioural skills
- are always considerate towards the learning needs of each individual and supportive of the school as a learning community.

3. Learning and Teaching Strategies:

The Statement of Principles are promoted in all aspects of our work, beginning with the way people address and engage with one another and through:

- assemblies;
- approaches to teaching which aim to raise pupils' self esteem;
- promoting co-operative and inclusive activities in the playground;
- structures and routines such as lining up quietly before moving through the school;
- Personal Social, Health and Citizenship Education (PSHCE) lessons.
- Nurture Group (Owls)
- Anti-bullying Council
- Team Around the Child (TAC) meetings, where necessary
- Solution focussed discussions (access to pupils trained in Peer Mediation or members of staff for talking time).

4. Structures and routines

All staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display their classroom code of conduct
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

5. Rewards

Rewards for positive behaviour include:

- Praise – oral and written
- stickers
- individual class reward systems
- Dojo Points
- Being sent to Headteacher / another member of staff for praise
- Headteacher awards
- Celebration of individual achievement on newsletters

6. Managing everyday incidents

We expect all children to behave well and our key objective is to help children learn from the incident, including strategies to help children operate independently should a similar problem occur in the future.

- Children will be listened to in a non-judgemental way.
- Children will be expected to talk to others involved along with children who were not involved, with a focus on how they are feeling rather than the incident (using “**I feel**” statements) and together come up with ways in which the issue can be resolved.
- Adults dealing with the incident will support the children involved to find their own resolutions and if necessary, will encourage the pupils to paraphrase what each has said to ensure each child is listened to, rehearse or role-play the new behaviours and after the resolutions have been put into practice, will later check back to see if they have been successful.
- Children will be encouraged to use assertive strategies to others annoying them e.g. by using the “**No, Go, Tell**” strategy, stating first that they do not like the unwelcome behaviour, then moving to play somewhere else and finally telling a member of staff if the concern is not resolved.

- Children will be encouraged to tell an adult if someone is persistently annoying them and to know that this is not “telling tales”.
- In more serious situations i.e. when a child is aggressive, rude to adults or swears, the procedures above still apply but with the addition of a consequence. These situations will usually be referred to the Class Teachers or the Head Teacher who may decide that Parents/Carers need to be informed. Notes will be made in the Incident Book by the member of staff dealing with the issue noting also to whom it was referred.
- Where necessary behavioural issues are raised at staff meetings and the outcomes may be communicated to all staff.

7. Our Peer Support Method for Pupil’s Exhibiting Inappropriate Behaviour

When children have behaved inappropriately, we use the **Peer Support Group Method**. This involves adults and children working together with all parties to agree a resolution and to reinforce our values.

Our peer mediation programme is part of the extension of our Conflict Resolution work. This involves peer mediators (children) taking on the role of the adult in the outline above. Peer Mediators are trained and report to the link teacher and senior midday supervisors if further support is needed.

Staff should

- Remain calm and non-judgemental
- Reassure children where necessary
- Take the incident seriously
- Wherever possible support the children in finding their own solutions
- Ensure that serious incidents are referred on and recorded where appropriate.
- Emphasise the child’s strengths when possible and only show disapproval of the behaviours and not the child.

Senior staff member to whom a child is referred should

- Decide on the next step – an individual plan, an apology, an agreement on the way forward.
- Ensure that children understand why a particular action or sanction is applied and that the objective is that they behave differently in future
- Discuss, role-play or rehearse more desirable behaviours
- Record incidents using ABC format in incident book or on ABC forms (see appendix) which may help identify patterns of behaviour.
- Liaise with other colleagues to support the prevention of further incidents occurring
- Liaise with parents where appropriate and offer constructive course of action, including individual plans or referrals.
- The Head teacher will review all ABC forms periodically

Role of children:

- Listen to the feelings of the child who is upset.
- Suggest resolution strategies to make them feel better.
- Work together to agree on a resolution to put into practice
- Revisit within an appropriate period of time
- Reflect on success of resolution used

8. Sanctions

We have a clear structure for dealing with unacceptable behaviour, at all levels. When the Peer Support strategy, explained above, does not resolve the issue or is inappropriate for the behaviour the following action will be taken:

- Time Out – sitting or standing apart from others for a set period of time, allowing time for calming down
- Reflection Time – loss of playtime or removal from classroom for a set period of time and supervised by a member of SLT/ the Headteacher
- Exclusion for a fixed period of time
- Permanent exclusion

The adult applying the sanction should try to ensure that the pupil understands that it is the consequence of the negative behaviour and that they are expected to think about alternative positive behaviours. Children should not be left unsupervised at any time.

9. Managing serious or persistent problems

We accept that it is the behaviour that is the problem and not the child. The behaviour of children giving cause for concern will be assessed. Individual programmes will be planned.

- The school will consider whether the child would benefit from a Behaviour Support Plan in accordance with the criteria in Cambridgeshire guidelines and this may be drawn up with the child and parents
- Parents will be invited to discuss their child's behaviour and any individual programme drawn up will be regularly reviewed through TAC meetings
- Staff do not use any form of physical intervention unless it is necessary to prevent personal injury to the child, other children, adult or serious damage to property, Where physical intervention is used to manage a child's behaviour this must be recorded and parents/carers should be informed on the same day
- If the incident requires further investigation this will be logged by a member of staff and kept on file (see appendix)

10. Risk Reduction Plan (see also Specials Educational Needs and Disability Policy)

Sometimes a child will need the support of a risk reduction plan and regular review meeting to help them address inappropriate behaviour. This will:

- identify objectives and address one target at a time
- include strategies for managing the environment, the class or group, the activities which give rise to the negative behaviours
- emphasise teaching the child alternative positive behaviours
- specify the behaviour that is unacceptable and the consequence should it reoccur, e.g. time – out, reporting to Head teacher, etc
- include some form of self assessment – e.g. chart to grade own behaviour during a session – to encourage responsibility
- include a timetable for review
- be applied consistently – all members of staff, supply teachers and parents will be made aware of the name of the child and the contents of the Risk Reduction Plan
- reward positive behaviour and improvement

In implementing the plan, adults should avoid giving children attention only when negative behaviour occurs. Rewards can be included but with care, we want children to feel confident and proud of themselves when they meet our expectations independently. We want children to clearly understand that positive behaviour is the expectation – the reward is not having to follow a prescriptive programme.

Referral for advice to Pupil Support, Educational Psychologist or other agencies will be considered if behaviour persists after several reviews of an individual programme, following Cambridgeshire guidelines.

11. Extreme behaviour

When extreme behaviour occurs, including violence, swearing, etc, this will be dealt with promptly and calmly by all adults. In all cases, the adult should remain with the class, with adults sending for assistance if required. The child will be removed from the room (if this is possible without physical intervention), other children will be asked to line up quietly and taken to the hall or another safe area of the school.

The child will remain supervised and never sent out of the room alone or with another pupil. When the child is calm, the adult supervising them will listen, encouraging them to describe the incident using the ABC format, and giving the child the chance to explain how they feel. If the child has a Risk Reduction Plan and the behaviour is within its scope, the relevant consequences will be applied. At other times, depending on the severity of the actions, the Deputy or Headteacher will decide whether parents should be informed and what next action should be taken.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

12. Exclusion

This is governed by the Education Act 2002 Section 52 and set out in various circulars and guidance documents. (See Cambridgeshire guidelines on exclusion April 2010)

The only justification for exclusion is 'on disciplinary grounds', 'in response to serious breaches of the school's behaviour policy' and 'if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other pupils.'

Only the Headteacher can exclude a pupil from school. It should not be a 'heat of the moment' decision but based on firm evidence to support the allegations made. The test of the evidence is 'on the balance of probabilities' rather than 'beyond reasonable doubt.'

A serious offence, for example involving violence, could by itself justify a pupil's exclusion. Otherwise exclusion would be applicable only when alternative strategies have been tried and have failed. Examples of alternative strategies are:

- Pastoral Support Programmes
- Restorative justice processes
- Internal exclusion
- Support from Cambridgeshire Access and Inclusion Specialist Teaching Services.

The guidance of the Secretary of State will be followed. Cambridgeshire County Council have issued Exclusions guidance for schools. A copy of this is kept in the Headteacher's office and is also available on the county portal: www.ccceducation.net

13. Bullying

We believe that bullying can best be prevented by the promotion of a positive school ethos and the measures described in this policy for promoting positive behaviour generally. Isolated incidents of verbal, physical or

psychological abuse are not always bullying and it is important that children learn how to use the word “bullying” appropriately.

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying might occur because the child who is bullying:

- thinks it is just a bit of fun
- may not have been taught that it is wrong to bully others
- they are unhappy at school or elsewhere
- they have been encouraged to bully by their friends
- they have themselves been bullied in the past
- displays prejudice

Opportunities for children to increase their self-esteem are included in our general planning for teaching across the curriculum, such as PHSE lessons and assemblies. By doing this we reduce the likelihood that they will become children who either are bullied or bully others. We need to be aware of children who are likely to be vulnerable to being bullied or display bullying behaviour. In both cases, the child will be helped to learn new behaviours.

Children vulnerable to bullying may be new to the class, or the school, of different appearance, speech or background to other children, demonstrate entertaining reactions when bullied, e.g. tantrums or loss of control, be more nervous or anxious than others.

See Anti-Bullying Charter in appendices

14. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing board every 2 years. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the [full governing board every 2 years.

15. Roles and responsibilities

15.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

15.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

15.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils

The senior leadership team will support staff in responding to behaviour incidents.

15.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Appendix 1: Written Statement of Behaviour Principles

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others in line with our Positive Behaviour Policy

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards and sanctions are used consistently by staff, in line with our Positive Behaviour Policy

The Positive Behaviour Policy is understood by pupils and staff

The Local Authority Exclusions policy, adopted by Governors, explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

Pupils are helped to reflect and learn from their actions as a restorative approach and to take responsibility for these

Families are in helping to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body every 2 years.

Our Anti-Bullying Charter

Written by the children of Meldreth Primary School



What is bullying?

Bullying is actions or words that hurt you that carry on (calling names, hitting, kicking, making unkind comments, leaving you out).

It goes on day after day.

It often makes you feel sad or nervous.

Taking or hiding things that don't belong to you is bullying too.

At Meldreth Primary School all adults agree to:

Make sure that children know what to do if they are being bullied.

Make children feel safe.

Always listen and try to find out the truth.

Help bullies to be happy and learn the true value of friendship.

Not to tolerate bullying



What we think should happen to the bullies?

Say sorry...listen to how the child that they bullied felt....miss playtimes.....

face up to what they are doing and realise it is wrong.....

get help to stop....get them to understand that no one likes being friends with a bully.