

Name of Policy	Positive Behaviour Management (including Anti-bullying)
Date last reviewed	April 2021
Date to be reviewed	April 2023
Governor Committee	Standards
Date approved	September 2019
Key Member of staff	Headteacher
Statutory	Yes

## Aim High....Fly High!

### Positive Behaviour and Anti-Bullying Policy

At Duxford Church of England Community Primary School we want every child to 'Aim High....Fly High!' We want our pupils to exhibit positive behaviours on their 'learning journey' with us in order that they reach their full potential. We recognise that the majority of our pupils exhibit good behaviour choices and we aim to support all pupils through a therapeutic behaviour management approach, our 4 keys AIMS and our Golden Rules:

We are...

**A**ttentive

**I**maginative

**M**otivated

**S**piritual

#### **A**ttentive

- We listen
- We look after our environment and resources.

#### **I**maginative

- We work together.
- We try new things



#### **M**otivated

- We are eager to learn.
- We use our Growth Mindset

#### **S**piritual

- We are respectful.
- We look after each other and are safe.
- We are calm and mindful

What this looks like: (Our Golden Rules)

**Ready**  
**Respectful**  
**Safe**

### **A Therapeutic Approach**

At Duxford CofE Community Primary School, all staff working with our children receive training in Cambridgeshire's therapeutic behaviour management programme called "Steps." The term "Steps" is adopted from the Norfolk County Council statement on inclusion: "The process of taking necessary 'Steps' to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life." This statement reflects the philosophy, policy and practice at our school.

### **Rationale**

At Duxford CofE Community Primary School, it is recognised that appropriate behaviour and good order is a necessary pre-requisite to effective teaching and learning. Every member of staff strives to develop the whole person, including spiritual, moral, social and cultural education. Within our school community, we aim:

- \*To be welcoming and inclusive.
- \*To create a firm and consistent approach throughout the school.
- \*To maintain, encourage and promote positive behaviour, self-discipline and respect.
- \*To encourage independence and personal confidence.
- \*To uphold our school values as a rights respecting school.
- \*To encourage consideration for others in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty.
- \*To support the development of self-esteem and self-respect by distinguishing between a pupil and that pupil's behaviour.
- \*To develop pride in the school, in work, in effort as well as achievement.
- \* To adopt a 'Growth Mindset' approach, where pupils learn to value their mistakes and move forward from them, and resilience is promoted and celebrated within classes
- \* To develop an intrinsic sense of belonging

### **Promoting Positive Behaviour**

All learners, parents, staff and visitors who come into school have responsibility for promoting positive behaviour by demonstrating clear values and principles.

We recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour. Our therapeutic approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm.

These principles are exemplified through:

- \*Praising positive behaviour. Using positive phrasing and reminding, using scripts, repetition and structure.
- \*Using consistent, clear and agreed boundaries.
- \*Providing pupils with positive experiences that will create positive feelings and therefore positive behaviour.
- \*Being good role models through patterning and copying.
- \*Teaching right from wrong, honesty and respect for others.
- \* Comfort and forgiveness.
- \*Encouraging internal discipline, self-management of behaviour and a sense of responsibility for positive behaviour.

### **Rights and Responsibilities**

At Duxford CofE Community Primary School, our values are demonstrated through each member of staff working as a member of a team, sharing achievements, successes, problems, concerns and stresses.

Children learn how they can make the classroom and school a safe and fair learning community for all, and that it is unacceptable for other people to make it unsafe or unfair. They have a responsibility to ensure the learning of others.

The school's core values that specifically relate to the support and management of positive behaviour are:

- \*Respecting the dignity of each person; their individuality, their feelings and their role in the school.
- \*Showing respect for each person, and empathy for their feelings.
- \*Building confidence and self-esteem by valuing each person's successes and achievements.
- \*Building trust, by doing what is expected of us, showing that we believe in each other and our school, and by accepting mistakes as opportunities for learning.
- \*Communicating effectively, including listening to hear, so that each person feels able to contribute to the school's mission positively and to do the best job they can.
- \*Building a sense of enjoyment and fun into the daily working life of everyone in the school, so that they want to go on learning here.
- \*Being prepared to accept and try out the decisions and ideas of a group, so that the school can continue to improve.

### **The Curriculum and Learning**

At Duxford CofE Community Primary School, we teach behaviour, including behaviour for learning, as we teach other areas of the curriculum through the modelling of and praise for good practice. Pupils are taught about their feelings and emotions during everyday teaching opportunities and PSHE lessons. A calm, engaging, well ordered learning environment with opportunity to grow within a positive structure is conducive to good behaviour as it is to good learning.

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. All children should be treated sensitively; criticism should never damage self-esteem focusing on the behaviour rather than the individual child. We recognise that some children with

SEN/SEND and/or SEMH have specific needs that impact on their behaviour. Nevertheless, our expectations remain constant. We therefore use additional internal and external provision to support these pupils in meeting our agreed expectations. This may include the use of clear targets (Individual Targets- see SEND policy), with specific/alternative rewards or educational consequences.

### **Praise, Reward and Celebration**

At Duxford CofE Community Primary School, learners should develop the understanding that their positive behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are engaged and learning we need to 'catch the children getting it right' through specific praise. This can be done by...

- \* Praise from adults and peers
- \* Stickers for themselves
- \* Recognition via Star of the Week within their class
- \* Showing good work to other classes, teachers, Deputy Head or Head Teacher.
- \* Good work and achievements being displayed around the school and on Twitter.
- \* Awarding of house points. House points are collected from each class and celebrated during the Monday Celebration assembly. Each term the house points are totalled up and the winning House, who have displayed the AIMS most effectively, receive an extra playtime.
- \* Special cards are awarded during Celebration assemblies to children who have been Attentive, Imaginative, Motivated or Spiritual during the previous week.
- \* Weekly Golden Time. Before Golden Time starts, teachers & children reflect on the successes of the week and any areas for improvement. Golden Time is 20 minutes and should be used as a time for pro-social behaviour, including playing games.
- \* Class rewards for whole class good conduct where pupils work together to earn a reward at the end of the term.
- \* Hot chocolate with the headteacher for children whose behaviour and attitude is consistently above and beyond.
- \* Headteacher visits to classrooms to look at examples of outstanding learning.

### **Consequences and Sanctions**

At Duxford CofE Community Primary School adults have the responsibility to use consequences, which have a relation to the behaviour and, as a result, help the young person to learn and develop positive coping strategies. Consequences act on internal discipline by creating a learning opportunity directly relating to the anti-social behaviour to the harm caused, that then contributes to the situation.

When a child is not demonstrating positive behaviour, for most children, staff will:

1. Praise positive behaviour from other learners. Staff will give their attention and praise to those who are demonstrating positive behaviour.
2. Give a non-verbal warning (e.g. teacher 'look')
3. Give a positive reminder of school expectations using positive phrasing (e.g. 'Good listening, thank you')

4. Limited choice using agreed script – then praise (e.g. ‘You can use the red pencil or the blue pencil’)
5. Educational consequence (e.g. ‘Before you go out to play, come and tell me how to do ...’)
6. If behaviour persists, children are given reflective time away from their class.
7. Restorative conversation with class teacher once the child has calmed.
8. If behaviour continues, child will be sent to see a member of the SLT. A discussion between the child and the member of the SLT will consider any roots to the behaviour and reminders of positive behaviour choices. It may be appropriate for the child to complete an educational consequence at this time.
9. If behaviour is repeated, parents will be informed. If a child’s behaviour results in hurting another child or adult, or breaking school property, parents will be informed immediately. Class teachers will contact parents about incidents in class, if broader then the appropriate key stage Lead or SLT will contact parents.
10. Behaviour is reported to Key Stage Leads who monitor and analyse behaviour patterns half termly.

Should an incident happen outside of the classroom, information from those witnessing the incident will be collected so that the class teacher has a comprehensive understanding of the incident.

### **Action around Challenging Behaviour**

At Duxford CofE Community Primary School it is the responsibility of every adult at school to seek to understand the reason why a young person is presenting problem behaviour and change the circumstances in which the behaviour occurs. To enable change, we need to understand the child’s behaviour not just suppress the behaviour. The Steps ‘Roots and Fruits’ exercise supports staff in identifying the underlying influences on behaviour. This exercise helps adults to list a child’s positive and negative experiences that may have led to their negative feelings and behaviour. The behaviour management and responses are then personalised and designed to meet the specific needs of each individual child, their age and any special circumstances that affect the pupil.

Some behaviours can be more challenging. We use the ‘STEPS’ response to harmful behaviour: cool down, repair, reflect and restore. Adults’ responses to these behaviours will aim to de-escalate the behaviour through one or a combination of the following as appropriate:

- Positive phrasing e.g. “Stand next to me”; “Put the toy on the table”; “Walk beside me”
- Limiting choice e.g. “Put the pen on the table or in the box”; “When we are inside, lego or drawing”; “Talk to me here or in the playground”
- Disempowering the behaviour e.g. “You can listen from there”; “Come and find me when you come back”; “Come down in your own time”
- Using a De-Escalation Script e.g.
  - ❖ Use the person’s name;
  - ❖ acknowledge their right to their feelings – “I can see something is wrong”;
  - ❖ telling them why you are there – “I am here to help”

- ❖ offer help – “Talk to me and I will listen”;
- ❖ offer a “get-out” (positive phrasing) – “Come with me and....”

### **Physical intervention**

There are situations when physical intervention may be necessary. Staff are trained by ‘STEPS’ trainers in how to safely use physical intervention. Staff are instructed to be aware of the child’s age and individual circumstances when moving them as some children find this more upsetting than others.

### **Risk Management Plans**

Pupils whose behaviour may place themselves and others at a risk of harm must have individual risk management plans. These are overseen by the SENDCo, who will ensure, along with staff, that they are reviewed and updated in order to reflect changes and progress.

Learners who may need a risk management plan are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others’ safety and to ensure learning takes place for all.

A plan will:

- \* Take into consideration the times/ places/ lessons that give the learner greater anxiety, triggers that could lead to difficult behaviours.
- \* Put in place risk reduction measures and differentiated measures that will lower the learners’ anxiety and enable the learner show positive behaviours at school.
- \* Give clear de-escalation strategies and script that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours.

### **Reflect, repair and restore**

An important aim of ‘STEPS’ is to provide opportunities to support and debrief both children and staff after a crisis, particularly if physical intervention has been required. Once the child is calm, relaxed and reflective, the experience can be re-visited with an adult – usually the class teacher. This may be later the same day, the day after or even two days later. The adult will re-visit the experience by re-telling and exploring the incident with a changed set of feelings in a relaxed environment.

The adult may ask the child questions to:

- Explore what happened? (tell the story)
- Explore what people were thinking and feeling at the time?
- Explore who has been affected and how?
- Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?

### **Bullying**

Bullying is the deliberate use of aggressive or unkind actions to hurt another person, usually over a sustained period of time. Bullying results in pain, fear and/or distress to the victim. Generally it is difficult for the victim to defend him/herself.

Bullying can be:

- Physical – hitting, kicking, or use of any violence
- Verbal – name calling, insulting, racist remarks, teasing
- Indirect/emotional – tormenting, being unfriendly, excluding

### **Why is it important to respond to bullying?**

There are a number of reasons for challenging bullying behaviour in our school.

- The safety and happiness of pupils. Children who are bullied lose confidence, suffer injury, feel miserable – become unhappy about being in school.
- Educational achievement: Unhappiness and lost confidence can affect concentration and learning
- Bullying goes against all that Duxford CofE Primary School stands for in its vision and values.

### **Procedures to combat bullying in our school:**

Direct action by the class teacher should be the first course of action. This should be dealt with within the context of the incident. This will remind all the class and those other children involved that bullying behaviour is unacceptable in our school and will not be tolerated. Class teachers can often build upon their relationship with individual pupils to encourage honest and direct discussions. The teacher can also aim to help the children involved to find their own solution to their personal disagreement and also discuss with them how their actions solve the problem.

Sanctions should be used where bullying behaviour is clearly proven. These will be related to the sanctions described above in this policy.

For bullying which is repeated, results in damage to property or injury of a person a more serious response should be considered. Parents will be informed and involved at an early stage. Accurate records of incidents and how the school has responded to them, including conversations with parents will be kept.

Exclusion as a response to serious and persistent bullying should be used sparingly and always as a last resort. An internal exclusion could be considered initially.

As a school, we understand that we are all involved in the prevention and solving of bullying if it were to occur: our families, staff and governors. Bullying awareness can be highlighted in a variety of ways through our PSHE curriculum.

### **Exclusion**

Serious incidents may result in a fixed term or permanent exclusion. These decisions are not made lightly and are informed by Local Authority guidance. Parents are informed of the decision and reasons for the exclusion. A reintegration meeting is held with the parents and child on their return to school.

### **Monitoring**

The headteacher and the leadership team monitor the effectiveness of the behaviour policy on a regular basis.

Allegations of bullying are investigated initially by class teachers using the Bullying Incident Report Form then passed to Key Stage Leads. Allegations are recorded and monitored to ensure that the children receive appropriate support. Records may be used to support referrals to external agencies where this is deemed necessary. The children will use reflective time to record incidents and think about their actions.



In addition, the Headteacher logs incidents of prejudicial behaviours such as racist, sexist and homophobic behaviours.

It is the responsibility of the Governing Body to monitor the rate of fixed term and permanent exclusions and to ensure that the behaviour policy is administered fairly.

### **Review**

The governing body reviews this policy every 2 years. The policy may be reviewed before this should new recommendations from the government or Local Authority be issued.

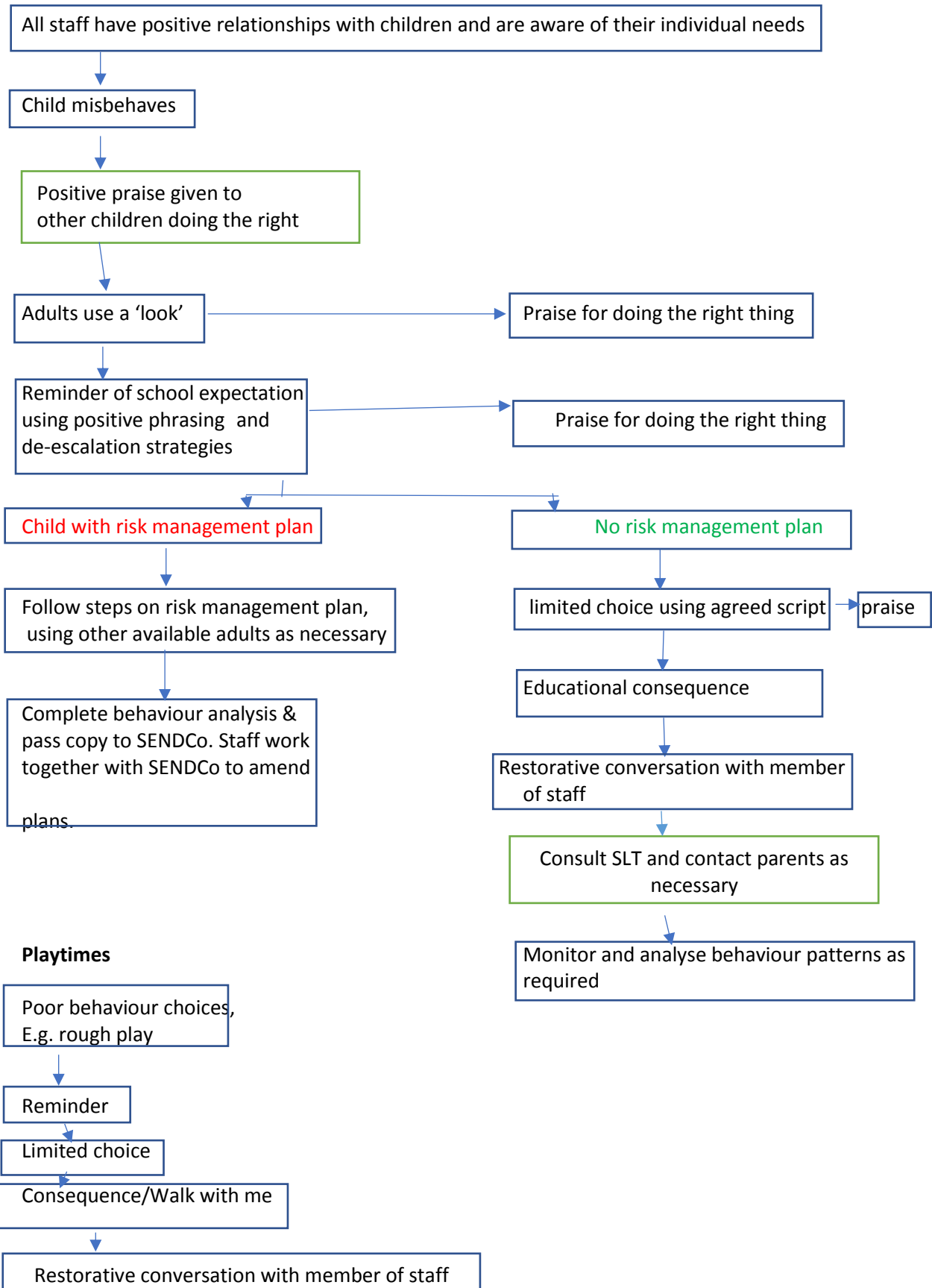
The governing body is responsible for reviewing and approving the written statement of behaviour principles. The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 3). 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.

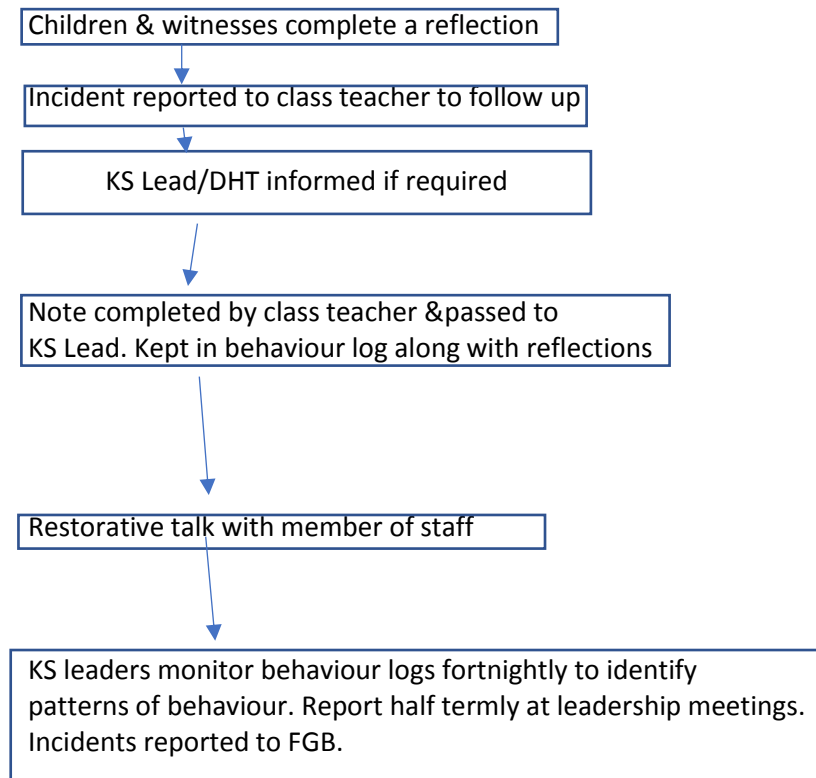
Appendix 1 - Daily expectations for pro-social behaviour – these will be reviewed by staff and pupils at least termly

Activity	Ready	Respectful	Safe
Coming into school	Have necessary equipment: PE kit, home learning, reading, spelling, times tables books as appropriate Wear correct school uniform: hair tied up, no fitbits or big watches, no nail varnish	Staff and children greet each other with, 'Good Morning'	Hang up coats & bags to keep cloakrooms tidy & floor clear Use indoor voices Smart walking No wheels, stay off play equipment
Whilst working in the classroom / learning bays	Pay attention to the adults Join in	Listen to adults and other children Hand up to contribute Don't distract others Wait your turn	Keep hands and feet to yourself
Moving around the school		Treat school property with respect Don't distract learning in other classes	Smart walking Indoor voices
Assembly	Arrive on time Look at the speaker	Sit smartly and silently	Smart walking in and out of the hall
Lunchtimes	Leave the scraper beside the bin	Use good manners: say 'Please' and 'Thank you', no talking with food in mouths, use knives & forks Indoor voices	Wash your hands before lunch. Queue sensibly Be tidy Smart walking Eat only your own food Tuck your chair in
Playtimes	Have suitable clothing, eg coats	Speak nicely to each other. Play kindly. Take care of each other and equipment.	Line up sensibly Play safely: no rough games, be aware of other children as you move around. No throwing objects over fences Kind hands, feet & words. Stand still when the first whistle blows, line up after the second whistle.
End of the day	Take home everything you need.	Make sure that the classroom and learning areas are tidy	KS2: Only go home with your expected adult – return to your class teacher if your adult isn't there. KS1: line up smartly and wait for your teacher to see your parent

## Appendix 2 - Restoration flow charts



### Specific events causing injury



## Appendix 3

### **Duxford Church of England Community Primary School's Governing Body Statement of Behaviour Principles**

This statement has been drawn up in accordance with the Education and Inspection Act 2006 and the Department for Education (DfE) Guidance for Governors on Behaviour and Discipline in Schools, September 2015.

The purpose of the statement is to provide guidance to the Headteacher in drafting the school's Whole School Behaviour Policy so that it reflects the values and ethos of the school. It has been made following consultation with the Headteacher, school staff, parents and pupils and reflects the shared aspirations of all stakeholders at the school. It also highlights appropriate legislation and guidance which need to be reflected in the policy. This statement will be posted on the school website.

The Headteacher must ensure that the Whole School Behaviour Policy is made available to staff, parents/carers and pupils and is also posted on the school website.

The Statement of Principles will be reviewed every three years and the Whole School Behaviour Policy will be reviewed every 2 years.

#### **PRINCIPLES**

##### **Right to feel safe at all times**

All children and staff have the right to feel physically and psychologically safe at school, as do visitors to the school. There should be mutual respect between staff and pupils; pupils and their peers; staff and their colleagues; staff and parents or other visitors to the school. All members of the school community must be aware that bullying or harassment of any description is unacceptable and, even if it occurs outside normal school hours, will be dealt with in accordance with the consequences laid out in the Whole School Behaviour Policy.

##### **High standards of behaviour.**

The governors believe that high standards of behaviour are at the heart of a successful school and are essential to facilitate effective teaching and learning. Such behaviour will ensure a happy, vibrant, productive and safe learning environment through the whole school. The Whole School Behaviour Policy should refer to the school's values, which underpin standards of behaviour.

## **Inclusivity and Equality/Freedom from discrimination**

Our school is an inclusive school. All members of the school community should be free from discrimination of any description, as stipulated by the Equality Act 2010, and this is further recognised in our Single Equality Statement and promoted in the day-to-day running of the school. Measures to protect children from bullying and discrimination as a result of gender, ethnicity, ability, sexual orientation, religious stance or background should be clearly set out and regularly monitored for their effective implementation. Reference should be made to the Behaviour Policy, which should be known and understood by all, and consistently applied.

## **Uniqueness of each individual.**

The Whole School Behaviour Policy will recognise that children have varying needs and backgrounds and some pupils may need additional support to meet the behaviour expectations of the school. The school has legal obligations (Equality Act 2010) in meeting the needs of pupils identified as having Special Educational Needs and Disability, and those identified as 'vulnerable' or experiencing social, emotional and mental health issues, and will seek the involvement of external agencies to assist in behaviour support as and when necessary.

## **School rules**

School rules will be detailed in our Behaviour Policy. We believe in consistent systems differentiated by age, in taking responsibility for our actions – in choice and consequence. We expect that all staff will support rules and codes and ensure consistent application and expectations across the school day.

Prosocial behaviour will be recognised for all pupils and celebrated. Antisocial behaviour will be dealt

with using a restorative approach in accordance with the Behaviour Policy; using consistency, clear and appropriate consequences, and showing understanding of individual needs.

## **Rewards**

The Governors expect the Whole School Behaviour Policy to include a range of rewards which are clear and enable staff and others with authority to apply them consistently and fairly across the whole school. The rewards will recognise and encourage prosocial behaviour in the school. The rewards must be regularly monitored for consistency, fair application and effectiveness.

## **Educational and Protective Consequences for Antisocial Behaviour**

Educational consequences (detailed in the body of the Behaviour policy) will allow staff to teach and support individuals, displaying antisocial behaviours as set out in the Behaviour Policy. Protective consequences will allow staff to ensure that all pupils have the opportunity to work and play safely in school, by identifying difficult behaviours and removing the pupil from the situation, in order for an educational consequence to take place. Staff will agree what antisocial behaviour looks like and deal with the consequences in an appropriate way, including parents, if necessary, in the discussion.

The Whole School Behaviour Policy should also explain the school's position on exclusions (both fixed-term and permanent), which should normally be used only as a last resort.

## **Restorative Approach**

The school operates a Restorative approach to discipline and behavioural issues, where the primary focus is repairing any harm caused by an individual's actions and finding a positive way forward. The Whole School Behaviour Policy should reflect this.

## **Additional powers to support behaviour management.**

The Whole School Behaviour Policy will also include reference to the following, using the specific guidance issued by the DfE. Governors recognise that these are extreme measures to be used in exceptional circumstances:

- **The use of physical intervention and other physical contact.**

The Governors expect the Whole School Behaviour Policy to include the circumstances where staff may use physical intervention and other physical contact. Physical intervention must only be used if the pupil poses an immediate danger to themselves or others. In the instance of a pupil needing physical intervention all staff working with that pupil will need bespoke training. All staff should be given training and advice on de-escalation and behaviour management techniques using the 'Step on' approach. Reference should also be made of the need for individual pupil risk reduction plans,

which may specify particular physical intervention techniques for the pupil concerned.

- **The power to intervene for behaviour outside the school gates**

Governors expect pupils to display the high standards of behaviour both in and out of school; when they are representing the school off-site at school-related events, on school visits, when they are travelling to and from school and when they are wearing the school uniform off-site.

- **Power to screen and search pupils**

The Governors expect the Whole School Behaviour Policy to refer to the power of school staff to screen or search a pupil where there is a reasonable belief that he/she possesses an item that that is 'prohibited' and/or banned in accordance DfE guidelines.

- **Pastoral care for school staff accused of misconduct/Allegations against school staff.**

The Whole School Behaviour Policy must refer to how the school will respond to an allegation against a member of staff, drawing on the advice contained in the 'Dealing with Allegations of Abuse against Teachers and Other School Staff' guidance document when setting out the pastoral support that school staff should expect to receive if they are accused of misusing their powers. This guidance will also set out any disciplinary action that will be taken against pupils whom are found to have made malicious accusations against school staff.