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BEHAVIOUR and ANTI-BULLYING POLICY

Policy statement

Swallowdale Primary is committed to creating a calm and supportive environment where exemplary behaviour is at the heart of productive learning. All staff and young people are expected to model the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-awareness and personal responsibility. It is underpinned by the school's three core values of **Be Ready, Be Respectful** and **Be Safe**. Through following this behaviour policy, staff and young people will be supporting the school's vision of **learning, discovering** and **thriving** together.

Aims of the Policy

- To develop a positive whole school ethos where the expected is recognised and going above and beyond is rewarded.
- To support strategies that may be seen to be different for individual pupils, reflecting individual need, but with the aim for all learners to have equitable outcomes.
- To ensure that respect and understanding is modelled by all members of the school's community.
- To help learners take control over their choices and be responsible for the consequences of their actions.
- To help learners reflect upon the consequences and impact of their own behaviour on themselves and others through a restorative approach.
- To build a community which values kindness, care, good humour, understanding, respect and empathy for others.

Purpose of the Policy

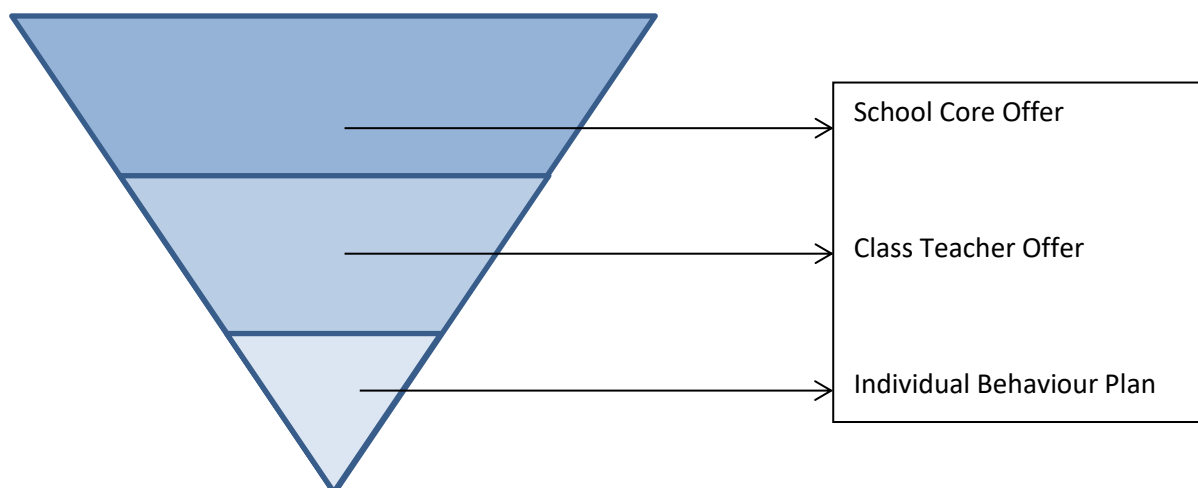
To have a clear system which is understood by all and works to:

- Positively recognise behavioural norms.
- Positively reward actions that go above and beyond.
- Promote self-esteem, self-awareness and self-control.
- Teach appropriate behaviour through positive interventions.

Whole School Tiered Approach

The school's behaviour policy has been designed on a 3-tier model to ensure equitable outcomes for all with clear and consistent expectations. Its foundation is the school's core offer which is implemented consistently across the school.

This is then further developed by the class teacher offer and underpinned by individual behaviour plans where necessary. The Whole-School Model is exemplified in the following diagram:



School Core Offer

Swallowdale Primary School staff will:

- Know the values of the school: **Be Ready; Be Respectful** and **Be Safe** and be an exemplary model of these.
- Reinforce how these values support the school's vision of **Learn, Discover** and **Thrive**.
- Use the values of the school to consistently and positively reinforce our agreed expectations for behaviour.
- Model respect and kindness in their everyday communication with each other, young people, families and all other stake holders.
- Use the school's visual (see next page) as a framework for dealing with positive behaviour and inappropriate choices. Language used when challenging or acknowledging behaviours should be phrased in line with that used in the visual.
- Use the school's visual consistently to support young people in making the right choice and adapting their own behaviour when necessary.
- Listen to all young people to ensure they have opportunity to discuss and explain.
- Model and impart agreed 'silent lines' expectations for:
 - entering and leaving the classroom or assembly;
 - travelling around the school;
 - entering the school at the start of the day and dismissal at home time.
- Greet their class individually in the morning to welcome them to school.
- Expect their class to line up in register order throughout the school day.
- Hold weekly Pupil of the Week Assemblies to acknowledge a young person from every class who has been deemed to 'Fly High' by their class teacher.

Class Teacher Offer

Swallowdale Primary School teachers will:

- Ensure that the school core offer is displayed within each of their classrooms or learning areas and used as part of their behaviour management approach.
- Use their own strategies for positive behaviour management which are appropriate for their own teaching style and the needs and interests of their class.

Individual Behaviour Plan

Some young people may require a more personalised approach. For more details please see later in this document.

The Visual:

The visual (see right) will be displayed in all classrooms, either in this form or one adjusted by the class teacher as appropriate for their cohort. The wording will be the same.

In KS1 and Early Years young people will have their names individually on the chart (with pegs or labels) so that they can be physically moved up or down to respond to behaviours, either negative or positive. For later years this is at the class teacher's discretion.

The visual will also be displayed in areas outside the classroom where it can be referred to, e.g. the school hall, Swallows club or the computing suite.

The Stages Explained:

Fly High Together:

- Acknowledgement where a young person has excelled.

Ready to Learn:

- Displays the school values.
- All young people start both the morning and afternoon session here.
- Details the values that are expected at all times.

Reflect:

- If a young person has demonstrated a behaviour that does not meet the school values they will be deemed 'on reflect.'
- This will be a verbal challenge that acknowledges how the behaviour has fallen short of expected values.
- The young person's name can be physically moved down as a visual reminder.

Time to Talk:

- If a young person continues to show inappropriate behaviour or attitudes they will be challenged again.
- At an appropriate time, a restorative conversation will be had with the young person to revisit the behaviour and discuss how they have not followed the school values.

Consequence:

- If a young person has repeatedly shown behaviour or attitudes that are not in line with the school values they may be moved down to a consequence.
- Young people that reach consequence should have the incident recorded on Arbor.
- For more detail please see the 'consequence' section in this policy.



Lunchtime Expectations

The school's ethos and values will permeate throughout lunchtimes where exemplary behaviour remains the expectation.

Young people will be collected at 1pm to start the afternoon session. Where a young person has demonstrated positive behaviour and the school's values the lunchtime supervisor will ensure that they communicate this with the class teacher. The class teacher will then be able to recognise and respond to this using their own classroom strategy.

Where a young person has not demonstrated the expected school values, the lunchtime supervisor will provide them with opportunity to reflect and talk through a verbal reminder. If the incident is deemed serious, then the young person will be directed to the reflection room where a member of SLT will be present to engage in a restorative conversation and discuss what consequence may be appropriate.

Consequences

Persistent low-level behaviour such as talking and shouting out, children will be directed to a member of the Senior Leadership Team for a further restorative conversation before returning back to their learning time. Should any behaviour continue, this would then be classes as serious disruption and the consequence moves to those outlined below.

Consequences are outlined below for a minimum amount of time to be spent in reflection room. During their time in reflection room, children will be expected to reflect on the choices made in regard to their school values. These are only examples and may need to be amended due to the young person's needs, special circumstances or recurring incidents. Consequences will be recorded on Arbor to be monitored by SLT.

Individual Behaviour Plan	As appropriate to the plan.
Serious disruption to own learning	Minimum 30 minutes consequence.
Serious disruption of learning to others	Minimum 30 minutes consequence.
Discriminatory behaviour	Minimum 30 minutes consequence.
Bullying	Minimum 1 hour consequence.
Physical (with intent)	Minimum 1 hour consequence.
Physical (inappropriate play)	Minimum 15 minutes consequence.
Verbal	Minimum 15 minutes consequence.
Damage to Physical Environment	Minimum 15 minutes consequence.

Suspension and Exclusion

In line with the BEP Exclusion Policy, Swallowdale Primary will suspend and/or exclude a child based on disciplinary grounds where necessary. Only the Head Teacher, or acting Head Teacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour. The Head Teacher will only use permanent exclusion as a last resort.

Emerging Concerns

Swallowdale recognises that some young people require additional support to enable them to achieve equitable outcomes. Young people who are identified as requiring additional support with their behaviour will be ones who are not responding to either the whole school core offer or the class teacher offer. They will be identified either through observation by the class teacher or analysis by SLT, for example a child who regularly appears on Arbor for not following the school values.

Their class teacher will complete an Emerging Concerns (SEMH) form for the young person and identify strategies to target behaviours that are causing disruption to their own learning or that of others. This form must be discussed with family members who hold PR for the young person. If at the next review point (autumn progress evening; spring

progress evening; summer term data point) the young person has not made sufficient progress towards their targets the decision may be made to move them on to an Individual Behaviour Plan.

An emerging concerns form may also be appropriate where a young person's mental health or well-being is impacting their behaviour or learning. An example of the Emerging Concerns (SEMH) document is attached as an appendix to this policy.

Individual Behaviour Plan

Where a young person demonstrates repeated and sustained behaviours that are not in line with the school values an Individual Behaviour Plan (IBP) will be introduced. This will outline key behaviours that the young person may exhibit and identify actions that can be put in place. These may include, but are not limited to:

- Scripted vocabulary to use with the young person.
- Strategies that the young person responds well to.
- Consequences that are appropriate to their age, development and any additional needs.
- A seating plan or any specific adjustment to the class teacher offer that are required.

An IBP must be shared with a family member with PR for the young person and be reviewed termly (autumn progress evening; spring progress evening; summer term data point.) This will be kept on SharePoint where it can be accessed by any member of staff who needs it.

Signed paper copies of the IBP must be kept in the young person's main classroom and shared with all staff members who work with them. Updates may be made whenever necessary to the IBP. These may be written on the paper copy. There is no expectation for the electronic version to be updated more frequently than is outlined above unless a significant change in behaviours warrants it.

An example of the IBP is attached as an appendix to this policy.

Traffic Light Behaviour Tool

Sometimes a young person may require a visual exemplification of behaviours and their consequences. Where this is the case a traffic light behaviour tool has been created. This will be created by the behaviour lead with support from the class teacher and will be explicit in its outcomes.

An example of the traffic light behaviour tool is attached as an appendix to this policy.

Searching, Screening and Confiscation

The school may search a pupil or their possessions where there are reasonable grounds to suspect that they are carrying a prohibited, illegal or potentially harmful item, or where a search is necessary to maintain the safety and welfare of pupils and staff. Searches will be carried out lawfully, respectfully and proportionately, taking account of the pupil's age, needs and circumstances. Any prohibited items found will be confiscated, and parents/carers will be informed where appropriate. If a pupil refuses to co-operate, the member of staff may sanction the pupil in line with the behaviour policy including the use of suspension or exclusion.

All searches will be conducted in line with current Department for Education guidance on searching, screening and confiscation.

Anti- Bullying

The school operates a proactive approach to creating a culture of high expectations of behaviour for all children and adults alike. It applies to all adults and children within school and all aspects of school life. Incidents of bullying online

or out in the community during evenings, weekends or holidays will also be addressed by school. All members of the school community should report incidents of bullying behaviour.

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of school premises and can also consider whether it is appropriate to notify the police or local council. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

School recognises that the bullying of school staff, whether by pupils, parents or other staff will not be tolerated. All members of the school community have the right to come into school free from harassment or bullying.

Definition of bullying behaviour

The school adopts the Anti-Bullying Alliance definition of bullying which is:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face or online.

For our children we use the definition from our Jigsaw PHSE programme.

Bullying is behaviour that is repeated and intended to hurt or frighten someone either physically or emotionally.

A person that is displaying bullying behaviour is someone who hurts or frightens someone over a period of time.

Through our PSHE Jigsaw programme and assemblies, we seek to educate our children in the difference between bullying and friendship fallouts/unacceptable behaviour. The school's Anti-bullying charter is used to effectively communicate this with our community.

Different Types of Bullying

There are a number of different kinds of bullying but is it not limited to:

- Physical: Hitting, kicking, stealing, hiding belongings, anything physically unpleasant.
- Verbal: Name-calling, insults offensive remarks, teasing, using language which is threatening, coercive,
- Emotional bullying: rumour spreading, malicious gossip, extortion, coercion of the harmed into acts he/she does not wish to do, intimidation, initiation or hazing violence, ostracising. Indirect: Spreading rumours or stories, graffiti, threatening or obscene gestures, inciting others to be unkind, excluding, isolating or ignoring another pupil.
- Cyber: All areas of the internet such as email and internet chat room misuse, mobile phone threats by text messages or calls, misuse of associated technology i.e. camera and video facilities.

Forms of bullying, including that which includes age, marriage and civil partnership, pregnancy and maternity, disability, gender reassignment, race, religion or belief, sex and sexual orientation will not be tolerated by school (as referred to in our Equality policy and in line with the Equality Act (2010))

Additional forms of bullying not tolerated by school:

- Racial, religion or belief - is where the motivation for bullying is based on the targets skin colour, culture, nationality, or faith.
- Disability - where an individual or group are targeted because of a special educational need or disability which includes learning difficulties, sensory impairments, and mental health conditions.
- Sexual orientation – relates to homophobic/biphobic bullying. It is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people. Individuals or groups can be targeted because of their actual or perceived sexuality. People who have lesbian, gay or bi family members can also be targeted as can students who do not conform to gender stereotypes.

- Gender reassignment – relates to transphobic bullying. It is based on prejudice or negative attitudes, views, or beliefs about trans people. Transphobic bullying affects people who are trans but can also affect those questioning their gender identity as well as people who are not trans but do not conform to gender stereotypes.
- Sex – relates to sexual bullying and can relate to the target's gender or body, this can have a sexual and/or sexist element.

Descriptors for other forms of bullying:

- Appearance or health conditions – where an individual or group are targeted because of their physical appearance or a health condition for example a disfigurement, a traumatic injury, severe skin condition.
- Home circumstance – where the motivation for bullying is based on the persons living arrangements for example: young carers, children in care or geographic locality i.e. where they live.

What should the children do if they think they are being bullied or witness bullying?

- Tell an adult - this should be their teacher, trusted adult at home, or any other adult in school.
- Write or draw about the incident and put it in any of the school's Listening Boxes if they feel unable to share verbally. These are available for every teacher, Headteacher, SENDCO, ELSAs and Year 6 Pupil Ambassadors.

What should families and staff do about bullying?

Families should:

- Talk about the definition of bullying to their child and try to establish the facts.
- In the first instance speak to the class teacher, who will then inform a member of the Senior Leadership Team.

The Senior Leadership Team of Mrs Harries, Mrs Edwards, Mr Corcoran, Miss Cross and Miss Charles have the lead responsibility for incidents involving bullying.

School staff should:

- Be alert to the signs of bullying and act promptly and firmly against it in accordance with the school policy, supporting the child who is being bullied by offering reassurance and support to help restore their self-esteem and confidence.
- Spend time talking to the child identified as displaying bullying behaviour, discussing the incident and explaining why their actions were wrong.

If a staff member becomes aware of any bullying taking place between members of a class, they must deal with the issue immediately and inform the Senior Leadership Team

Staff in our school take all forms of bullying seriously, and intervene to prevent incidents taking place. Staff should record incidents managed within the behaviour policy on Arbor. When the Senior Leadership Team lead on a case, this will be recorded onto CPOMs in the appropriate section.

How will school deal with an incident?

School will always endeavour to work with both parties involved to offer support and change behaviour.

1. If bullying is reported or suspected, the member of staff who has been approached (either by a parent/family member, child or staff member) will respond to the incident immediately.
2. A clear account of the incident(s) given by the family, child or staff member will be recorded onto blue concern form and the Senior Leadership Team will be informed immediately.

3. A member of SLT leads the case and gathers further facts and information if/where necessary. The SLT member will create a Risk Assessment. Families are informed if they are as yet unaware.
4. All parties agree ways forward, and consequences are used where necessary and in line with relevant policies. Restorative conversations are had with both the young person displaying the bullying behaviour and the target of the behaviour.
5. A review meeting is planned and a date is set.

If a problem persists, the SLT will seek advice from the appropriate external agencies.

Extreme cases may result in exclusion of school, for instance, if a serious act of violence is committed against a pupil. In these cases, the school will follow the Local Authority's Exclusion Policy and the police may be contacted if a criminal offence has been committed.

Proven bullying incidents will be logged and monitored to identify trends or issues that are arising.

What consequences will the school issue?

All consequences will be reviewed in light of the individual incident and ensure they are not discriminating against any of the protected characteristics. These could include the following stages.

First instance of bullying	Minimum 1 hour consequence.
Further instance of bullying	Minimum 1 hour consequence. There may be additional measures put in place through a risk assessment.
Extreme case of bullying	Internal Suspension External Suspension

What will the school do to stop bullying?

In order to reduce bullying incidents as far as possible, the school will ensure that the children receive the following proactive steps:

- A PSHE curriculum which provides children with the opportunity to acquire the knowledge and understanding of healthy relationships and behaviour as well as an increasing understanding of the implications for when people choose not to be respectful towards each other.
- Assemblies throughout the year to focus on key elements around developing their understanding of key concepts linked to anti-bullying including: friendships, mental health, British values and the impact of bullying.
- Engage in local and national initiatives such as Anti-bullying week.
- Provide opportunities for children to voice their opinions and concerns through pupil council and pupil ambassadors on a whole school level.
- Use our Pupil Ambassadors to advise and support their peers.
- Provide opportunities for children to voice their opinions and concerns on a personal level such as class listening boxes, ELSA and counselling.
- Uphold a culture of ongoing monitoring and professional curiosity where changes to children's general wellbeing and behaviour are noted, monitored and acted upon in a timely manner.
- Promote a culture of positive relationships and behaviour in school.
- Promote and model the school's values.
- A safe space at break and lunchtimes to be used if needed. All children are encouraged to speak to any member of staff during break and lunchtimes if they feel they are being bullied or have witnessed bullying.

As part of our regular safeguarding training, all staff will receive regular policy updates and anti-bullying training. Further training and information regarding anti-bullying is also available on the monthly staff Swallowdale Safeguarding Briefing.

This section of the behaviour policy is reviewed every two years in consultation with our school community of families, staff, LAB Members and children.

Linked Policies

Information in this behaviour policy should be considered alongside other school policies and documents which include:

- Safeguarding policy;
- PSHE policy;
- SRE curriculum;
- SEN policy;
- Parent Code of Conduct;
- E-safety policy.

APPENDIX 1 – Emerging Concerns (SEMH) form.

SEMH Needs – Emerging Concerns

Pupil's Name:				
Date of Birth:				
Year Group:				
Current Data:	Reading	Writing	GPS	Maths

Briefly explain current causes for concern:
•

Briefly outline adapted provision that is currently in place:
•

The above will be monitored for effectiveness. If necessary the decision may be taken to move to a formal Behaviour (SEMH) Plan.

Signed (Teacher):

Signed (Adult with Parental Responsibility):

Discussed with family member on (date):

NAME:

CLASS: Year

DATE:

This behaviour plan must be shared with all members of staff that work with the identified child.

What Keeps X Ready to Learn?

- (What day to day targeted strategies and additional provision does X benefit from?)
- Praise – link positive behaviours to school behavior rules – How is what they are doing Being Ready, Being Respectful, or Being Safe?
- Emotional Check-In – Be ready to respond if the answer is not a positive one!
-

What Rewards / Targets Work for X?

-

Warning Signs for X

- (What behaviours might you see when X is beginning to struggle?)
-

Strategies (Include Scripted Vocabulary) That Work for X

- Emotional Coaching – name the emotions you can see
- Reassure that the emotions are OK – everyone has them
- Remind about positive choice
- Be clear about the consequence of the behaviour and how the consequence will be greater if the behaviour continues.

Challenging Behaviour from X

- (What are worst case behaviours from X that the team should be aware of?)
-

Strategies (Include Scripted Vocabulary) that help X

- Emotional Coaching – name the emotions you can see and why – “I can see that you are angry because....” Or “I think you are frustrated with what happened because...”
- Reassure that the emotions are OK – everyone has them. “It’s OK to be angry, everyone gets angry sometimes...”
- (If appropriate) Be clear about what behaviour is unacceptable in the situation. “It’s OK to be frustrated, but it’s not OK to run off because you are frustrated...”

Following Challenging X's Behaviour

- (Is there anything specific that you know helps X to have a positive resolution?)
- Record/Report
- Inform family if required
-

Target Behaviours for X to Develop

-

Agreement to Behaviour Plan

Date plan created: _____

Date to be reviewed: _____

Please amend this behaviour plan as required and add date to changes made. This is a working document. Information in the plan should be altered and amended on a continual basis to reflect any changes to the child's behaviour, triggers or provision.

A paper copy must be kept available in the child's main work area for all of the team around the child to access as required.

X will be placed on the school SEND register to allow for consistent monitoring of their behaviour. This will ensure that we can follow up on changes to provision and track improvement over time.

Signed (Teacher): _____

Signed (Adult with Parental Responsibility): _____

Discussed with family member on (date): _____

APPENDIX 3 – Traffic Light Behaviour Tool

Green	Amber	Red
Great! We want to see these. They are helping you and everyone to be safe and keep learning.	These are not making you or others feel safe.	You are not being safe. You or other people are being/ will be hurt.
Following instructions from an adult first time. Using our words respectfully to tell adults how you are feeling "I feel..." Using our words respectfully to tell adults what you need. "I need to..." Asking if unsure for help respectfully. "Can you tell me why...?"	Making noises in the classroom which stops teaching and learning. Being unkind to other children with your words. Being unkind to adults with your words. Running away from adults. Throwing anything.	Hitting Kicking Threatening to hurt with or without an object Using racist, discriminatory or abusive words. Swearing more than once in a short period of time.