



BEHAVIOUR AND ANTI-BULLYING POLICY

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Agreed by LAB:	30.09.21
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Review Due:	April 2025
Person responsible:	Headteacher to write, review and implement policy.

Policy statement

Swallowdale Primary is committed to creating a calm and supportive environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain 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 core values.

Aims of the Policy

- To develop a positive whole school ethos: where the expected is recognised and the above and beyond is rewarded.
- To ensure that all learners have equitable outcomes; respect and understanding is modelled from all members of the school's community.
- To help learners take control over their choices and be responsible for the consequences of those.
- 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.

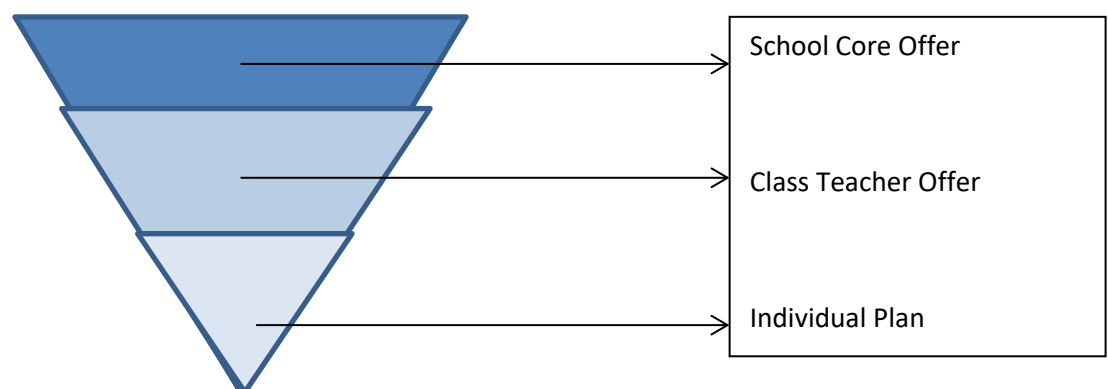
Purpose of the Policy

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

- Positively recognise behavioural norms.
- Positively reward above and beyond.
- Promote self-esteem, self-awareness and 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 supported by the school's core offer, supported by class teachers' offer and underpinned by individual behaviour plans where necessary. The Whole-School Model is based upon:



School Core Offer

Swallowdale Primary School staff will:

- Know the values of the school: Be Safe; Be Respectful and Be Prepared and will be an exemplary model of these.
- 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, children, parents and all other stake holders.
- Use the school's visual as a framework for dealing with positive behaviour and inappropriate choices.
- Use the school's visual consistently to ensure that children are recognised for great achievement.
- Use the school's visual consistently to support children in making the right choice and adapting their own behaviour when necessary.
- Listen to all children to ensure they have opportunity to discuss and explain.
- Model agreed expectations for travelling around the school and entering and exiting assembly.
- Greet their class in the morning.
- Teach their children to line up in register order throughout the school day with the exception of lining up in the morning.
- Hold weekly Pupil of the Week Assemblies to acknowledge a child from every class who has been deemed to 'Fly High' by their class teacher.

The Visual:



The Stages Explained:

Purple Fly High - acknowledgement where a child has excelled.

Blue Values - reminder for the expectations.

Green Reflect - a verbal reminder to a child that their behaviour is not meeting the expectations.

Yellow Time to Talk - a restorative discussion between adult and child to acknowledge choices.

White Consequence - 5 minutes of play to be missed for low level disruption in classroom. If behaviour is more serious or persistent, please refer to consequence section.

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.
- As well as this, use their own strategies for positive behaviour management which are appropriate for their own teaching style and the interests of their class.

Individual Plan

Where a child has additional needs and requires a more personalised approach to regulation of emotions and sensory issues, this will be decided in collaboration with the child, his/her class teacher, the SENDCo and the people with parental responsibility where appropriate. The individual plan will be recorded on the appropriate format and on Arbor. The school may also offer support for the children through interventions such as ELSA or counselling and will consider referral to an appropriate external body of support such as an Educational Psychologist or Oakfield Behaviour Forum.

Lunchtime Expectations

It is expected that the school's ethos and values will permeate throughout lunchtimes too where exemplary behaviour remains the expected. The school's lunchtime charter has been developed with the children based upon them developing their knowledge of their rights and responsibilities. This is prominently displayed around the school and used with the children as a reminder. Lunchtime supervisors will uphold the Whole School Offer Expectations as outlined above and will seek to resolve any incidents. Where children have demonstrated positive behaviour and demonstrated the school's values, the lunchtime supervisor will ensure that they communicate this with the class teacher during handover at 1pm. The class teacher will then be able to recognise and respond to this using their own classroom strategy.

Where a child has not demonstrated the values of the school, the lunchtime supervisor will provide the child with opportunity to reflect and talk through a verbal reminder. The children will be directed to reflect either by taking some 5 minutes away from the playground or to stay with the adult outside to have a restorative conversation about their actions and the consequences. If the incident is deemed serious, then the member of staff will seek guidance and support from either the classroom teacher or a Senior Leader in school. For more serious incidents, children will lose time from either their break and/or lunchtime (see below).

Consequences

Where behaviour is beyond a 5-minute loss, a more serious consequence will be issued. If the child's behaviour is deemed to be unsafe, they will be removed from the classroom. Those with parental responsibility will be contacted should a child need to be removed. It should be noted that if removal is part of the child's individual plan to regulate emotion then there may be different parameters for communication. Although these consequences are part of our policy, there may need to be amended due to the child's needs, special circumstances or recurring incidents. This must be discussed with SLT. If deemed serious, school will follow the Exclusion Policy. All incidents which have resulted in a consequence below need to be recorded onto Arbor using the Behaviour function. No form of physical behaviour will be tolerated. We use consequences to teach children to reflect on their behaviour and make safe choices.

Serious disruption to own learning	1 break time lost
Serious disruption of learning to others	1 lunchtime lost
Verbal (e.g. swearing)	1 break time lost
Physical (e.g. hitting, kicking)	1 lunchtime lost
Threatening behaviour	1 break time lost
Discrimination or prejudice behaviours	At least 1 lunchtime/ use of daily report

Reflection Room

The reflection room will be used at lunchtime for all children who have been issued with the consequence of a full loss of lunchtime. The reflection room will be held in the community centre and supervised by a member of the Senior Leadership Team. During this time, children will have their lunch first. They will then complete a reflection activity with a member of staff before having limited choices for an activity for the remainder of the lunchtime which could be to complete any missed work if appropriate. The use of iPads will not be allowed in the reflection room.

Communication

Where there has been an incident of extreme behaviour, school will communicate with families as soon as they can. Due to the operational running of the school, this may be after school has finished for the day.

Responding to challenging and unsafe behaviours

If a child's behaviour becomes unregulated, de-escalation strategies will be used. These could include:

- Distraction
- Diversion
- Humour
- Sensory break for 5 minutes
- Change of face
- Scripted language e.g. "Stop, freeze, breathe".

If a child's behaviour is escalated to the point of threatened or physical harm or major disruption to learning, then a member of Senior Leadership Team will be called for. SLT will:

- 1) Establish a safe environment as quickly as possible. This may be through multiple strategies such as distraction, diversion or the use of physical restraint if deemed necessary and proportionate.
- 2) Move to limited choices to continue to allow the child to de-escalate and return to a regulated state to return to learning.
- 3) Complete or direct reflection with the child. This may happen immediately or may be some time later once the child has completely calmed. Below is a list of questions to use when reflecting with the child.
 - Can you tell me what happened?
 - What were you thinking at the time? What were you feeling at the time?
 - Why do you think staff had to....? What might have happened if they didn't?
 - Who else has been affected by this?
 - What are you thinking/ feeling now?
 - How can we fix and mend this?

Ultimately, the goal is for the child to return to learning as quickly and safely as possible. Any use of physical restraint will be recorded in the school's bound book and on to CPOMs under the category "physical restraint". Following an incident, there will be a staff wellbeing check initially and then a full debrief will take place. The debrief may happen at a later point. Within a debrief, staff should explore:

- 1) What were the triggers?

- 2) What worked well in the situation?
- 3) What could have been better?
- 4) Any there any follow up actions required? (These should be recorded as an action to the CPOMs incident).

Mental Health

Negative experiences and distressing life events can affect the mental health of children. Swallowdale Primary School recognises that mental health issues can bring about changes in a child's behaviour or emotional state, which can be displayed in a range of different ways, all of which could be an indication of an underlying problem. This can include for example being fearful or withdrawn; aggressive or oppositional; or excessive clinginess. Where our staff have identified children who are struggling with their mental health, school will ensure appropriate support is in place for them.

Sexual Violence and Sexual Harassment

Where an incident of this nature is reported, the school will respond using the guidance below:

- School will follow the BEP Child Protection Policy.
- We will liaise with the police, social care and parents as appropriate.
- We will offer support to both the victim(s) and perpetrator(s). Parents will be included in discussions about the format that this support will take.
- All incidents and actions will be recorded onto CPOMs using the appropriate tab.

Staff induction, development and support

As part of the induction process, staff will receive a copy of the behaviour policy for their review and a member of the established team will discuss the system with the member of staff.

Throughout the year, opportunities to discuss behaviour and related factors will form part of staff meetings and the school's monthly safeguarding briefing.

Staff will be routinely trained in the use of Team Teach including the use of de-escalation strategies and prompts. The school is also committed to training staff in areas such as ACEs, attachment and trauma to ensure that staff understand where behaviours may be coming from.

Monitoring and Evaluation of the Policy

All incidents must be recorded onto Arbor following the school's protocols for this. By recording incidents accurately, this will allow for accurate analysis and evaluation to take place. This will be completed monthly by the Headteacher.

This policy will be reviewed annually by the Headteacher and Senior Leadership Team and approved by the Local Advisory Board.

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.

This section of the behaviour policy should be considered alongside our safeguarding policy, peer on peer abuse policy, PSHE policy, SRE curriculum, SEN policy, Parent Code of Conduct and E-safety policy.

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 PHSE Jigsaw programme and assemblies, we seek to educate our children in the difference between bullying and friendship fallouts/unacceptable behaviour.

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 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, religious, cultural bullying - where the motivation for bullying is based on the targets skin colour, culture, nationality or faith.

- SEN and disability bullying - 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.
- 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.
- Homophobic and Biphobic bullying – relates to a person’s sexual orientation. 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.
- Transphobic bullying – relates to gender identity. 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.
- Sexual bullying – can relate to the target’s gender or body, this can have a sexual and/or sexist element.

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

- Tell an adult - this should be their teacher, parent/carer, or any other adult in school.
- Write or draw about the incident and put it in the class Worry Box if they feel unable to share verbally.

What should parents and staff do about bullying?

Parents 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-Cole, Mr Lambie 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. Teachers 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, child or staff member) will respond to the incident immediately.

2. A clear account of the incident(s) given by the parent, 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. Parents 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 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 Be Safe 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 (The Hug with Mrs Hague). 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 parents/carers, staff, governors and children.