Behaviour and Anti-Bullying Policy for Laurus Trust Primaries

Written by: Lisa Woolley

Last reviewed: June 2019

Next review by: June 2020

The Laurus Vision is for everyone regardless of background or circumstance to be inspired, to thrive in all environments, to recognise what it takes to succeed, to set aspirational goals and work hard to achieve them.

Policy Aims

- To provide an inclusive framework that is supported and followed by all members of each Laurus Primary School community
- To foster a caring atmosphere in which teaching and learning can take place in a safe and happy environment
- To reinforce good behaviour and respond to negative behaviour consistently
- To resolve behavioural problems as they occur with the expectation of achieving an improvement in behaviour
- To comply with Equality legislation regarding racist incidents and to ensure there is no discrimination against any individual or group as a result of their race, sex, sexual orientation or religion
- To communicate how we promote pro social behaviour and respond to any allegations of bullying in all Laurus Primary Schools

Responsibilities

It is the responsibility of all individual staff members to be proactive in the delivery of this policy. It is the responsibility of the designated member of the Senior Management Team (Behaviour and Safety Leader) or equivalent in each school to review this policy in practice and any other 'behaviour' related documents. The B&S Leader also has a responsibility to share best practice and to provide support for all stakeholders as required. The B&S Leader will ensure that every member of staff is aware of current legislation regarding behaviour management. They will also ensure that every member of staff is aware of the procedures and practice as set out in this policy.

We have a 'Home School Agreement' which sets out, in general terms, how we expect our pupils to behave and the role that parents/carers play in this. All staff and adults working in school are required to adhere to a 'Code of Conduct' which sets out how we expect adults in school to behave. Pupils, parents, staff and governors are all required to adhere to the Acceptable Use Policy for Information Technology and the School Rules that have been agreed for each setting.

Procedures

Our approach to behaviour management is based on the positive reinforcement of desirable behaviours and as such rewards are used to encourage effort both personally and academically.

House Points - Academic

Exceptional effort with the content, process and/or presentation of a piece of learning

1-3 points

House Points - Social

- Gesture of politeness e.g. holding a door open, standing aside, saying 'Good Morning'
- Demonstrating kindness and/or respect
- Good behaviour when others are not making good choices and following the School Rules

All 1-3 points

Class Points

Class Points can be awarded to recognise a team effort from the class or a collective achievement. Usually this will be 1 or 2 Class Points however 3 Class Points can be given for something exceptional. When a class reaches 50 Class Points, a class treat can be awarded (maximum of one per term). In Early Years Foundation Stage and Key Stage 1 this is extra play time and in Key Stage 2 this might be something different that has been suggested by the children.

Other Rewards

- Stickers may be used to reward children in Reception for their efforts and these are worn so that the children feel proud when others ask what they have been given the sticker for
- Process praise focusing on effort, perseverance, resilience and challenging yourself
- House Points and Diamond stickers are put in books for excellent learning/effort
- Various achievement certificates might be awarded
- End of Year Awards
- Mentions on Twitter and/or in the weekly newsletter

Sanctions

1	Verbal warning	Name on the board
2	Tick next to name	Miss some or all of play time, stand with one of the teachers on duty and name recorded in Class Behaviour Book
3	Subsequent ticks on the same day or more than one missed play in the same week	Sent to Behaviour and Safety Leader and/or a member of the Senior Leadership Team and parents may be informed
4	More than one visit to a member of staff	Parents informed

Names and ticks are deleted at the end of each day to allow for a 'fresh' start the following day.

Exclusion Process

In some cases of exceptionally poor behaviour, an exclusion process could be put into action. An internal exclusion would result in a pupil being moved to a different year group for a fixed period of time. An exclusion from school would follow the procedure outlined in the school's Exclusion Policy.

Actions to secure effective behaviour

- The Personal Social Health Education (PSHE) curriculum will be given priority in all Laurus Primaries
- Strong home school links will be promoted
- All staff will be proactive in securing outstanding pupil behaviour and they will be excellent role models of desirable behaviours
- Rewards and sanctions will be given consistently and fairly by all staff
- Children's concerns will be listened to and acted upon when needed
- Incidents will be recorded in Class Behaviour Books
- Serious concerns must be shared with the B&S Leader who will ensure the Senior Leadership Team are kept fully informed

Lunchtime Supervision

At lunchtime, supervision is carried out by a team of Midday Assistants (MDAs). The MDAs report any behaviour incidents to their Line Manager who emails relevant staff so that these can be followed up appropriately.

MDAs use an agreed procedure for dealing with incidents which includes:

- Being proactive and positive in behaviour management, listening to the children and using a restorative approach
- Reminding children to do the "right thing"
- Writing down the names of children who deserve special commendation for their behaviour or who persist in not making good choices so the children understand that all actions have consequences
- Using stickers/reward systems agreed by the Head of School to promote desired behaviour when eating e.g. good manners
- Modelling effective behaviour themselves
- Reporting all serious misdemeanours to the B&S Leader and/or a member of the SLT

We expect our children to treat the MDAs with respect. Any serious misbehaviour or repeated disobedience at lunchtime will be brought to the attention of the B&S Leader/SLT and will result in the loss of privileges and playtime. Parents/carers will be informed.

Parents/Carers

Parents can support by recognising that an effective Behaviour and Anti-Bullying Policy requires a strong partnership between parents, teachers and children. Parents should discuss the school rules with their child, emphasising that they support the rules.

Care of Children

All staff have a responsibility to provide interesting, challenging and well-paced lessons that motivate and engage the interest of pupils. Staff should always promote good behaviour through praise and rewards. Staff should never chastise a child physically.

Behaviour Book

The following information is recorded:

- The date time and place of the incident
- The events which led up to the incident
- The incident itself
- Names and statements from witnesses
- The pupils/adults own words
- Action taken as a result of the investigation into the incident

Challenging Behaviour

Challenging behaviour can take the form of verbal abuse, physical abuse, assault, defiant refusal, and absconding from school. For children who need more individual behaviour management support, the following strategies can be used:

- Chunking down tasks and activities
- Visual timetables and task lists
- Removing any form of distraction or providing a more constructive distraction
- Rewarding/reinforcing good behaviour especially when the child does not expect it
- Teaching emotional literacy so feelings can be communicated more effectively
- Small attainable targets for the child in the form of an Individual Behaviour Plan
- Involving parents at an early stage
- Discussing issues with the Pastoral Manager, a Welfare Assistant, the SENDCo, B&S Leader or a member of the SLT
- Seeking support from external agencies; Education Psychologist, CAMHS, Social Worker

Physical Restraint

If a child attacks another child or adult violently and refuses to calm down, then physical restraint may be necessary. Staff must adhere to the guidelines set out in the DfE publication 'Use of Reasonable Force' which was revised in 2013.

Physical Restraint is defined as the use of force by a member of staff with the intention of restricting a child's movement against their will. Physical Intervention and Physical Restraint should only be used as a last resort to support a child in a time of crisis. Methods such as defusing conflict, non-physical calming to manage the situation should always be tried first. Other staff should always be present when dealing with situations that require the use of physical restraint.

Physical restraint must:

- Involve the minimum force necessary
- Only be applied until the child is calm
- Not be used as a punishment or to inflict pain
- Be administered calmly and not in response to anger or frustration
- Be the result of professional judgement
- Take into account the age and abilities of the child
- Be in the best interests of the child

Physical restraint should only be considered as an option if:

- This is the only way to de-escalate a situation when calming and defusing strategies have failed
- The response is in the paramount interests of the child or another child
- Not intervening would lead to more dangerous consequences.

Situations in which physical restraint may be required as a response:

- Where there is risk of injury to young people
- Where there is risk of significant damage to property
- Where a child is behaving in a way that is compromising good order and discipline

However, adults should not intervene when it is not safe to do so, or put themselves at risk of personal injury. Professional judgement, knowledge of the child (e.g. culture, individual sensitivities, previous experience of abuse), and likely consequences of not intervening should all be taken into account. Other staff should be called if necessary where a situation requires the use of physical restraint.

Reporting

In all incidents where physical restraint has been used the following actions must be taken:

- A member of the Senior Leadership Team informed
- SLT member to inform parents/carers.

- Staff involved must complete a written record of incident
- Incident recorded in Class Behaviour Book
- Debrief with the child
- Reporting of physical intervention to governors

Bullying

Bullying is 'behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.' (DfE 'Preventing and tackling bullying')

The staff, parents and children of all Laurus Schools work together, to create a happy, caring and safe learning environment. Bullying, whether verbal, physical or indirect, is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Under the Children Act of 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.'

Bullying Directed Towards Race, Gender, Sexual Orientation or Disability

We will not tolerate bullying against anyone because of their race, gender, sexual orientation or disability. The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.

Racial Bullying/Harassment

Racial bullying will not be tolerated and will be treated severely. If a child receives verbal abuse, physical threats or attacks, or if a pupil brings racist literature into school, incites others to behave in a racist way or writes racist insults, a full investigation will be carried out and incidents will be recorded.

Sexual/ Sexual Orientation Bullying

Sexual bullying has an impact on both genders. Sexual bullying is characterised by abusive name- calling, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions (i.e. sexual harassment), and, in its extreme form, sexual assault or rape. Peer on peer abuse of this nature relates to any behaviour outside of the normative parameters of a young person's development. A sexual assault will lead to the exclusion of the perpetrator from their school and referral to the police/appropriate external agencies. Sexual bullying can also be related to sexual orientation. Children do not have to be homosexual or bi-sexual to experience such bullying.

Strategies to deal with sexual bullying include:

- Recording incidents in Class Concerns File and referencing this in Class Behaviour Book
- Developing understanding of gender relations
- Awareness by staff that homophobic bullying can occur
- Challenging homophobic language and explore pupils' understanding – they might not understand the impact
- Exploring sexism and sexual bullying in PSHE lessons
- Using single-sex groups to discuss sensitive issues
- Ensuring the school site is well supervised, especially in areas where children might be vulnerable
- Implementing appropriate discipline procedures as appropriate
- Relationships curriculum (a wider look at what's appropriate in relationships at an age appropriate level)

Special Education Needs or Disabilities

Pupils with Special Educational Needs and/or Disabilities might not be able to articulate experiences as fluently as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability. We will make sure the behaviour of staff does not trigger bullying unintentionally. They should avoid undue attention towards children with a SEND compared with others, and should not make comments based on pupils' appearance or perceived character. We try to make classroom activities and lessons sensitive to such children's needs. We teach assertiveness and other social skills and teach victims to say 'No' or to get help. If the bullying is serious, we will undertake a full investigation, including a full discussion with witnesses, recording any incidents in the Class Behaviour Book and contacting parents/carers.

Bullying Off School Premises

Although we are not directly responsible for bullying off the school premises, if either the victim and or the bully are from a Laurus Primary School and the incident is reported to a member of staff, an investigation will be carried out. Where possible, we will support pupils who have been bullied, especially on their way to or from school, by pupils from another school or by other persons.

The following steps may be taken:

- Talk to the pupil(s) and parents/carers involved from the other school
- Talk to the Head of another school whose pupils are bullying off the school premises
- Talk to the Police about problems on the local streets
- Talk to pupils about how to avoid or handle bullying situations

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying. Cyber bullying can happen at any time of day and has a potentially bigger audience. In cases of cyber-bullying we would seek advice from external organisations such as Childnet International, Child Exploitation and Online Protection in order to resolve the issue as quickly as possible. In school a preventative approach would be taken through our PSHE curriculum which includes discrete anti-bullying and safety sessions. Regular updates will be shared with parents via Twitter, the school website and weekly newsletter.

Strategy for Dealing with Bullying

Prevention is the best strategy for dealing with bullying. In Laurus Primary Schools we follow the KiVA programme which teaches pro social behaviour and aims to:

- To reduce bullying
- To prevent new bullying cases from emerging
- To minimise negative effects caused by bullying

In all year groups we talk to the children about differences in lessons and through dedicated events, projects and assemblies. Emphasis is placed on the 'right way to behave' from the moment children start in Reception. Values of respect for staff and other pupils, an understanding of the value of education and a clear understanding of how our actions affect others, permeate the whole school environment and are reinforced by staff and older pupils who set a good example to younger pupils.

In response to an allegation of bullying, the KiVA procedure set out below will be followed, with staff making a full investigation, keeping detailed records and applying sanctions/consequences as needed. Governors would be informed at termly Local Governing Body Academy Committee meetings.

Bullying

Allegation made/Concern raised

Complete KiVA Form 1

Pass to KiVA Leader for review

KiVA Leader to review KiVA Form 1

Identify the bully/bullies and any witnesses

Interview further if needed recoding all facts

YES - Allegation of bullying is upheld

KiVA Team member will meet with the bullied pupil (Form 2)

KiVA Team member will have individual discussions with the pupils taking part in the bullying (Form 3)

If appropriate there will be a group discussion with all pupils taking part in the bullying to commit to actions (Form 4)

NO - Allegation of bullying is not upheld

Class Teacher investigates further and records in Class Behaviour Book.

Inform relevant staff/Midday Assistants and ask them to monitor

If there is evidence of repeated incidents complete KiVA Form 1 and pass to KiVA Team for review

---

Follow Up

KiVA Team member will meet with the victim to discuss if the situation has changed (Form 5)

KiVA Team member will meet with the children taking part in the bullying to check agreements have been kept (Form 6)

Follow Up

Behaviour Policy followed and all actions recorded in Class behaviour Book

Class Teacher to monitor pupils involved and discuss/resolve any incidents/related issues