Behaviour and Anti-Bullying Policy for Laurus Trust Primaries

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Next review by: December 2022

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 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 Leadership Team (Values and Attitudes Leader) or equivalent in each school to review this policy in practice and any other 'behaviour' related documents.

The V&A Leader also has a responsibility to share best practice and to provide support for all stakeholders as required. The V&A 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.

At the end of each week, the number of Class Points accrued equate to the same number of minutes 'Reward Time' achieved by the class which is taken on the Friday afternoon. The children should have an input in to how this time is spent and this may be individually / in small groups (e.g. reading, games) or something the class do as a whole group (e.g. playing rounders outside)

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
- A visit to the Head or Deputy to celebrate their work / behaviour
- Various achievement certificates might be awarded
- End of Year Awards
- Mentions on Twitter and/or in the weekly newsletter
- Contact with parents either in person, by phone or email to highlight excellent work and / or effort.

Sanctions

1	Verbal warning	Staff member notes name out of sight of child's classmates
2	Further undesirable behaviour in the same session	Miss some or all of play time, stand with one of the teachers on duty and name recorded in CPOMS

3	Subsequent undesirable behaviour on the same day or more than one missed play in the same week	Sent to Values and Attitudes Leader and/or a member of the Leadership Team and parents may be informed. Recorded in CPOMS.
4	More than one visit to a member of staff	Parents informed. Recorded in CPOMS.

Unless entered into CPOMS, records 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 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
- Undesirable behaviour will be addressed privately between staff member and child, out of hearing range of other children and with respect at the centre of all interactions
- 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 CPOMS
- Serious concerns must be shared with the V&A Leader who will ensure the Leadership Team are kept fully informed

Lunchtime Supervision

At lunchtime, supervision is carried out by a team of Midday Assistants (MDAs) and/or Learning Support Assistants (LSAs). The MDAs/LSAs report any behaviour incidents directly the relevant Class Teacher at the end of lunchtime so that these can be followed up appropriately.

MDAs/LSAs 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
- Giving House Points and 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 V&A Leader and/or a member of the Leadership Team

We expect our children to treat others with respect. Any serious misbehaviour or repeated disobedience at lunchtime will be brought to the attention of the V&A Leader/Leadership Team 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.

CPOMS

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
- Own words (pupils and adults)
- 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, V&A Leader or a member of the Leadership Team
- Seeking support from external agencies; Education Psychologist, CAMHS, Social Care

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 needs 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 Leadership Team informed
- LEADERSHIP TEAM member to inform parents/carers.
- Staff involved must complete a written record of incident
- Incident recorded in CPOMS
- 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 on CPOMS
- 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)

Further details about Harmful Sexual Behaviours and Peer on Peer Abuse can be found in Appendix 1&2 of this policy.

Bullying Pupils with 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.
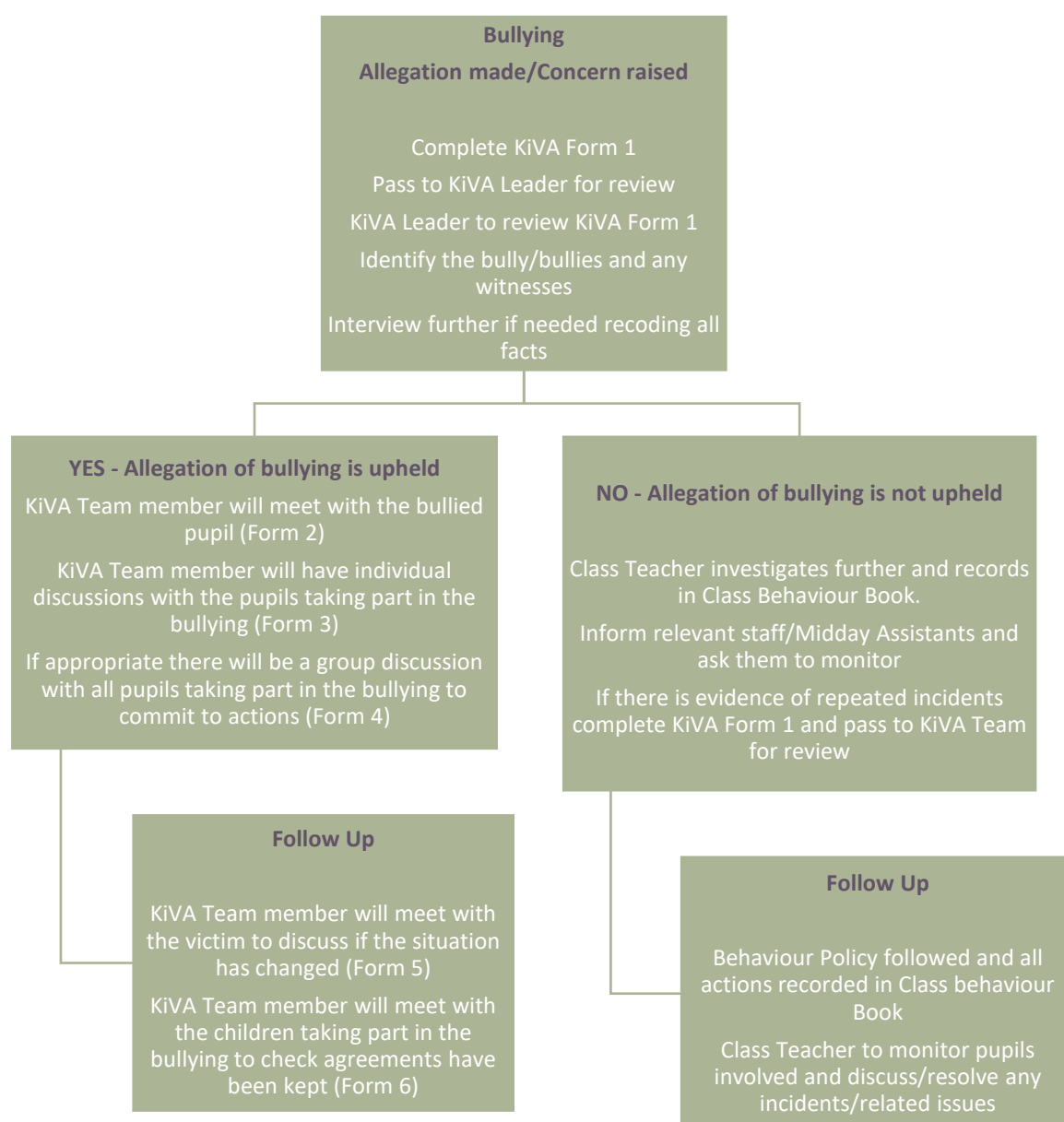
Strategy for Dealing with Bullying

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

Appendix 1

Harmful Sexual Behaviours

"Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive. It can be displayed towards younger children, peers, older children or adults. It is harmful to the children and young people who display it, as well as those it is directed towards" (NSPCC 2016)

This may include:

Sexual Harassment –creating an intimidating, degrading, humiliating or offensive environment e.g. sexist jokes, sexual comments, flicking bras, and other specific criminal acts such as upskirting or 'sexting'

Sexual Abuse – "forcing or enticing a child or young person to take part in sexual activities" this includes touching someone's bottom/breasts/genitalia without consent

Sexual Violence – rape & assault

HSB includes (but is not limited to):

- Sexist jokes and comments
- Physical and sexual abuse
- Sexual harassment and violence
- Gender based violence
- Emotional harm
- On and offline bullying
- Teenage relationship abuse
- CSE (Child Sexual Exploitation)

As a Trust we take a zero-tolerance stance towards any form of bullying, this includes Harmful Sexual Behaviour.

We will take immediate action on any report of HSB. This can include:

- Sanctions within school
- Discussions with parents/carers
- Discussions with the pupils involved
- Restorative approaches
- Referral to support services (and following advice given)
- Referral to the Police (and following directives given)
- Referral to Social Care and/or Local Authority Safeguarding Team

Incidents of HSB will be dealt with under Child Protection procedures and all incidents will be recorded.

As a Trust we will always ensure that the victim is fully supported.

Education

We deliver a broad and diverse PHSE curriculum and Harmful Sexual Behaviour feature within this. We cover a variety of topics specific to each year group and these include but are not limited to:

- Friendship

- Diversity
- Peer Pressure
- Online safety
- Sexual Orientation/Sexuality
- Relationships
- Bullying
- Abuse
- Consent
- Positive relationships

Trust staff responsibility

- All staff recognise that any potentially HSBs are not acceptable and should be challenged

- This includes behaviour we see in school or is reported to us

- If we hear of these behaviours we will **challenge** and **report**

- Staff will follow the guidance as they would for any safeguarding disclosure from a pupil

- We will be **role models** for the pupils by demonstrating respectful behaviour and use of language

Appendix 2

Peer on Peer Abuse

Children can abuse other children (often referred to as peer on peer abuse, peer relationship abuse, child on child abuse and teenage relationship abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence, such as rape, assault by penetration and sexual assault
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)
- 'Upskirting', which is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim
- Initiation/hazing type violence and rituals

Staff are clear on our procedures with regards to peer on peer abuse and do not take it any less seriously than adult to child abuse; they are aware that it should never be tolerated or passed off as "banter", "probably didn't mean anything by it", "just having a laugh" or "part of growing up". We ensure that we apply the same thresholds.

We ensure that we apply the same thresholds. In our school we will minimise the risk of allegations against other pupils by:

- Providing a developmentally appropriate Personal, Social, Health and Economic education (PSHE), as well as a Relationships and Sex education (RSE) syllabus, which develops pupils understanding of acceptable behaviour and keeping themselves safe
- Providing developmentally appropriate E-Safety and Digital Wellbeing syllabus, which develops pupils understanding of acceptable behaviour and keeping themselves safe online
- Having robust monitoring and filtering systems in place as outlined in our e-safety policy
- Having systems in place for any pupil to raise any concerns with staff, knowing that they will be listened to, believed and valued
- Delivering targeted work to those pupils identified as being at risk
- Developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils Where sexual violence or sexual harassment between children is alleged then the school follows the guidance issued by the DfE in 2021: Sexual violence and sexual harassment between children in schools and colleges. Where sharing nudes or semi nudes (youth produced sexual images) are part of the abuse then the school follows the UK Council for Child Internet Safety (UKCCIS): Sharing nudes and semi-nudes: advice for education settings.
- DSL's are familiar with and follow the relevant local policies and procedures to help them to recognise and respond to harmful behaviours and/or underage sexual activity when dealing with children under 13. The *Stop It Now* sexual behaviour resource is used to identify when a child or young person's sexual behaviour is a cause for concern in relation to their development

Equality Impact Statement

Names and titles of people involved with this assessment **Title of Policy – Behaviour and Anti-Bullying Policy**	**Joe Maguire, Head of School**
Impact assessment carried out with regard to identified characteristics	Race [x] Disability [x] Gender [x] Age [ ] Religion & belief [x] Sexual orientation [x]
Summary of any issues/proposed changes	• **Specific reference to protected characteristics** • **Acknowledged that sanctions will be reasonably adjusted with regard to identified, diagnosed disabilities**
Date	**April 2021**
Date of next review	**Dec 2022**