

Bishops' C of E & R C Primary School



'Live Fully, Laugh Often, Learn Deeply, Love as God Loves You.....and Let Your Light Shine!'

BEHAVIOUR AND ANTI-BULLYING POLICY

The Policy was formally adopted by the Governing Board on:	Date: Summer 2024	Next Review Date: Summer 2026
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Behaviour and Anti Bullying Policy

Adopted: Autumn Term 2020

Reviewed Autumn Term 2021, 2022, 2023, 2024

At The Bishops' Primary School, all staff and governors are fully aware of their responsibilities regarding safeguarding and promoting the welfare of children. This policy has been written taking all aspects of safeguarding into consideration.

Please note that throughout the policy 'parent' refers to the parent or carer of the child.

This policy has been written to take into account advice from DFE Behaviour and Discipline in Schools advice for Headteachers and school staff January 2016.

Positive behaviour in schools is key to academic achievement, and inseparable from safeguarding, the well-being of pupils / staff and all other aspects of learning. There is much in educational literature on the requirement for a whole school approach when promoting healthy emotional wellbeing and positive behaviour. School senior leaders should be active in promoting a positive approach to this and there should be a shared ethos for the school, which emphasises care, respect and responsibility. The cornerstone of such an approach is that it is owned by the whole school community, including staff, pupils, parents and the school governors.

Schools should always consider behaviour (and responses to it) in the context of keeping children safe. Keeping Children Safe in Education (DfE, 2020) states that: "Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child".

The aims of our Behaviour and Anti-bullying Policy:

At The Bishops' Primary School we aim to ensure a happy, healthy, optimistic future for our pupils by:

- Creating a happy, safe and secure environment for all children to learn and a positive ethos in which they can flourish
- Developing positive relationships throughout the school
- Making behaviour expectations clear which promote courtesy, respect, empathy and friendship
- Promoting self-esteem through success, self-discipline and positive relationships
- Aiding consistency of response to both positive and negative behaviours
- Providing clarity for parents who may wish to use similar strategies at home providing consistency for children
- Enabling every child to be a 'Good Learner', to develop a love for learning and key life skills

By providing clear instructions, good role models, supporting children when mistakes are made and by practising skills, children grow as learners and as people. In relation to behaviour The Bishops' Primary School provides the following:

1. Clear School Behaviour Expectations and Class Code of Conduct

The Bishops' Primary School has 6 clear school expectations:

Kind Hands
Kind Words
Kind Feet
Walk quietly through the school
Line up quietly
Listen to all adults

These six expectations clarify to children how members of the school community should be treated and provide a strong basis for a calm learning environment and positive play times. They are regularly shared with pupils and reminders are given by all members of staff.

At the start of every school year a Class Code of Conduct is drawn together by individual classes to establish values and expectations relevant to the age group. The number of rules is limited and they are positively phrased. This provides ownership for all pupils.

2. Good Role Models

All adults in the school provide exemplary role models of considerate and polite behaviour, use appropriate language and observe common courtesies among themselves and with children. Positive reinforcement of prosocial behaviours (such as making progress in learning, holding a door open, being polite or helping someone who is hurt) is central in promoting positive behaviours in school. This is seen within classes, assemblies, walking around the school, in the playground and is applied to both conduct and learning. Examples of positive behaviour rewards include individual praise, recognition stickers, extra five minutes outside at break time and whole class celebrations of achievements. Class teachers select a member of the class who demonstrates positive learning or social behaviours for Friday Head Teacher's Awards, which are publicly shared to give value to their behaviour and act as a positive role model.

3. Making Mistakes

As in all areas of learning, children can make the wrong choices both in their attitude to learning and towards their friends and adults. Children are taught that there are consequences to their decisions and actions. For example, should a pupil harm another child during break time, he/she might miss the next break (protective consequence). Should a pupil refuse to complete a piece of work, he/she may be asked to stay in during his/her break time (educational consequence). In general, discussion about what has happened takes place and appropriate consequences put in place. These will vary depending on the circumstances, regularity and persistence of the issue.

Inappropriate behaviour in school has consequences which can be **protective** or **educational** (Appendix A):

Protective Consequences: these are required to protect the rights and safety of others and the individual. Examples of these are as follows

- Arrangements for the pupil to access outside space for calming time
- Escorts in social situations
- Differentiated teaching space i.e. the child being asked to work in another learning space
- Increased staff ratio (where possible)
- Change of timetable

- Appropriate use of internal or external exclusion (using the time to reflect, amend plans and identify other appropriate interventions to support the pupil upon return).

Following any serious harmful (or potentially harmful) incident, as part of safeguarding measures, a risk assessment will be completed to inform planning and future practice. Best practice suggests that all protective consequences should run alongside educational consequences, as there is the risk that long-term behavioural change will be limited without this.

Educational consequences: these are required to motivate and support the pupil to behave differently next time. The children are always given the opportunity to think about their inappropriate behaviour and are given opportunities to make a decision about how they might change their behaviour.

Examples of educational consequences

- Ensure the pupil completes the task they have disrupted
- Rehearse / model situations through intentional teaching of prosocial behaviour
- Ensure the pupil assists with repairs where they have caused damage (when possible and practical)
- Intentionally provide educational opportunities for the pupil to learn about the impact of certain actions and behaviours (link with the Zones of Regulation – see below)
- Provide the pupil with an opportunity to ‘put things right’ through a process of reflecting, repairing and restoring relationships (the Restorative Justice approach is one that could be used)

In some extreme cases further consequences may be used:

1. The child may be referred to see a senior member of staff
2. Parents may be contacted to discuss ways of helping to improve behaviour
3. If there is pattern of behaviour which becomes frequent it may be necessary to place the child on our register for children with additional needs for their behaviour; a one plan and individual risk management plan will be created between the child, parents and teacher to ensure that appropriate targets for behaviour are set and strategies for meeting these targets identified.
4. Fixed term exclusion
5. Permanent exclusion

If a child’s behaviour is unacceptable towards another child or adult in school, enough to cause extreme concern, parents will be informed.

Exclusion will always be the last resort and usually follows an attempt to modify behaviour over a period of time. However, in instances of harmful behaviour exclusion maybe the only option. Harmful behaviour (sometimes referred to as ‘dangerous’ behaviour) in the school context encompasses behaviour that is generally:

- physically aggressive towards adults or other pupils (including pushing, punching, kicking, biting, scratching, spitting, head-butting)
- verbally abusive (and may include racist/homophobic/sexist abuse)
- destructive, including destruction of property and the environment
- self-harming, including head banging, scratching, hitting, kicking, biting and poking
- striking another adult / pupil with an object

Occasionally children may run out of the classroom or out of school. In such an event the following procedure will be undertaken:

Leaving the classroom without permission

- The class teacher will remain with the class
- The class teacher will inform a senior member of staff as quickly as possible using the please assist card or by a messenger
- The child will be located as soon as possible, and the incident investigated
- Parents will only be informed of this if there are serious reasons for the behaviour

Leaving the school premises

- The child will not be chased, but will be followed/ monitored safely
- The Headteacher will be informed as soon as possible and will make a decision about the appropriate action to be taken
- The police will be informed
- Parents will be contacted
- Every effort will be made to establish the whereabouts of the child

Restorative consequences

Discussions with the child about what might have caused the problem takes place, along with a discussion about an alternative way of handling the situation. E.g. if a child does not complete his/her work due to lack of understanding, he /she may need to inform the teacher, or, if a child gets particularly angry in a game, he/she may need to withdraw from it rather than harming another child. Looking at the situation from the child's and other children's perspective is also discussed where appropriate. Where harm is caused to another member of the school community it is usual that some form of discussion or apology is given to mark the end of the issue, and to re-establish positive relationships where this is appropriate.

4. Practising and Improving Skills

Through positive reinforcement of expected behaviours children are encouraged to keep up and where necessary improve their behaviours. Through our PSHE curriculum, children discuss different types of behaviour and the impact this has on others. Through the Zones of Regulation, children learn about different emotions and link them to 4 different colours (green – happy and in a good place for learning; yellow – anxious, worried; blue – sad, lonely; red – angry, dysregulated) and ways of helping themselves and others get back into the green zone. It is through discussion, exploring feelings and triggers for different feelings that children practise and refine their reactions to different circumstances. In addition, through PSHE lessons, children explore different cultures, faiths and family backgrounds which helps them understand and respect the opinions and feelings of others

Our School **Behaviour and Anti-bullying Policy** is also embedded through our **School Values**

Love	Happiness	Awe and Wonder
Individuality	Truth	Kindness
Belonging	Justice	Peace
Thankfulness	Respect	Hope
Courage	Forgiveness	
Compassion	Friendship	

Drawn together by children, staff and parents these values are embedded through assemblies and class learning. These are displayed in banners around the school. Aspects of these values are covered in PSHE teaching.

Role of Staff

Adults in school are expected to model high standards of behaviour, both in their dealings with children and with each other, as they are key role models for pupils. All staff are expected to follow the guidance given in the Behaviour and Anti-bullying Policy.

Adults should aim to:

- Create a positive climate with realistic expectations
- Value all children and staff
- Encourage relationships based on kindness, respect and understanding of the needs and talents of others
- Promote openness, honesty and courtesy
- Provide a caring and engaging learning environment
- Ensure fair treatment of all, regardless of age, gender, race, ability and disability
- Show appreciation for the efforts and contributions of all
- Use de-escalation scripts where appropriate (Appendix B)

All staff are responsible for promoting positive behaviours, having high expectations of behaviours and dealing with incidents in and around school. If in doubt, members of the Senior Leadership Team are easily accessible for guidance and support. Staff are expected to log incidents of concern onto CPOMs the school Behaviour Log.

Managing Behaviours

Staff promote prosocial behaviour, positively managing difficult or unsafe behaviour, and have an understanding of what behaviour might be communicating.

Staff focus on de-escalation and preventative strategies rather than focusing on reactive strategies.

Good classroom organisation is a key to good behaviour and the provision of a high-quality curriculum through interesting and challenging activities helps facilitate positive behaviour.

Staff strive to be positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self-esteem in all children, linked with an understanding of the needs of others and encourage a calm and responsive atmosphere.

Staff contribute to the Open-Door policy for parents and carers. Staff deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate.

Support staff are used as emotional supports and are available on a regular basis for children to talk to. Support staff also work with children who may have social challenges which can cause unacceptable behaviours at playtime and lunchtime, by offering strategies and a 'listening ear' for the children. Any issues which need following up are reported to the SENCo or Nurture Leader in the first instance. The following steps should be taken to manage low level behaviour.

Step	Example
Non-verbal cue	Eye contact with the child and indicating what needs to be done (e.g. pointing at learning, hand in front of chest indicating walking not running)

Verbal reminder of expectations	Finish the questions given Walk in school
Reminder to make the right choice otherwise consequence	If you continue to chat and not finish your learning task... the consequence will be... If you continue to run the consequence will be...
Consequence put in place	You will be missing.... from break to complete your learning (or relevant consequence) Put the consequence in place Restorative consequence

Role of the Headteacher

It is the responsibility of the Headteacher, to implement the school Behaviour and Anti-Bullying Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher reports termly to governors on the behaviour of children in school in the Headteacher's report. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher keeps records of all reported serious incidents of unacceptable behaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of unacceptable behaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

Role of Parents

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. Strong links with parents and good communication between home and school are essential so children receive consistent messages about how to behave at home and at school. Our school vision, values and behaviour expectations are set out on the school website, and we expect parents to read these and support them. Parents are expected to behave in a reasonable and civilized manner towards all members of the school community. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher who will take appropriate action. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect. We encourage parents to support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Headteacher may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

Role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school's Behaviour and Anti-Bullying Policy, but governors may give advice to the Headteacher about a particular disciplinary issue. The Headteacher must take this into account when making decisions about matters of behaviour.

The Governors will follow the normal grievance procedure in cases of complaint as set out in the Complaints policy.

Governors have followed statutory guidance in giving the Headteacher clear advice and guidance in relation to this policy framework including in relation to the use of reasonable force and the discipline of pupils' misbehaviour outside school.

Zones of Regulation

In order to help children learn to self-regulate and be in a good place for learning, the school uses Zones of Regulation. This is a recognised programme which assists children to identify how they are feeling, label their emotions and learn ways to help themselves get into a good place, ready to learn. Staff recognise when either individuals/groups or the whole class of children are less likely to focus and concentrate in lessons and use a variety of strategies to help children readjust, such as:

- Taking a brain break
- Running around the playground
- Meditation
- Reading

Use of Reasonable Force

Very few of the children behave in an aggressive or violent manner. For children who present challenging behaviour, prevention and avoidance are generally our first measures. Through induction training, staff are aware of de-escalation techniques and escorting children away from a situation where necessary. However, certain situations may arise for school staff in which physical intervention may be required in dealing with conflict or disruptive behaviour.

We follow the guidance from the Department of Education having reviewed additional guidance provided by Essex County Council in Keeping Pupils and Staff Safe. Our practice is guided by our Restraint Policy.

Our staff guidance requires that every incident where physical intervention has been used must be reported to the Headteacher as soon as possible – where possible on the same day. The incident must be recorded on a physical intervention recording form. A copy of the form will also be placed on the child's records. (Appendix C- Physical Intervention Record)

Government advice is that it is good practice to notify parents of serious incidents where physical force is used, and we follow this guidance.

Anti- Bullying Statement of Intent

We are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does

occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

What Is Bullying?

Bullying is a deliberate and repeated act usually directed at one person. It may be instigated by one individual or a group. It is the threat or use of aggression (verbal or physical) with the intention of hurting another person and often results in pain and distress to the victim.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focusing on, the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber – misuse of all areas of the internet, such as email and social media
- Mobile threats by text messaging and calls
- Misuse of associated technology, i.e. camera and video facilities

If a suspected incident of bullying is reported to a member of staff other than the class teacher, the class teacher should be informed.

- The member of staff should speak to the child/children involved.
- The member of staff involved should try to ascertain the true details by:
 - Taking the incident seriously
 - Keeping calm – never over-react but act with calmness and fairness, even while showing displeasure with the child's/children's behaviour
 - Listening to both/all sides of the reported incident
 - Reassuring the victim - make sure that all parties involved understand what behaviour/action is being disapproved of and why
 - Being seen to treat all parties fairly and with a consistent approach
 - Trying to decide on a positive course of action for all parties and for all parties to agree/understand the reasons behind the agreed action to prevent the recurrence of unwanted incidents.

All suspected incidents of bullying should be reported to the Headteacher so that the situation/individual can be monitored. If in the judgement of the Headteacher, the incident is believed to be bullying, parents will also be informed. Actions will be discussed and agreed together in order to prevent an escalation of the problem.

If the reported incident is judged to be bullying then a copy of key details relating to the victim(s) and bully(ies) will be logged on CPOMS (from Spring 2020), our school behaviour log. At present such incidents are recorded in a Behaviour File in the Headteacher's office. This report should include:

- Who was involved
- What happened
- What action was taken
- How action was followed up

When incidents have been identified as bullying the following steps will be taken by the class teacher or Head teacher:

- Inform the parents of both parties
- Involve them in agreeing a course of action
- Monitor and report back at regular intervals

It is important for school and home to work together as a team and be pro-active in dealing with the issue in a consistent manner. By working together bullying behaviour can be eradicated. It must be remembered that both the bully(ies) and the victim(s) may need help to prevent the actions reoccurring. On most occasions this will be from within the school and home. However, on rare occasions outside agencies may need to be involved.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the Governing Body on the effectiveness of the policy. The school keeps a variety of records of incidents of misbehaviour. The class teacher may record minor classroom incidents. The Headteacher may record those incidents where a child is sent to him on account of poor choices. The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Appendix A: Behaviour Expectations and Consequence

Appendix B: De-escalation Scripts

Appendix C: Physical Intervention Record:

*'Live Fully, Laugh Often, Learn Deeply,
Love as God Loves You and Let Your Light Shine!'*

Honesty and kindness
 Respect to others and the school environment
 Good manners, and courtesy to each other and adults
 Respect the rights of all children to learn and staff to teach
 Work with effort to achieve our potential
 Arrival at school on time with the correct uniform, prepared for the day
 A calm and sensible approach when things are hard or don't go our way

Rewards

Verbal Praise, family points, certificate in achievement assembly, written comment on work, Star of the Day, work shown to other members of staff, work put on display, meet with the Headteacher, appearing in the newsletter, use of stickers, Star of the Week, use of Dojos, use of Golden Time or extra play

Consequences

Children learn by making mistakes. In many situations the use of positive behaviour management helps children recognise and follow expected school behaviours, or verbal communication with a member of staff solves the issue. Sometimes children need a consequence for their actions to help them change their behaviours. All children need to recognise that negative behaviours affect learning and the focused learning environment. Outlined below are some examples of unacceptable behaviours and possible consequences on a scaled level. Children do not necessarily move through the stages. In many cases a record is not kept of behaviour issues as these are addressed at the time and children need to know they are forgiven and can move on. Staff keep records of more challenging behaviours to see if patterns emerge. Parents are informed about their child's behaviours during parent consultation evenings and on termly reports. Verbal communication, either face to face or by phone, is made when deemed necessary.

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Possible Actions	Possible Actions	Possible Actions	Possible Actions	Possible Actions
<ul style="list-style-type: none"> Interrupting the lesson Talking in assembly Not on task and wasting time Talking while the teacher is talking Distracting other children Making irritating noises, gestures or actions Dropping litter / food Deliberately excluding someone from playing Interfering with another person's property Playing after the bell has gone Not lining up appropriately Being in the school building at break times 	<ul style="list-style-type: none"> Persistent stage 1 behaviour Deliberately not completing task set Disruptive behaviour in class or assembly Minor deliberate damage to another child's or school property Disrespectful dialogue about another child or adult Swearing Misuse of classroom equipment eg dangerous use of scissors Throwing or flicking objects in the classroom Misuse of toilets or wash areas Lying Play fighting Not following instructions given 	<ul style="list-style-type: none"> Persistent stage 2 behaviour Leaving the environment without permission Stealing Malicious poking, pushing or prodding Spreading hurtful rumours about another child Lying to get another person in trouble Making fun of another child / deliberately winding them up Swearing in an aggressive way Escalated disruptive behaviour 	<ul style="list-style-type: none"> Persistent stage 3 behaviour Leaving the learning environment without permission and refusing to engage with a member of staff Verbal abuse / threats Verbally and actively refusing to accepting instructions (after a warning) Deliberately targeting another child Inappropriate physical behaviour Significant deliberate damage to another child's or school property Racist or sexist remarks/actions Inappropriate touching Spitting at another person Defiance 	<ul style="list-style-type: none"> Persistent stage 4 behaviour Physical violence Leaving the school premises without consent Child putting themselves in an unsafe situation e.g. climbing fencing Vandalism Throwing furniture/ objects Aggressively swearing at another person Actions which affect the health, safety welfare or learning of members of the school community Sexual harassment Refusing to follow instructions given by a senior member of staff
Possible Consequences	Possible Consequences	Possible Consequences	Possible Consequences	Possible Consequences
<ul style="list-style-type: none"> Use of classroom sanctions Reminder of expectations Non-verbal/verbal warning A quiet word Reminder of the class rules Redirection Moving to another working area Time out during break/lunch times Report to teacher if necessary 	<ul style="list-style-type: none"> Verbal warning Time out Loss of playtime or up to half of lunchtime Loss of privileges, e.g. use of play apparatus Dialogue with teacher/member of staff Informal dialogue with parent as appropriate Report to teacher if necessary 	<ul style="list-style-type: none"> Teacher informed Involvement of DHT/HT/SLT Behaviour chart / book linking home to school Time out of class Loss of playtime or lunchtime Loss of privileges eg representing the school in sporting activities/ school trips Parent informed and regular contact where appropriate 	<ul style="list-style-type: none"> Teacher informed Loss of playtime or lunchtime Time out of class HT/DHT involvement Discussion HT/CT/SLT as to how to support needs of pupil Parent informed and regular contact where appropriate Missing of school trips/events 	<ul style="list-style-type: none"> Parent informed Formal meeting with the Head teacher/SLT to discuss how best to support pupil's needs Withdrawal from class situation Lunchtime exclusion Fixed term exclusion Permanent exclusion

Appendix B: De-escalation script

Language

- Positive phrasing
- Limited choice
- Disempowering the behaviour
- Consequences

Positive Phrasing

- Stand next to me
- Put the pen on the table
- Walk in the corridor
- Switch the computer screen off
- Walk with me to the library
- Stay seated in your chair

Limited Choice

- Where shall we talk, here or in the library?
- Put the pen on the table or in the box
- I am making a drink, orange or lemon?
- Are you going to sit on your own or with the group?
- Are you starting your work with the words or a picture?

Disempowering the behaviour

- You can listen from there
- Come and find me when you come back
- Come back into the room when you are ready.
- We will carry on when you are ready.

Consequences:

Protective Consequences

- Increased staff ratio
- Limited access to outside space
- Escorted in social situations
- No availability of minibus/car
- Differentiated teaching space
- Exclusion

Educational Consequences

- Completing tasks
- Rehearsing
- Assisting with repairs
- Educational opportunities
- Research
- Conversation and exploration

Regulate, Respond...

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....

De-escalating body language

- Outside of an outstretched arm
- Good distance
- Sideways stance
- Leaving an open door
- Relaxed hands
- Managing height

Appendix C: Physical Intervention Record

RECORD OF USE OF REASONABLE FORCE

Date of incident:

Time of incident:

Pupil Name:

D.o.B:

Member(s) of staff involved:

Adult witnesses to restraint:

Pupil witnesses to restraint:

Outline of event leading to restraint:

Outline of incident (including restraint method used):

Outcome of intervention:

Description of any injury sustained and any subsequent treatment:

Date /time parent/carer informed of incident:

By whom informed:

Outline of parent/carer response:

Signatures of staff completing report:
.....

Brief description of any subsequent inquiry/complaint or action: