

Positive Behaviour Policy

(including Anti-bullying)

*Becoming the person God made me to be:
living, learning, loving.*

*"I praise you because I am fearfully and
wonderfully made" Psalm 139:14*

**Why attempt to crush behaviours through punishment, when
you can grow better ones with love?**
(Dix, P; 2017).

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Linked policies:

- ❖ Suspensions and Exclusions
- ❖ Staff Code of Conduct
- ❖ Child Protection and Safeguarding
- ❖ Accessibility Plan

Purpose

At Austrey and Newton Regis C of E Primary Schools we are guided by our Christian mission and aim to ensure that our pupils and staff enjoy *'Life in all its fullness'* (John 10:10). We believe that everyone is created in the image of God and is of infinite worth to be treated with dignity. Therefore, we recognise and embrace diversity of backgrounds, experiences and abilities; we believe in equity over equality so that individuals can flourish within our community.

In our Christian community, positive relationships are central to our sense of belonging. Positive relationships foster connection, understanding, acceptance and trust; all are key principles in developing self-worth, emotional wellbeing and a culture of mutual respect. Positive relationships are nurtured through these core concepts:

A Relational Approach: loving, caring attitudes that support building self-esteem and self-confidence. Every individual pupil needs to feel loved, valued and cared for.

'Some pupils follow rules; some pupils follow people' (Dix, P; 2017).

Individuals Flourish: Concern for the physical, mental, spiritual and emotional wellbeing of individuals. Everyone is taught to be part of a caring, ordered environment where individuals feel valued, safe and secure. This includes awareness of individual additional needs and adverse childhood experiences (ACEs). Pupils need to be supported on how to self-regulate and develop self-control, to make positive choices to serve them into future education and beyond.

Justice, Forgiveness and showing others Dignity: Clear boundaries and routines help pupils feel safe and secure. Conflict resolution needs to be taught; reconciliation and forgiveness are central to the Christian gospel and the notion of a fresh start is a key part of our restorative approach. **All** behaviours have consequences, for example: the natural consequences when a dysregulated young person feels guilt or shame for their actions, conversely when we receive praise, this is a consequence for exhibiting the school's values.

The Oxford Dictionary defines the word consequence as:

"The results or effects of an action"

Vision and Values

Our behaviour policy is based on our Christian Vision and Values. Pupils will be taught and encouraged to lead by example guided by the values of Trust, Justice, Forgiveness, Hope, Dignity and Community

Our Vision

Austrey and Newton Regis Church of England Schools are small schools at the heart of their rural communities. They have a living Christian foundation that follows the teaching and example of Jesus who reached out **in love** and drew in everyone, whatever their status or struggles, beliefs or views.

The biblical and theological ideas that have shaped our vision are as follows:

Created to be like God, we are all individual, different, and precious.

*As school families, we treat everyone with **dignity**, seeing each person as a vital stroke in the creation of the masterpiece which is our school **community**. We **love** and welcome everyone, supporting them in the ups and downs of life and giving them **hope** for a bright future in their **lives and learning**. We seek **justice** for all, embracing those who face challenges in their **lives and learning**. We act responsibly, treating everyone fairly but not necessarily the same. We work to ensure that everyone has what they need, and we act and speak up for those who don't. **Equity** underpins our commitment to enabling everyone to flourish as the person God made them to be. Therefore, living like Jesus, we think and act with generous and **forgiving** hearts in the strategic and day to day life of the school. **Trusting** in God and the teaching of the bible, we are building a culture of **trust** in which everyone can feel safe; confident that their spiritual, emotional, and academic needs will be met and that their **uniqueness** will contribute to the **unity and wholeness** of Austrey and Newton Regis Church of England Primary Schools.*

Our Values

TRUST



JUSTICE



FORGIVENESS



HOPE



DIGNITY



COMMUNITY



TRUST

With God's love:

We build a culture of openness, honesty and integrity so that everyone is safe, nurtured, noticed and loved.

"May the God of hope fill you with all joy and peace as you trust in him, so you may overflow with hope"

Romans 15:13

JUSTICE

With God's love:

We treat everyone fairly but not necessarily the same. We work to ensure that everyone has what they need, and we try to speak up and change things for those who don't.

"What does the Lord require of you? To act justly and to love mercy and to walk humbly with your God"

Micah 6:8

FORGIVENESS

With God's love:

We recognize that we all make mistakes; the life and teaching of Jesus shows how our community can be nourished and repaired as we forgive and ask for forgiveness, letting go of grudges, bitterness or anger.

"For if you forgive other people for their offenses, your heavenly Father will also forgive you."

Matthew 6:14

HOPE

With God's love:

We enable healing, repair and renewal, coping wisely when things go wrong, widening our horizons, raising aspirations and guiding everyone into ways of fulfilment.

"God says, I know what I am doing. I have it all planned out; plans to take care of you, not abandon you.; plans to give you the future you hope for."

Jeremiah 29:11

DIGNITY

With God's love:

We educate for dignity and respect: celebrating the preciousness of each person, treating each person as a unique creation of God.

"You are blessed when you are content with just who you are – no more – no less"

Matthew 5:5

COMMUNITY

With God's love:

We focus on relationships, participation in the community, building character and enabling everyone to live well and flourish together.

"Share the work and share the wealth. And if one falls down – the other helps"

Ecclesiastes 4:9

Intent: Our Behaviour Principles

We are Trauma Informed.

We believe in providing a nurturing environment that recognises Adverse Childhood Experiences (ACEs) and is built on the understanding that before self-regulation comes attachment. We continue to develop an understanding around the effect that trauma has on the brain and how this can have an impact on the pupil's development and how a pupil behaves or reacts to certain situations.

We adopt an approach where the adult understands that all behaviour is communication of an emotional need, taking a non-judgemental, curious and empathetic attitude towards behaviour. It is the responsibility of the adult to seek to identify what is being communicated and then support the pupil to communicate this in more appropriate ways.

We understand the important role of the adult in developing relationships built on empathy, acceptance and trust to be able to support a pupil through co-regulation.

For more information, it is helpful to understand the Window of Tolerance.

<https://www.youtube.com/watch?v=Wcm-1FBrDvU&t=8s>

We are Relationship Focussed, Building Community through Restorative Practice

We put relationships first, developing a positive school culture and climate that fosters belonging, connection, inclusion, respect and value for all members of the community.

Restorative Practice has relationship, respect, reintegration and repair at the heart of culture. Our restorative practice is underpinned by our Christian understanding of forgiveness and justice.

Events of dysregulation are learning opportunities. Pupils are not defined by one action. They are allowed to express their feelings and be supported to learn from them. Once a situation is dealt with, it is finished and this needs to be clear to the pupil and others.

Sometimes pupils will learn through a consequence; other times what is required is the teaching of specific skills to help them self-regulate in the future. It might be a combination of the two.

We are Inclusive of Diverse abilities and Backgrounds

Our school is an inclusive school that meets the needs of a range of pupils, and we are committed to the emotional, mental health and wellbeing of our staff, pupils and parents.

We will:

- Provide a holistic environment where pupils can develop socially, emotionally, physically, spiritually, and academically in a safe and secure environment.
- Foster caring attitudes and celebrate diversity so achievements in all areas are acknowledged.

- Be fair to everyone; this is not about everyone getting the same (equality) but about everyone getting what they need (equity). We will therefore make reasonable adjustments in accordance with the pupil's ability to self-regulate and recognise underlying factors that might be contributing towards the behaviour that is causing concern.
- Encourage a calm, purposeful learning environment in the school.
- Use a graduated approach to supporting pupils with behavioural development (Appendix 1)

Implementation: Underpinning Strategies

In order to implement our principles, the following underpinning strategies will be used.

Values Driven: Building character and intrinsic motivation through our Christian values.

Our values are taught through Collective Worship and PSHE lessons and are part of the ethos of our schools. Values driven behaviour is celebrated and reflected upon through positive recognition.

- Practising Self-Control: Teaching and supporting all pupils become self-regulated and self-disciplined
- Practising Honesty: We teach pupils to accept responsibility for their own actions.
- Practising Forgiveness, Kindness and Respect: We teach pupils to practise forgiveness, kindness and restoration (for example through the 'Solve it together' technique Appendix 4)

Positive and Consistent:

Positive self-esteem contributes to the ability to use self-control and self-regulation. Self-esteem can be built through positive affirmation, praise and recognition and by showing 'an attitude of gratitude'

We will:

- Draw attention to positive behaviour by praising, rewarding and celebrating pupils who demonstrate our values or positive attributes, making sure the pupil has a clear understanding of why they have been rewarded e.g. use the stem sentence: "I like it when (pupil's name) ..."
- Being respectful, being responsible and being ready which will be displayed in the classrooms and referred to consistently by all staff (see Appendix 2a)
- Describe, model and encourage clear and concise expectations of behaviour through collective assemblies, in class time and in nurture to ensure that all pupils understand how to display our values.
- Teach visible consistencies and routines. Routines aid pupils in understanding and knowing what is expected at all times in all places and the predictability helps to make pupils feel safe and secure. Visible consistencies at our school are included for example in the manner and expectations of how pupils move around school, how pupils are greeted by adults within the school each day and the way pupils present and wear their uniform. (See Appendix 2 – Visible Consistencies and 'We are SAFE' and 'We are MASTERS of MANNERS')

Self Regulation and Emotional Literacy:

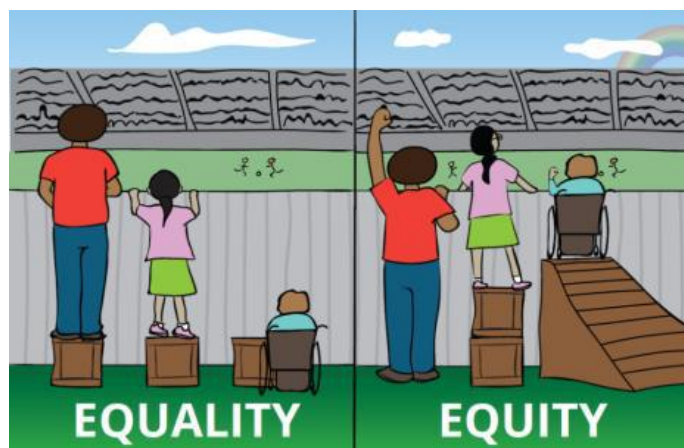
Zones of Regulation is taught as part of our PSHE curriculum, and this links closely to My Happy Mind. These teach pupils emotional literacy; being able to identify and label emotions and supports with increased self-awareness, positive mental health and development of self-regulation skills. For pupils who are experiencing significant difficulties in regulating their emotions, the “Incredible 5 Point Scale” may be used to support them. (see Appendix 9)

Equity: A Graduated Approach

The majority of pupils are able to follow our expectations with little, if any, need for support. They are able to regulate their behaviour appropriately and are able to learn from these through making reparation such as an apology or another appropriate response. A consequence may be appropriate to enable the pupil to reflect on their behaviour and be supported where needed.

In some circumstances, to treat pupils with dignity, kindness, tolerance, respect and equity, where the universal consequences are not effectively promoting positive behavioural development, an individualised approach to behaviour management will be implemented through our Graduated Approach (Targeted support). This may include pupils who, for whatever reason(s), are struggling to regulate their emotions and behaviour. In this instance, typically staff will follow a plan that focuses upon de-escalation, co-regulation and restorative conversation.

See Appendix 1: A Graduated Approach

**Safe, Fair and Consistent**

Clear boundaries ensure that pupils feel safe and secure. Staff will always show respect, love and kindness to pupils, understanding that positive relationships develop positive behaviour. The aim is to maintain our high expectations and ensure that all pupils are safe and can learn in a calm environment.

A response to behaviour may have various purposes:

Protection: keeping pupils safe is a legal duty of all staff. A protective measure in response to an unsafe behaviour may be for example, removing a pupil temporarily from a classroom to support them to regulate, or removing other pupils around them.

Improvement: Some pupils will have difficulties understanding boundaries and may find their emotions difficult to regulate. Pupils should be supported to understand the boundaries and their importance to keep everyone safe and able to learn.

Behaviour Expectations and Pupils with SEND/ SEMH needs

All pupils belong in our school community and our behaviour policy will serve to promote calm environments that universally support all pupils and enable them to learn.

We seek to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach is used to assess, plan, deliver and then review the impact of the support being provided.

Our behaviour policy is relational in approach with equity as its underpinning, therefore there are times that flexibility is necessary. Staff will consider that 'all behaviour is communication'; staff will seek to take account of any identified contributing factors (for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND, has been subject to criminal exploitation, or is experiencing significant challenges at home).

Restorative Practice & Emotion Coaching

Pupils may need support during an event. See Appendix 5 for Emotion Coaching Stages and Appendix 1 for de-escalation strategies.

Following an event, once parties are regulated, repair and rebuild is an important stage of our approach. Pupils are supported in acknowledging the impact of their behaviour on a relationship, be it with another pupil or an adult. Responsibility, not blame, is the focus of this process, using restorative practice as a framework. The focus is upon the importance of pupils:

- taking responsibility for their behaviour and its impact upon others;
- learning from their actions
- doing what is needed to restore relationships where their actions have caused a relational rupture.

See Appendix 5 - Emotion Coaching

Monitoring Individual's Behaviour

All behaviour concerns are logged through CPOMs. This enables us to monitor behaviour and look for patterns to support the pupil.

In cases of dysregulation, we need to be aware that there are experiences in school that can trigger student patterns of behaviour. These triggers may relate to learning, peers, adults/authority, or organisations. It is the responsibility of teachers to be curious and identify triggers and patterns of behaviour to find ways to best support the pupil. Inquiries

into circumstances outside of school may also support the member of staff to further understand the possible reasons behind behaviour.

- ABCC forms will be completed following significant incidents to support analysis of triggers (Appendix 6)
- If a pattern of ongoing misbehaviour emerges, this will be highlighted to the SENDCO to consider whether a personal behaviour plan (Appendix 7) is required as part of our Graduated Approach (Appendix 1)
- Discussions will be held with relevant staff/parents/carers to identify possible underlying causes. This is particularly true of those pupils who have been identified as having Social, Emotional and Mental Health needs (SEMH) - or whose behaviour indicates that exploration of this possibility is needed. In some instances, this might involve input from external professionals such as the Specialist teacher service, an educational psychologist, behaviour support, Speech and Language specialists, etc.
- Parents/carers will be informed and involved in discussions, as will the pupil themselves, in deciding upon the most appropriate form of action to take
- staff will assess the severity of the behaviour and to what extent it has:
 - impeded others' right to be safe, treated respectfully, to teach, learn or develop,
 - take into consideration any extenuating circumstances.

Pupils who are identified as particularly vulnerable will need specific approaches tailored to their individual needs and experiences, strengths and difficulties. These will need to be planned in conjunction with parents/carers and relevant partners, and shared sensitively, as deemed appropriate.

(See Appendix 1: A Graduated Approach)

Monitoring and Evaluating School Behaviour

Austrey and Newton Regis C of E Primary Schools have evaluative measures in place to monitor the effectiveness of our behaviour system. Concerns are documented and analysed by SLT to identify trends and indicate where further support is required. Data is analysed from:

- Behaviour incidents on CPOMs
- Internal exclusions/exclusions from after school clubs/PTA events/excursions/residential when it is deemed that they or others around them would not be safe (parents may be asked to accompany their pupil to ensure their safety and enable them to be included)
- Attendance
- Incidents of searching and confiscation
- Anonymous surveys for staff, pupils, governors and parents regarding their perceptions of our behaviour culture
- Suspensions and Exclusions are monitored by the local authority, Executive Team and Governors
- Fixed-term suspensions

- Permanent exclusions
- Use of pupil-support units and managed moves

Dealing with Serious (Critical) Incidents

At Austrey and Newton Regis C of E Primary Schools the safety of all members of the school community is paramount. We focus on the two key principles of Protective Behaviours:

1. We all have the right to feel safe all the times.
2. We can talk with someone about anything even if it feels awful or small.

Occasionally there may be an incident which impinges upon these rights. A serious or critical incident includes where there is:

- Significant physical/emotional/mental/ sexual harm to another pupil
- Physical/emotional/mental/sexual harm to an adult
- Sustained and/or substantial danger to property
- Sustained harassment or bullying/racism/sexism/homophobic bullying

Staff will:

- Ensure the pupil (or other pupils) can go to a place of safety
- Alert the Headteacher or another senior member of staff

The Senior Leader, supported by another adult where appropriate, will supervise or support the pupil involved in the critical incident. The Senior Leader will decide upon the appropriate action to take in line with the school's Behaviour Policy

In the case of an adult causing the critical incident, all pupils will be moved to a place of safety immediately, the Headteacher or senior staff alerted and the police called by dialling 999. If appropriate the Lockdown plan may be activated.

The school will endeavour to contact parents of a pupil who is involved in a critical incident as soon as is practically possible

The Headteacher and Governing Body of the school have a duty of care to all pupils and staff, and the behaviour policy takes appropriate account of health and safety of all pupils and adults in school.

There will be zero tolerance of any form of serious assault (intentional harm) on pupils or staff.

We have the statutory powers to take measures to keep pupils and staff safe, these measures include:

- Confiscating items from pupils
- Inform the parents of pupils who behave inappropriately on the way to and from the school, for instance when travelling on buses, where it is reported to school.
- The Headteacher has the power to search groups of pupils if they suspect one of them is carrying a knife, other offensive weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

- A legal duty on schools to make provision to tackle all forms of bullying.
- Providing an appropriate safe space for pupils to have time to think or be calm
- Withdrawing pupils from outdoor play if deemed appropriate
- Restraining a pupil who is unsafe to others or themselves using reasonable force

The Use of 'Reasonable Force'

There are circumstances when it is appropriate for staff to use 'reasonable force' to safeguard pupils. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain pupils. This can range from guiding a pupil to safety by the arm to more extreme circumstances such as where a pupil needs to be restrained to prevent violence or injury. Reasonable in these circumstances means 'using no more force than is needed'. Assessments of what is reasonable and when it is reasonable to use force are matters of professional judgment within the context of the law and depend upon the precise circumstances of individual cases. There is no legal definition. This underlines the need for policies and procedures that are developed by partner agencies and scrutinised by their legal advisors before being put into operation; and for staff training to incorporate awareness of the following legal dimensions:

- To be judged lawful, the force used would need to be proportionate to the consequences it is intended to prevent
- The degree of force used should be the minimum required to achieve the desired result
- Key legal words to be noted are reasonable, proportionate and necessary. Any action taken should always be in the best interests of the pupil/client.

The use of force may be considered necessary if any of the following applies;

- A pupil is hurting themselves
- A pupil is hurting someone else
- A pupil is committing significant damage to property
- A pupil is committing a criminal offence
- A pupil is preventing safety, good order and discipline within the classroom or school environment

In addition, a Headteacher or authorised member of staff, may use reasonable force when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

See Appendix 9: Bibliography

Recording incidents

As soon as possible after the use of reasonable force is used it should be documented. A bound book in the Headteacher's office is completed to make an official record. Accounts

will be factual, dated and signed. Specific information will be recorded in accordance with the pro-forma in the bound book.

Reporting Incidents

Incidents where reasonable force has been used will be reported to parents verbally where support will be offered to parents. Writing or reviewing a Positive Intervention Plan with parents should be done if appropriate to see if any adjustments need to be made. Incidents will also be reported to professionals working alongside school so that further measures to reduce the risk of reasonable force being used again can be implemented. On occasion it may be necessary to report an incident to the police, the Warwickshire Safeguarding Board or the Health and Safety Executive.

The pupil involved will also be supported in building any broken relationships and in helping them to understand the incidents and the consequence of their actions so that lessons are learnt.

Minimising the need to use Reasonable Force

Reasonable force should only be used as a last resort and we as a school are committed to putting carefully and personally designed strategies in place to prevent there being the need to use reasonable force at all. We will reduce the need to use force by:

- Creating a calm atmosphere in school through use of strategies outlined in the rest of the Relationships and behaviour policy and by catering to pupils's emotional needs in the way the curriculum is planned.
- Following Protective Behaviour approaches which work to create non-violent individuals, families and communities.
- Using the PSHE curriculum (built around Jigsaw Relationships Sex Education programme), circle time and assembly times to teach pupils to manage conflict and strong feelings.
- Provide training for staff in de-escalation techniques (through programmes such as 'Team Teach' and Emotion Coaching)
- Only doing so where the risks of not using force clearly outweigh the risks to staff and pupils of using force.
- Putting in place 'Positive Intervention Plans' with support from professionals who work with the school and with support from parents. These provide detailed instructions of how to de-escalate a potentially challenging situation at every stage of its escalation.
- Ensuring risk assessments are in place where risks are high so that there are clear protocols for staff to follow.
- Moving other pupils away from potentially dangerous situations into other areas of the school.
- Teaching pupils strategies that will help de-escalate situations.

Suspected Criminal Behaviour

Where a member of staff or headteacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police by gathering information to establish only the facts of the case. These initial investigations will be fully documented, and school will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, school will ensure any further action they take does not interfere with any police action taken. However, school does retain the discretion to continue investigations and implement their own consequences so long as it does not conflict with police action.

When making a report to the police, it will often be appropriate to also make a report to local pupil's social care. As set out in Keeping Pupils Safe in Education (KCSIE), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead.

Roles and Responsibilities

The Governing Body will:

- Be positive role models, promoting the school values of honesty, kindness, perseverance, respect, self-control and forgiveness
- Support the implementation of the behaviour policy
- Provide advice to the headteacher regarding disciplinary issues and exclusions (Appendix 8)
- Review the effectiveness of the policy

The Headteacher will:

- Be a positive role model, using the school values of honesty, kindness, perseverance, respect and self-control
- Ensure the health and safety and welfare of all pupils
- Build positive relationships within the school community, making sure pupils, parents and staff are respected, listened to, feel valued and are treated fairly
- Implement the positive behaviour policy, reinforcing the need for consistency
- Praise and encourage positive behaviour with rewards and dedicated assemblies
- Report to governors regarding the effectiveness of the policy
- Meet with parents/carers of pupils displaying distressed or dysregulated behaviour where appropriate
- Support staff when dealing with distressed behaviour and the law
- Implement the Suspension and Permanent Exclusion Policy where appropriate

The Deputy Head and SENDCo will:

- Be visible, engaging with pupils, building relationships and modelling high expectations of behaviour.
- Support staff with understanding behavioural culture and expectations and strategies for implementing the behaviour policy.
- Support Staff with CPD
- Support a pupil in crisis where appropriate
- Engage with professionals and deepen their own professional expertise on influential factors on behaviour, such as SEND, Mental Health needs, disabilities, attachment and ACEs to be able to support a pupil in crisis appropriately
- Monitor behaviour patterns

Staff will:

- Be a positive role model, using the school values of honesty, kindness, perseverance, respect, self-control and forgiveness
- Foster positive relationships within the school community, making sure pupils, parents and staff are respected, listened to, feel valued and are treated fairly
- Be calm and consistent, thereby creating a calm and safe learning environment
- Be consistent with high expectations, boundaries and routines
- Implement the positive behaviour policy
- Work in partnership with the behaviour team (Headteacher / SENCO/) to ensure all policies and Behaviour plans are followed, behaviour dealt with and paperwork completed.
- Seek to be regulated and calm before dealing with dysregulated behaviour
- Use a toolbox of strategies to support a pupil through co-regulation where appropriate (Appendix 1)
- Teach emotional literacy and support pupils with expressing their emotions using PSHE, circle time and restorative conversations
- See behaviour as the pupil communicating unmet needs, separating the behaviour from the pupil and recognising the pupil's ACEs
- Actively monitor and identify triggers to pre-empt misbehaviour
- Reflect on their practice and the developing needs of pupils in their care
- Be equitable in their practice, recognising and supporting pupils with differing needs and backgrounds as appropriate.
- Ask for support when needed and offer support to colleagues in developing skills in positive behaviour management
- Inform parents and carers about the welfare and behaviour of their pupils

Pupils will:

- Use the school values, SAFE and MASTERS
- Conduct themselves in manner which keeps themselves and others safe, RESPECTFUL RESPONSIBLE, READY
- Adopt learning behaviours which support their own and other's learning
- Be reflective of their own feelings and adopt strategies to self-regulate
- Learn to empathise with the feelings of others
- Engage in restorative conversations as a means of forgiveness and reconciliation

Parents/Carers will:

- Support the school's behaviour policy and reinforce at home, working in partnership with school.
- Be respectful of others, aware of the school's values and treat staff with dignity.
- Foster good relationships with the school and support the school in the implementation of this policy
- Trust that staff are putting the pupil at the centre and doing the best they can with the knowledge, resources and time they have available.
- Inform the school of any external factors or changes at home that may affect their behaviour in school so that we can support the pupil

- Celebrate with their pupil their achievements and recognition
- Talk to their pupil's class teacher if they have any concerns about their pupil's learning or wellbeing
- Ensure their pupil attends school regularly, punctually and is appropriately dressed in school uniform
- Attend any meetings linked to reviewing their pupil's progress and/or behaviour.

Anti-Bullying and Anti-Harassment

Aims

The aim is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied and to provide coaching and support for both the victim and the bully in order to stop repeated incidents.

Pupil on Pupil Abuse

It is important to recognise that abuse isn't always perpetrated by adults; pupils can abuse other pupils and it can happen both inside and outside of educational settings and online. This is referred to as 'pupil on pupil abuse' and can include:

- bullying, including cyberbullying, prejudice-based and discriminatory bullying
- abuse in intimate personal relationships between pupils (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; this may include an online element which facilitates, threatens and/or encourages physical abuse
- sexual violence, such as rape, assault by penetration and sexual assault; this may include an online element which facilitates, threatens and/or encourages sexual violence
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as sexting or youth produced sexual imagery)
- 'Upskirting' which involves taking a picture under someone's clothing without them knowing; this is usually with the intention of viewing their genitals or buttocks for sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence and anyone of any gender, can be a victim
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Bullying and Harassment Definition

Bullying and harassment are defined as deliberately hurtful behaviour, repeated over a period of time, that intentionally hurts another individual or group. The relationship involves an imbalance of power and can happen face to face or online. If left unaddressed, bullying at school can have a serious impact on a young person's mental health, self-esteem and ability to thrive in education.

See more information from the Anti-Bullying Alliance <https://anti-bullyingalliance.org.uk/#>

Bullying can/may:

- Be physical abuse, such as: hitting, kicking, shaking, biting, violence and harassment
- Be emotional abuse, such as: name calling, spreading rumours or social inclusion
- Involve intimidation or threats of violence
- Involve racial, sexual or homophobic abuse
- Be perpetrated by an individual or a group
- Take place online or via technology (aka cyberbullying)
- Be motivated by real or perceived differences (e.g. a pupil who may not be, but is perceived by other pupils to be LGBTQ+)
- Involve an imbalance of power
- Disproportionately impact pupils with SEN and disabilities

Sexual Violence and Sexual Harassment between Pupils

Sexual violence refers to crimes under the Sexual Offences Act 2003 and includes rape, assault by penetration and sexual assault; whilst sexual harassment incorporates a wider range of 'unwanted conduct of a sexual nature', such as: sexual comments or lewd "jokes", sexualised bullying, non-consensual taking or sharing of sexual images/videos (such as upskirting), or physical behaviour such as: deliberately brushing against someone or 'pinging' bra straps.

Sexual violence and sexual harassment can/may:

- Occur between two pupils of any age and sex
- Be physical and/or verbal
- Occur online and/or offline
- Be perpetrated by individuals or groups, against individuals or groups
- Be a standalone incident, or part of a wider pattern of sexualised behaviour
- Be perpetrated against some pupils more than others, such as: girls, pupils with SEND or LGBT pupils.
- May include non-contact activities such as involving pupils in look at, or in the production of, sexual images, watching sexual activities, encouraging pupils to behave in sexually inappropriate ways, or grooming a pupil in preparation for abuse.

Pupils who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same setting.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Pupil on Pupil abuse, Bullying and Harassment are anti-social behaviours and affect everyone. These behaviours are unacceptable and will not be tolerated at Austrey and Newton Regis C of E Primary Schools. All issues of abuse, bullying and harassment must be taken seriously and dealt with appropriately. All school staff must be alert to the signs of pupil-on-pupil abuse, bullying and harassment and act promptly and firmly against it in accordance with this policy. The designated safeguarding lead will be fully engaged and make referrals for support as appropriate.

We acknowledge that bullying, sexual harassment, abuse and violence can happen in our school and as such our PSHE/RSE provision and curriculum aims to create awareness of these issues and help pupils understand what good and healthy sexual behaviour means.

We will endeavour to create a culture where pupils can recognise when they are feeling uncomfortable or unsafe and know who they can talk to in their support network to report it. We will make clear that reporting incidents benefits everyone including

- The victim(s): by stopping the problem and getting the help and support they need
- Other people: by preventing it happening to someone else
- The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached

All reports will be taken seriously; all pupils involved will be listened to and supported appropriately through our restorative approach. A clear account of the incident will be recorded on CPOMS. The Headteacher will review the log regularly and will keep all staff informed on a one-to-one and collective basis as appropriate. Class teachers will be the first point of call for incidents and, if it persists, they will advise the Headteacher either directly and through CPOMS. Parents will be kept informed (no matter how 'low-level') and invited to meet with the class teacher and /or the Headteacher as proportionate and appropriate. Following the school's behaviour policy consequences will be used proportionately, as appropriate and in consultation with all parties concerned

The following steps will be taken when dealing with bullying and harassment (including sexual harassment) incidents:

Pupils who report incidents

Pupils who report incidents, no matter how small, will be taken seriously and will be praised for sharing what they have noticed/observed. We will let pupils know that we will

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse

Pupils who are being bullied or harassed

Pupils who have bullied or harassed will be helped through:

- Opportunities to discuss the experience with the class teacher, teaching assistant or other member of staff that they feel comfortable with
- Reassurance of continuous pastoral support in order to restore self-esteem and confidence through Targeted Mental Health Support if appropriate

Pupils who are using bullying and/or harassment behaviour

Pupils who are using bullying and/or harassment behaviour will be helped through:

- Discussion of the incident or behaviour with the class teacher or member of staff of their choice
- Establishing the wrongdoing and benefits of changing their behaviour
- Teachers making regular contact with parents or guardians to help change the attitude of the pupil
- If necessary, setting up a personalised plan to help the pupils know how to behave appropriately
- Complaints and official warnings will be reported on CPOMs

If there are repeated complaints of bullying behaviours, parents will be notified and asked to attend a meeting at school. They will be made aware of the following steps which may happen if behaviour doesn't improve:

- Exclusion from certain areas of the school premises
- Exclusion from activities such as residential trips if the safety of themselves or others is at risk
- Fixed-term suspension
- Permanent exclusion

We recognise that sometimes when pupils demonstrate harmful sexual behaviour (HSB) towards one another, it may be because they are communicating their own experience of

abuse. Where there are concerns about a pupil, support will be put in place as appropriate and in accordance with our Pupil Protection and Safeguarding policy.

Actions taken

The following disciplinary steps will be taken when dealing with incidents of bullying / harassment:

Staff will work with all parties to repair the damaged relationship if appropriate. Mitigations may need to be in place to protect other pupils (e.g. in cases of sexual harassment, bullying or violence) to support the victim. The views and feelings of the victim will be listened to and taken into account, however the final decision around mitigations will be at the discretion of the Headteacher.

Conclusion

This Behaviour Policy has been written with Christian values at its heart and we are determined to be a school where pupils feel safe as well as learn, be confident and happy. Effective teaching and learning is dependent upon positive relationships between staff and pupils, as well as peer relationships. We have based our policy on a positive approach towards managing behaviour that recognises the individual. It is essential that staff are consistent with high expectations and will challenge unacceptable behaviour. The success of our policy will not be tested by the absence of problems but the way in which we deal with them.

Appendix 1

Graduated Approach

Universal Provision		
❖ Christian vision and values taught through Collective Worship ❖ Relationship building with staff and peers PSHE Curriculum: Jigsaw, Zones of Regulation, My Happy Mind ❖ Timely support for SEND / SEMH needs ❖ Emotion Coaching ❖ Restorative Conversations to navigate conflict resolution (Solve it together) ❖ Visual Timetables ❖ Recognition and Reward through verbal affirmation (“I like it when...”) and merits/pom poms ❖ Take a break area in a safe space ❖ Open engagement with parents through contact with class teacher when appropriate. ❖ De-escalation Toolbox of Strategies used as appropriate		
Verbal advice and support	Withdrawal offered	Diversion / Distraction
Firm clear boundaries	Withdrawal directed	Contingent Touch
Humour	Transfer adult / change of face	Calm talking and stance
Negotiation	Reminder about consequences	Patience
Limited choices	Success reminders	Seating plans
Holding Safe (telling the pupil you will come back to them)	Calm boxes	Planned ignoring of behaviour
Reassurance	Movement Breaks	Happy Breathing
Targeted Provision		
Individualised Behaviour Plan (IBP) Regular reporting (e.g. to SLT at the end of the day as part of behaviour monitoring). ABCC forms to aid with identifying triggers planning for next steps and staff reflection (Appendix 6) Interventions including pastoral support (Lego therapy, nurture support, emotional literacy support, forest school, the anger gremlin) Boxhall Profile assessment Regular meetings with parents		
Specialist Provision		
Mental Health referrals: CAHMS, SOLAR, RISE, CAFSPA (may be dependent upon resident local authority) Positive Intervention Plan (PIP) (see Appendix 8) Bereavement Support: Guys Gift, Sycamore Counselling Specialist Teaching service (Pastoral Support Plan) Psychologist referral Early Help and/or Family Support Worker Counselling (e.g. Sycamore, Listening Ear) Boomerang School Nurse		

Visible Consistencies and Relentless Routines

Examples of school-wide visible consistencies and relentless routines

- All pupils are greeted on the playground/at the gate on arrival in the morning
- All pupils are greeted at the door as they come into the classroom so that every pupil feels seen and has a sense of belonging.
- Walking in a calm and orderly manner around the school building.
- Instilling a sense of pride for all who Austrey and Newton Regis C of E Primary Schools.
Correct school uniform or PE uniform to be worn at all times (unless there is a fundraising non-uniform day when parents will be informed or exceptions such as Forest School).

We are SAFE

Stop and be silent

Attention to the teacher

Follow instructions

Exit by walking in line order

We are MASTERS of Manners

Move around school quietly

Allow others through doors

Say please

Thank others

Everyone is kind

Remember our values

Say sorry if you need to

We are RESPONSIBLE

We take responsibility for our actions, our learning, and making sure we have everything we need each day.

We are READY to learn

We are always prepared and focused, giving our best effort to learn in our classroom community.

We are RESPECTFUL

We show respect by using kind words, being polite, and taking care of our school and each other's belongings.

Appendix 3

Consequences

For meeting expectations:	Behaviour Examples
Praise and recognition from adults (verbal or written)	"I like it when (pupil) does ..."
Pupil of the week certificates	Chosen randomly and pupils celebrate their attributes
Values Lanyard	Living out the school values and being recognised by their peers
Merits - Prizes KS1 – 50 merits KS2 – 200 merits	Manners, following school values, effort in work, improvement, looking after the environment, kindness, homework, presentation, looking smart, working as a team, problem solving, resilience,
Merits – termly team trophy	
My Happy Mind certificates	Happy breathing, character strengths, attitude of gratitude, positive relationships, engagement – believing and achieving
Headteacher stickers or postcards	(as above with merits)
For not meeting expectations:	
Missing part of their playtime (age appropriate)	Lack of effort in class, disrespect to pupils or adults, distracting the learning of others, KS2 homework incompleteness (preparation for high school), deliberately hurting pupils/staff, inappropriate language,
Conversations with parents	Discussion face-to-face or on Seesaw, more formal meeting if required
Walk around with the adult at playtime to reflect and discuss alternative actions	Rough play during playtime, unkind words, misuse of equipment, not following rules of games/instructions of adults
Miss part of playtime to 'Solve it Together'	Friendship disagreements, altercations online,
Internal exclusion / exclusions from clubs, trips, PTA events, residential	Serious intentional harm to pupils or adults, damage to property, sexual behaviour, racist, homophobic, sexism, bullying
Fixed-term suspensions / permanent exclusions	

BEHAVIOUR AT LUNCHTIMES

Pupil behaviour at lunchtimes is expected to be of the same high standard. However, the school recognises that lunchtime is an important period to let off steam and be physically active. All staff in school have received training on supporting behaviour at lunchtimes. Incidents are dealt with by our team of midday supervisors who communicate any relevant information or concerns to staff as needed. Staff also inform midday supervisors of any key information or concerns as they handover pupils at the beginning of lunchtime.

For behaviour that meets expectations:

- ❖ Daily Pompoms*
- ❖ Weekly certificates

*Pompoms will be collected in class and 'swapped' for age-appropriate class treats

For behaviour that does not meet expectations:

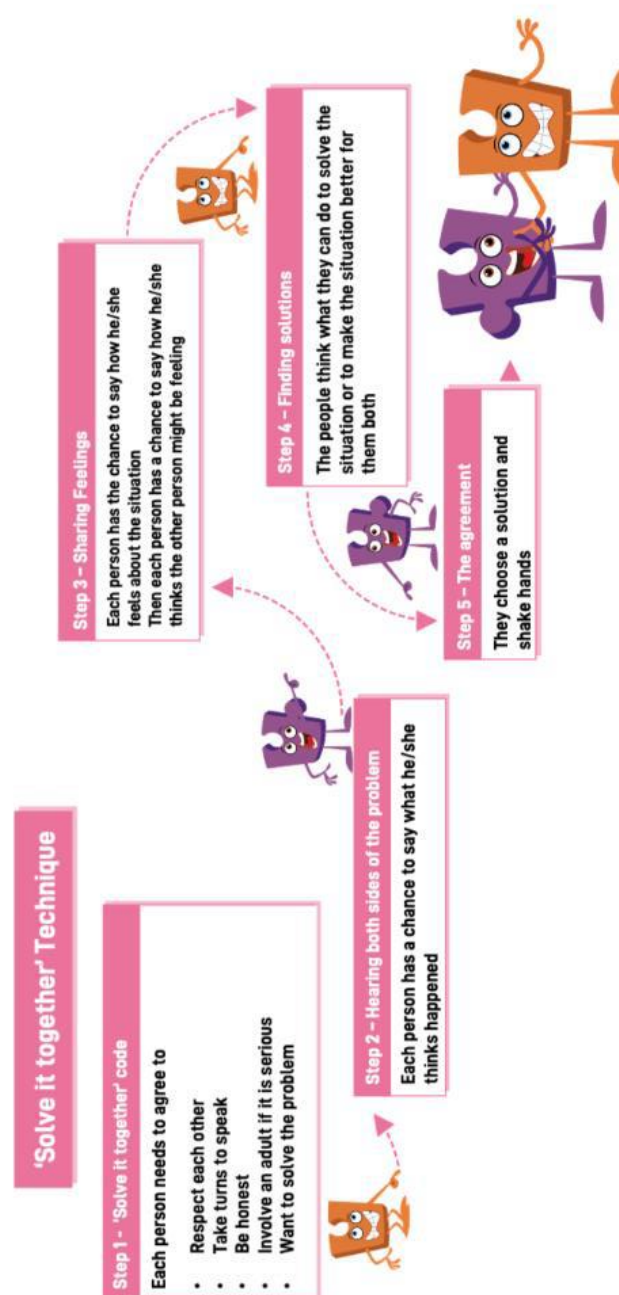
- ❖ Step 1 – Quiet word*
- ❖ Step 2 – 2 minutes time out (walk around with the MDS) *
- ❖ Step 3 – Involve Mrs Eley or Miss Griffiths (apology and 5 minutes time out) **

*Pupils will be spoken to calmly and the adult will explain why the behaviour is unacceptable and the pupil have time to reflect

** Pupils will be given the opportunity to say sorry and be forgiven

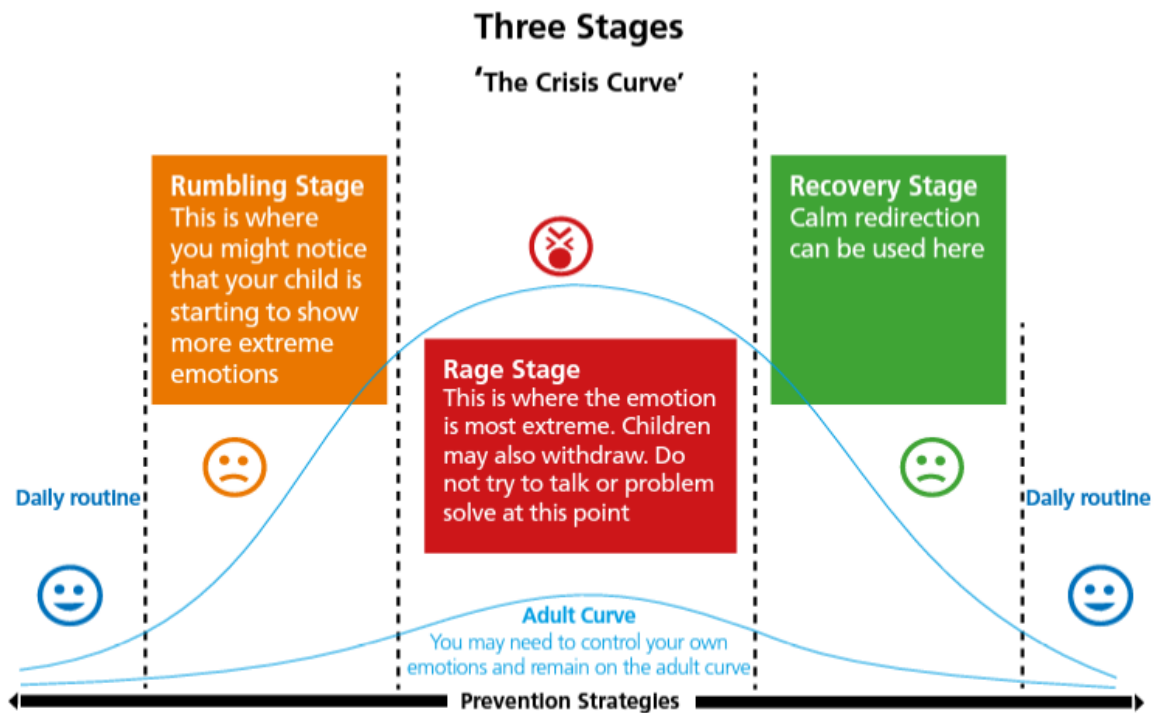
Solving it Together Approach

This 'Solve it Together' technique is taught through our PSHE curriculum delivery and supports our restorative approach.



Emotion Coaching

Emotion Coaching is an evidence-based strategy for supporting a pupil to self-regulate and build resilience. When noticing a pupil is dysregulated, recognise the stage that pupil is presenting in



Emotion Coaching Scripts

C



Connect

The first step does not require words or actions. It is a chance to tune in to the child or young person and try to work out how they may be feeling in that moment. Look for physical signs (eg. clenched fists/crying) and verbal signs (eg. shouting/swearing) of the emotion being felt. Take a moment to ensure you feel calm and ready to acknowledge the emotion and set a limit if necessary.

A



Acknowledge

You seem angry as you're clenching your fists and shouting

It's normal to feel angry about that. I would feel that way too

I can see that you're feeling upset. I wonder if it is because...

I can understand why you might be feeling sad about...

I'm sorry that happened to you. You must feel very...

I can see that you are kicking the wall in frustration. I would be feeling upset too if...

L



Limit

It is ok to feel angry, but it is not ok to throw things at your sister

We don't push people because it could hurt them

The rules are that you give me your phone before bed so you can have a good night's sleep

It is not OK to swear at me

In this house, the Xbox is turned off at 7pm so that is what I am going to do

I am going to take this stick because I need to keep everyone safe

M



Make a plan

How were you feeling when that happened?

What were you trying to achieve by...?

Exploring

Let's think of what you could have done instead

Can you think of a different way to deal with your feelings?

Problem Solving

Next time you feel like this, you can go to the safe space we have agreed

Do you think that going for a lap around the field would be more helpful?

Solutions



angry



nervous



sad



frustrated



confused



tired



annoyed



upset



anxious



disappointed



excited



happy



cheeky



silly

ABCC Form

A.B.C.C Form Specialist Teaching Service

Pupil:

School:

Form Completed by:-

<u>Date and Time</u>	<u>Antecedent</u> Describe the context in which behaviour occurred: the lesson, teacher, what others were doing what happened before	<u>Behaviour</u> Describe the events factually and in performance terms so an outsider can visualise it exactly	<u>Consequences</u> What happened next? What did the individual and others do? What was the effect of these actions?	<u>Communication</u> What do you feel the behaviour was trying to communicate

Appendix 7

Personal Behaviour Plan

Pupil name:		Class:	
Date of birth:		Medical conditions/needs:	
Date plan starts:		Staff working with the pupil:	
Background Information: <i>(parent and teacher to add to)</i>			
Distressed behaviour <i>(What does it look like?)</i>		Targets <i>(What are we working towards?</i> <i>How do we get there? Remember to keep it SMART or use</i> <i>'When I...I will...')</i>	
Strategies for positive behaviour <i>How do we maintain positive behavior?</i> • <i>Phrases to use</i> • <i>Child's interests</i>		Triggers <i>How do we prevent an incident?</i> • <i>What to look out for</i> • <i>How to respond (reminders, alternative environment)</i>	
Rewards for Positive Behaviour <i>When / how often will positive behavior be celebrated?</i> <i>What works to promote positive behavior for this student?</i>			
Consequences <i>(List, Who is responsible for giving, When/how often</i> <i>What will happen at school / home?)</i>			

Reactive strategies <i>How do we diffuse the situation?</i> • <i>What to do and what not to do</i> • <i>Phrases to use</i> • <i>Calming techniques</i> <i>At what stage should another member of staff be informed? Who should this be?</i>	Support after an incident <i>How do we help the pupil reflect and learn from the incident?</i> <i>Is there anything that staff can learn about working with this pupil?</i>
Adult Responsible In the classroom: Playtime: Lunchtime: Collective Worship: Kids Club:	Crisis Plan Presenting Behaviour: Adult Role: (eg give verbal warning, remove child from room etc). Follow up: <i>(as many crisis plans as needed for different behaviours regularly presenting e.g. if child throws chair.....this will happen, if child swears, this will happen etc.)</i>
Agreement: Parent name: Parent signature: Date	Staff name: Staff signature: Date
Review Date Who will be involved? How will it be monitored?	

Positive Intervention Plans

Guidelines for developing Positive Intervention Plans

(Behaviour Plans)



INCIDENT ANALYSIS:

- Analyse number of incidents particularly, times of day, lessons, others involved (pupils and staff), learning environments. When, where and who.
- Reflect on positive times of the day e.g. lessons/group work/subjects/staff/pupils.
- What are the pupil's motivators?
- Reflect on the function of the behaviour for the pupil e.g. are they presenting with challenge as a work avoidance strategy?

THE HOLISTIC PICTURE: The team around the pupil should contribute (either as a report or attendance at the planning meeting) to the following:

- Populate the middle of the pupil outline with the known, or believed **lived experiences** of the pupil in the home, school and community. *It is best to enlarge the outline to A3 size.* e.g. parent verbally abused on the way to school by other members of the community, CLA 5 moves in 2 years, bereavement/loss, behaviour that is very different to the rest of the class cohort
- Populate outside the outline with ALL (both positive and challenging) observable behaviours (communications) of the pupil. **It is important to remember and record what the pupil needs in order to feel safe.**
- Establish any Safeguarding needs.
- Assessments and referrals from multi-agency professionals e.g. Educational Psychologist, Occupational therapist, speech and language, Specialist Teaching Service etc.

PEN PORTRAIT:

Suggested headings:

Morning/arrival to school routine

Transitions during the day

- Within the classroom
- Outside learning areas

Health Needs

End of the day

Triggers and Strategies

Any other considerations e.g. pupil will hold on to disagreements, limited understanding of sequence time.

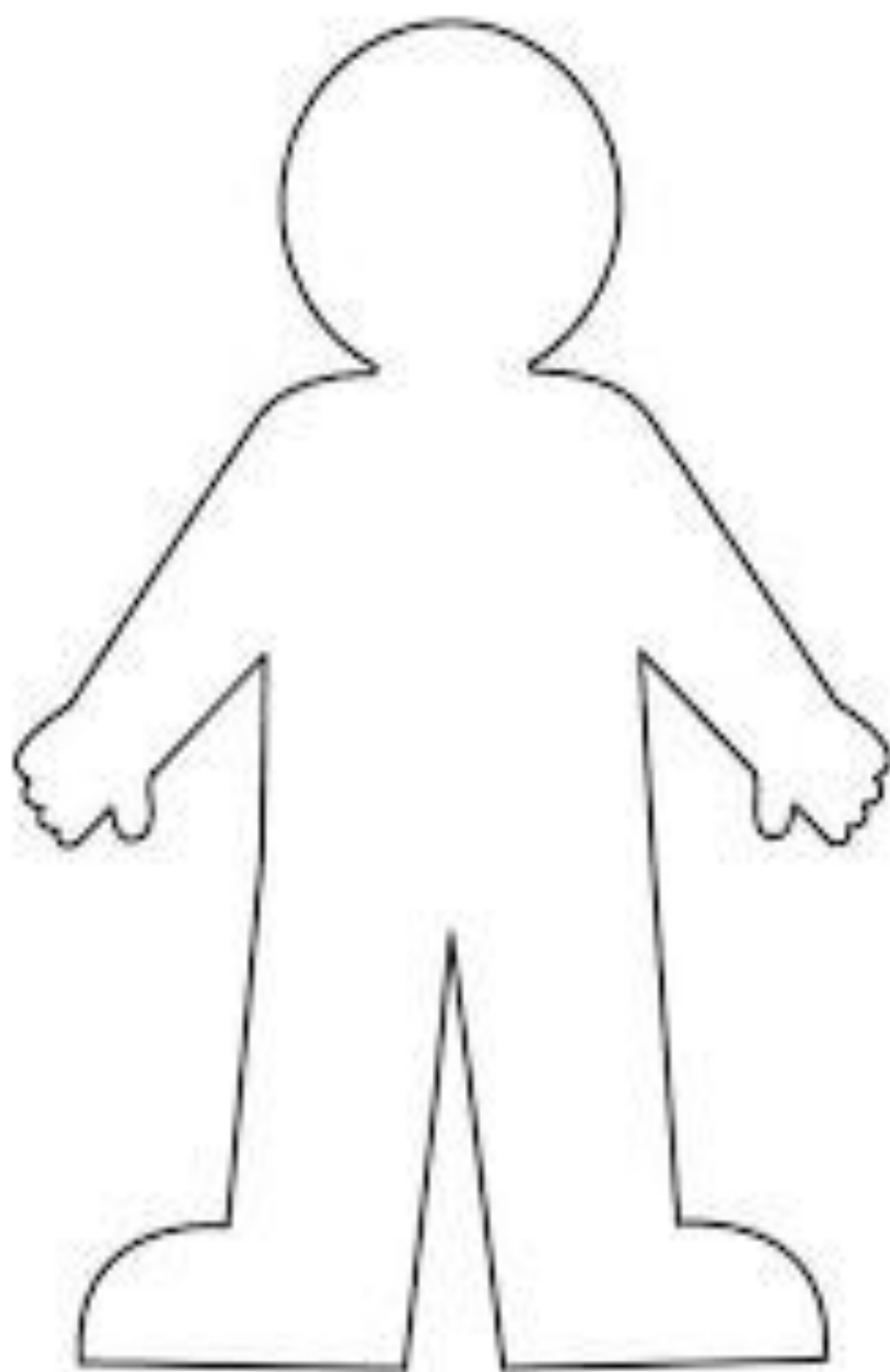
POSITIVE INTERVENTION PLAN:

The plan should describe accurately the observable behaviours of the pupil and the responses and strategies used by the adult.

The plan should be staged in order to prevent escalation.

The plan should include important DO'S and DON'T's e.g. DO offer choices, DON'T use trigger words e.g. work, calm down.

The plan should also include recovery and debrief.



Positive Intervention Plan

This plan is intended to support everyone in returning to physical and emotional safety as effectively as possible. This is a working document and needs to be followed by ALL adults involved with the pupil. Review at least termly and always after each significant incident. Version control in footer.

Pupil:

Level	Signs of anxiety for this pupil	Staff responses and strategies
0	All calm <i>Pupil on task and behaving appropriately</i>	
1	Low level risks	
2	Medium level risks	
3	High level risks	<i>Safety responses e.g. personal space, environment, others, need to hold?</i> Detail holds used if necessary:
4	Recovery	
5	Restoration	

SIGNED

Class teacher:

Parents:

Leadership/SENCO:

Appendix 9

5 point scale

Working with a trusted adult, the young person identifies how they feel, and how they might appear, at each stage to complete an individual scale. Each stage may include strategies to help. The scale is shared with parents and key staff.

CHECK IN		
5		
4		
3		
2		
1		