



Behaviour Policy

V.2 Reviewed 01.09.24

INTRODUCTION

We aim for every child to be able to thrive in a calm and positive atmosphere where everyone is valued and values each other. Modelling positive behaviour, praise and the language of choice are our most positive tools to promote this aim.

The Behaviour Policy intends to shape:

- a shared set of understanding between pupils / staff / governors and parents
- a framework for consistent approaches and practices
- a context for additional support (S.E.N. Code of Practice)
- a flexible view of short, medium and long-term targets which are helpful to all children

AIMS

Our school values of Respect, Determination, Excellence, Good Choices and Creativity are the corner stones of our school behaviour policy. These values are deeply embedded in our daily practise and school ethos:

- To develop positive self-esteem in children where they value themselves and others
- To provide a safe and supportive environment
- To encourage a mutual, caring respect and responsibility for each other
- To involve parents and guardians in our developments and modification of behaviour
- To enable children to behave in an appropriate and responsible manner
- To support the British Values of Democracy, the Rule of Law, Individual Liberty and Mutual Respect for and Tolerance of those with different faiths and beliefs and for those without faith

We aim to promote and encourage positive appropriate behaviour, self-discipline, independence and a positive approach to life. We need to identify policy procedures and provision to:

- promote and celebrate positive behaviour
- reduce the likelihood of inappropriate behaviour
- identify and address behavioural difficulties as soon as they arise

OBJECTIVES

Pupils, parents and staff need to be aware of:

- behavioural expectations
- positive consequences of meeting these expectations
- negative consequences of failing to meet these expectations

To be effective at promoting positive behaviour, we need to develop, promote and consistently apply:

- whole school behavioural policies
- a healthy balance of sanctions and rewards
- effective classroom management
- an appropriate and effectively delivered curriculum
- effective partnership with pupils, parents or carers, non-teaching staff, governors and outside services and agencies

STRATEGIES FOR PROMOTING GOOD / POSITIVE BEHAVIOUR

We believe that it is vital to reward pupils for good behaviour at every opportunity. We begin and end the school day calmly. Children are expected to behave well everywhere in school and all the time.

What do rewards do?

- Rewards encourage pupils to repeat behaviours because they have pleasant outcomes
- Rewards contribute to pupils' self-esteem – which nurtures their emotional, social and academic development
- Rewarding one pupil can encourage other pupils to copy behaviours which result in attention and praise
- Rewards help to establish and nurture positive relationships between teachers and pupils
 - positive relationships are central to effective behaviour management
- Rewards help to make schools friendlier and happier places in which to work and learn

Ways of rewarding pupils

- Find regular opportunities to praise good behaviour
- Share praise with other pupils
- Good behaviour stickers
- Giving pupils responsibility

Incentives

- 'High 5' KingEdwinner Stickers
- Headteacher awards 'KingEdwinner'
- Super Star Board/ Traffic light system
- Special person (KS1)

- Award certificates
- House points - these are also used to help promote teamwork.
- Positive comments for parents in school planner
- School Achievement Assembly awards
- Good texts/calls home
- Photographs/ information sharing on Twitter, Facebook and website
- Individual classes may also have bespoke behaviour management systems
- VIP invite lunchtime
- Ambassadors/school responsibilities/roles

KEY WHOLE SCHOOL STRATEGIES

Traffic Light System

- All children have a fresh start to the school session
- All children begin the session on the Green Light
- Low level disruption would result in a verbal warning and a child moving on to the Orange Light
- Demonstrating positive behaviour would obviously be rewarded by moving the child back to the Green Light
- Any further negative behaviours would have the opposite effect and the child would be placed onto the Red Light
- Sanctions will be put in place at this stage depending on the severity of the actions

It is important to recognise that behaviour management, whilst needing to be consistent, requires a level of professional judgement that takes into consideration many factors such as; individual circumstances; life incidents; the age of a child and the development stage of each child.

Sanctions and strategies

Behaviour at King Edwin School is good and well managed by staff. Whilst we believe in promoting good behaviour, we acknowledge that it is vital that pupils know that if their behaviour is unacceptable then sanctions will be taken.

Staff have agreed a consistent response to unacceptable behaviour which is applied throughout the school. In most cases, each day is a fresh start, although there will be occasions when sanctions are applied over a number of days.

Sanctions that may be used

- Initial warning from teacher
- Moving to red on the traffic light system
- Being sent to a member of SLT
- Loss of playtime/lunchtime
- Contact with parents
- Behaviour plan

- Internal Isolation - pupil will be asked to work in another classroom
- Fixed- term exclusions

If behaviour persists, permanent exclusion will be the final sanction.

Zero Tolerance

Further consequences will be implemented for more serious negative behaviours and, in this instance, parents will be informed and expected to support the school with appropriate actions.

There may be exceptional pupils who need bespoke warning and reward systems.

Monitoring of sanctions

A graduated tiered approach to behaviour management is adopted in our school. All teachers will internally record all behaviour related incidents and this is monitored by the SLT. The Headteacher and SLT work closely with external agencies to support children that require further intervention.

Physical intervention

Under very exceptional circumstances physical intervention may be required to restrain a child's physical behaviour where it is physically endangering the child, other children, adults or serious damage to property. When physical intervention is necessary it should be conducted in a way that shows care and concern for the child.

LA guidance stresses that every effort should be made to avoid, and if necessary deal with, confrontation using the RESPONSE strategy:

- **R - Relax and Neutralise**
 - respond in a relaxed way that does not focus attention on the behaviour
- **E - Explain and Ask**
 - explain what you want the person to do
- **S - State**
 - state what you want the person to do
- **P - Prompt or Gesture**
 - prompt the person to change their behaviour by adding a physical gesture or physical contact to your verbal instructions
- **O - Option to Act**
 - option to act to interrupt the behaviour and reduce risk
- **N - Nurture Recovery**
 - nurture the recovery process by helping the child to regain composure
- **S - Support**
 - supporting people after the event is crucial in helping to avoid a repeat incident
- **E - Engage and Learn**
 - engaging with the person after the event will help them to express their thoughts, feelings and perceptions

Adults in school have a responsibility to intervene if a child is in danger of injury. If intervention is necessary staff members will:

- consider removing the victim rather than the aggressor initially
- remain calm
- seek assistance/witnesses as soon as possible
- use as little physical force as possible
- be aware of their personal safety

MANAGING PUPIL TRANSITION

- We carefully plan and manage the transition of all our children, throughout their journey with us, and their journey to secondary school.
- Children always have transition sessions with their new class and teacher to enable clear communication between staff working with children.
- Individual pupil information and historical information is shared with new teachers to build up pictures over time.
- We plan and implement bespoke transitions for children with SEND to ensure they are fully prepared at each stage both internally and externally.
- We are continually building relationships with senior schools and children are encouraged to attend taster days and visit prospective new schools. All Year six pupils attend their secondary transition days.

ANTI-BULLYING STRATEGY

At King Edwin School we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

We would expect pupils to feel safe in school, including that they understand the issues relating to safety, such as bullying and that they feel confident to seek support from school should they feel unsafe.

The Headteacher liaises with all staff, the governing body, parents/carers, LA and outside agencies regarding the implementation of this policy. The Anti-bullying Coordinators in our school are:

Mrs L Lynn and Mr Andy Callaghan-Wetton

The nominated Governor for Safeguarding, Mr P Jones, will be responsible for oversight of the implementation of this strategy.

Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

DEFINITION OF BULLYING

‘Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally’.

Safe to Learn: embedding anti bullying work in schools (2007).

- There is a deliberate intention to hurt or humiliate

- There is a power imbalance that makes it hard for the victim to defend themselves
- It is usually persistent

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

At King Edwin School we teach the children the STOP method of identifying and dealing with bullying. STOP stands for Several Times On Purpose to understand what bullying is. Start Telling Other People is the method we use to support tackling bullying.

WHAT DOES BULLYING LOOK LIKE?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

WHY ARE CHILDREN AND YOUNG PEOPLE BULLIED?

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff

- between staff
- individuals or groups

CYBERBULLYING

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school. Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:

- hacking into someone's accounts/sites
- Posting prejudice/hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour. King Edwin School is a National Online Safety (NOS) Certified School. We work closely with the NOS to inform, support and develop our communities understanding of the most up to date legislation and guidance regarding e-safety.

Bullying can take place between:

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- young people and staff
- between staff
- individuals or groups

REPORTING AND RESPONDING TO BULLYING

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

PROCEDURES

All reported incidents are taken very seriously and investigated involving all parties.

All school follow the same procedures. These are:

- Interviewing all parties
- Informing parents

- A range of responses appropriate to the situation - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate
- Referral to Behaviour policy and school sanctions and how these may be applied including what actions may be taken if bullying persists
- Support for the victim and the bully (as appropriate)
- Follow up of all incidents

RECORDING BULLYING AND EVALUATING THE POLICY

Bullying incidents will be recorded by the member of staff who deals with the incident and by class teachers on CPOMS (Child Protection Online Management System) according to severity.

The information stored will be used to ensure individual incidents are followed up. The information will be presented to Governors as part of the school's annual report and will also be used to identify trends, to inform preventative work in school and to inform the annual review of the policy.

STRATEGIES FOR PREVENTING BULLYING

As part of our on-going commitment to the safety and welfare of our pupils we have developed strategies to promote positive behaviour and discourage bullying. These strategies include:

- Involvement in YouMePSHE including Anti-bullying sessions.
- Involvement in Healthy Schools
- Anti-Bullying week annually in November.
- Think Children/ELSA (Emotional Literacy Support Assistant)
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student voice - School Council play a pro-active part in Anti-Bullying week
- Parent groups/extended schools
- Peer mentoring schemes/Ambassadors/Play Leaders etc.
- Staff training and development for all staff
- Counselling and/or Mediation schemes
- DARE (Drug Abuse Resistance Education)
- Lunchtime Play Leaders