



Positive Behaviour & Anti-Bullying Policy



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Introduction

Claycots School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline and self-regulation. It echoes our core values with a heavy emphasis on the principles of Ready, Respectful and Safe developed by the behaviour expert Paul Dix.

A community that is:

***Ready to learn;
Respectful of themselves and others;
Safe in school***

We are committed to a partnership approach to promoting positive behaviour and interventions that support staff and learners.

1. Aims

Aim of the policy:

- To create a culture of exceptionally good behaviour from all stakeholders where excellence is a minimum expectation for all
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, respect, honesty, strong relationships and empathy for others
- Provide a **consistent approach** to behaviour management
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **consequences for positive and negative behaviours**

2. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Roles and Responsibilities

The behaviour of all stakeholders in school is expected to promote the key rules of:

- Ready
- Respectful
- Safe

Children will:

- Work to the best of their abilities and allow others to do the same by being focused and engaged in their learning
- Treat all staff and pupils with respect and show good manners
- Follow instructions of school staff
- Take care of property and the school environment
- Ensure that interactions with staff and their peers are positive

Parents will:

- Support their child in adhering to the principles of Ready, Respectful, Safe
- Ensure that the agreement made in the Home-School Agreement is upheld
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Ensure that their child has good attendance (target 96% or above) and is in school on time
- Inform staff of any medical or other needs that may hinder their child's attendance
- Ensure that their child attends school in full uniform

All Staff will:

- Meet and greet children in the morning
- Model positive behaviours and build relationships

- Show kindness and treat all stakeholders fairly and with respect
- Separate the behaviour from the child. Never shout or humiliate and deal with poor behaviour privately
- Recognise that each child is an individual and be aware of their needs
- Never ignore or walk past learners who are behaving badly

Teachers will:

- Create a class charter for agreed behaviour and consequences
- Be responsible for the behaviour of their class at all times
- Plan lessons that engage, challenge and meet the needs of all learners
- Use a visible recognition mechanism - recognition board - throughout every lesson
- Display and use the Zones of Regulation and give children the opportunity to access this throughout the day
- Share and focus on positive behaviours in and outside of the classroom
- Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Communicate with parents regarding both positive and negative behaviours and consequences

Year Leaders will:

Year Leaders are responsible for the behaviour and safety of the children in their Year Group. They are to:

- Stand alongside colleagues to support, guide, model and show a unified consistency to the learners.
- Be a visible presence in the Year Group to encourage appropriate conduct
- Support staff in dealing with more serious incidents of behaviour including communicating with parents
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Ensure staff training needs are identified and targeted regarding behaviour management and understanding of how to implement policy
- With support from the SENCO, ensure that children who require individual intervention or support have the relevant plans in place (PSP/PHP/CAP) and that these are shared with the appropriate bodies. (Electronic copies of plans will be recorded in their pupil files, on SIMS and, if appropriate, CPOMS).
- Support and monitor pupil's attendance

SLT will:

All Senior Leaders (including anyone paid on the Leadership scale) have ultimate responsibility for the behaviour and safety of the children in the school. Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to:

- Stand alongside colleagues to support, guide, model and show a unified consistency to the learners.
- Be a daily visible presence around the school, particularly at times of mass movement
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Share good practice relating to behaviour management
- Support Year Leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Communicate with parents when required
- Support and monitor pupil's attendance

Headteacher:

The headteacher is responsible for reviewing this behaviour policy in conjunction with The Governing Body, giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Governing Body and the Headteacher:

The Governing Body/Headteacher is responsible for reviewing and approving the written statement of behaviour principles.

The Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

NB. As this policy will be based on two campuses, it is important to oversight and evaluate the implementation by HT and the effectiveness on both campuses.

4. Rules and Expectations

Clear and consistent management both within the context of the classroom and outside of the classroom are of paramount importance in establishing effective practice of promoting positive behaviour and self-discipline within the school.

Claycots principles for promoting positive, values-based behaviour is built on the notion of **Ready, Respectful, Safe** developed by the behaviour expert Paul Dix.

Ready, Respectful and Safe are the three rules that underpin the behaviour we expect to see in school from all staff and children. When discussing behaviour, we expect to hear the language of Ready, Respectful, Safe being used by children and staff.

Each classroom will display and utilise the Zones of Regulation. These teach the pupils:

- To identify the pupil's feelings and levels of alertness
- Understand their feelings in context
- Effective regulation tools
- When and how to use the tools
- Problem solve positive solutions
- Understand how their behaviours influence others' thoughts and feelings

5. Consequences

At Claycots we want children to understand that all behaviour has consequences and that some of these are positive rewards and some are sanctions for inappropriate behaviour. It is our intention that children learn to make good choices about their behaviour. In order to achieve this, we understand that consequences must be consistently applied by all adults.

At Claycots we recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships with all children.

Positive behaviours are rewarded through whole school systems which include:

- Recognition board displayed in all classrooms
- Postcards, text messages or phone calls home and stickers
- Headteacher awards
- House Point system (N.B. adults will award pupils House Points in accordance with the agreed criteria so that pupils are awarded consistently and fairly)

When children are not following the rules of **Ready, Respectful, Safe** consequences could include:

- Loss of privilege e.g. playtime
- Time out
- Internal exclusion
- Fixed term exclusion

See appendix 1 for more information.

When children are not following the rules of Ready, Respectful, Safe, we want them to be able to reflect on their actions and to find resolutions to conflict. To help them do this we will:

- Always remain calm and objective
- Ask the child which rule they have broken and ask them to think about what they could have done differently

- Explain the consequence of their actions including the impact on themselves and others

This is the stepped procedure all staff follow:

- Warning from the class teaching team
- Loss of Pupil Choice/ Time out in own class
- Sent to Year Leader. Speak to parents informally.
- If the behaviour is extreme or the Year Leader requires support to deal with entrenched or more complex behaviour; sent to SLT and a formal meeting with parents is arranged to decide next steps

Misbehaviour is defined as:

- Disruption of learning
- Non-completion of classwork
- Name calling or teasing
- Failure to follow instructions
- Playground incidents – rough play
- Deliberate disrespect of the school's rules/Class Charter

Serious misbehaviour is defined as:

- Any form of bullying
- Fighting, physical assault against peer or staff member
- Direct verbal abuse against a peer or staff member
- Threat of harm
- Inappropriate sexual behaviour
- Vandalism
- Theft
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items or those that are not age appropriate
- Persistent incidents of misbehaviour
- Any form of behaviour that is dangerous or which has the potential to be dangerous

It is important to note that the above types of behaviour are not an exhaustive list of what behaviours may constitute a breach of Ready, Respectful, Safe.

If a child's behaviour is seriously disruptive, dangerous or one of the above definitions of 'serious behaviour' the class teacher should inform a member of SLT immediately.

Off-site Behaviour

- Claycots pupils are expected to exemplify high standards of behaviour and attitude when representing the school off-site in any event or trip. Sanctions may be applied where a pupil has misbehaved off-site when representing the school. Sanctions will be aligned to the severity of the pupil's misbehaviour and the school will maintain a level of flexibility when deciding on the sanction. If a pupil shows any serious misbehaviour, they would be

likely to be removed from the trip. A member of the SLT will make this decision by communicating with the trip/event leader and parents will be informed immediately.



6. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful (physically or emotionally)
- Repeated, often over a period of time
- Difficult to defend against

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done repeatedly over a period of time and on purpose. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns and disagreements. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Preventative Measures:

- Regular PSHE lessons using the Jigsaw scheme of work.
- Assemblies linked to themes associated with Ready, Respectful, Safe
- Whole school participation in National Anti-Bullying Week
- Engagement in Lime Project Choices Programme in Year 5 & 6
- Lessons on E-safety and Cyber Bullying as part of the Computing curriculum

Identifying bullying:

Pupils who are being bullied may not report it. However, there may be changes in their behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or absence from school.

Adults should be aware of possible signs that a child may be the victim of bullying and investigate further if they have concerns. When an adult finds evidence of bullying it must be reported to a member of SLT immediately.

Any investigations should be completed fully, with an outcome recorded on CPOMS. An addition to CPOMS regarding the pupil who may be the victim of bullying should also be made, even if this is not substantiated (found to not be bullying) for further monitoring. In any case where a pupil discloses that they are the victim of bullying, or that this is alerted to a staff member by observing possible signs or through a disclosure by another individual, the parents/carers of the identified pupil will be informed immediately and invited to a meeting to discuss further.



Reporting concerns:

Children at Claycots are taught to understand that they should always report bullying if they are a bystander and witness it happening. Ignoring bullying is unfair to the victim. Staff will ensure that children who report bullying are provided with the appropriate reassurance and support should they require it.

Bullying is considered Serious Misbehaviour and must be reported to a member of SLT immediately who will investigate.

Parents and Carers are encouraged to alert the school immediately if they have any concerns about bullying.

Dealing with bullying:

If bullying is identified, a member of SLT will listen and speak to all children involved separately.

Staff will reinforce to the bully/bullies that their behaviour is unacceptable. Claycots considers all bullying as Serious Misbehaviour and appropriate sanctions will be applied according to this policy.

If possible, pupils will be reconciled. The Inclusion Team will provide support to the victim of the bullying. Support will also be given, to help the bully/bullies understand and change their behaviour.

Parents will be informed and invited to come into school for a meeting to discuss the problem and the support that the school has put in place as a result.

Cases of bullying will be monitored to ensure that repeated incidents do not occur. Bullying incidents will be discussed at SLT meetings. The Headteacher will present termly reports on serious bullying incidents to the Governors.

If necessary and appropriate, the Designated Safeguarding Lead in school, Social Services or The Police will be consulted.

Services/help organisations that can help:

Childline - 0800 11 11

Bullying online www.bullying.co.uk

Anti-bullying Network www.antibullying.net

Anti-Bullying Alliance www.anti-bullyingalliance.org.uk

7. Recording and Reporting Behaviour

Claycots school recognises the importance of recording children's achievements as well as any incidents where the behaviour policy is not followed.

SIMs is used to record the number of House Points that individual children achieve and it is also used to log Headteacher awards.

Incidents of serious misbehaviour are recorded in SIMs and in cases where there is a safeguarding concern, incidents are also recorded in CPOMS. Frequent reports are run in order to allow SLT to monitor behaviour across the school.

Positive behaviour is reported to parents in a variety of ways (see section 5).

In the first instance, incidents of poor behaviour are communicated to parents informally either by the class teacher or the Year Leader and logged in SIMs as a communication.

If the behaviour is extreme or incidents of poor behaviour are frequent or persistent a formal meeting will be arranged to discuss this either with the Year Group Leader or a member of SLT. In these cases, a standard letter will be sent following the meeting to outline the key discussion points and actions that the school, parents and child can take to improve the behaviour. This letter is uploaded to SIMs as a linked document.

Accordingly, the school will follow DFE guidance and ensure that the following serious incidents and relevant letters and documentation are formally recorded on SIMs:

- Fixed Term Exclusions and
- Permanent Exclusions
- Bullying Incidents
- Discriminatory Incidents

8. Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. A pupil who makes a malicious allegation will be supported by a staff member who may offer mentoring or support through the use of social stories.

Please refer to our information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

9. Positive Handling (Physical Restraint)

Claycots adopts the Team Teach approach to de-escalation and the positive and safe handling of pupils.

Staff will not handle a pupil unless there is an exceptional circumstance whereby they may need to intervene physically to hold a child/ren to keep them safe, prevent a child/ren injuring himself/herself, or to prevent them injuring another child/ren or member of staff. The use of such physical contact or restraint will only be used if it is clearly in the best interests of the safety of pupils or other members of the school community. The actions that we take are in line with government guidelines on the safe and positive handling of children.

In some circumstances, Team Teach trained staff may use reasonable force to restrain and positively handle a pupil in order to keep them or others safe. In very exceptional circumstances, though, any member of Claycots staff may intervene and use reasonable force if they deem this appropriate to keep the child or other children and adults safe from harm.

Incidents of physical restraint must:

- **Always be used as a last resort when de-escalation strategies have been unsuccessful**

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in a Numbered and Bound book, on SIMS and CPOMS, and reported to parents
- Be discussed with the pupil after the event

If a child requires positive handling as an intervention, parents/carers will be informed and the school will implement a bespoke Positive Handling Plan and individual risk assessment for the pupil.

10. Confiscation and Searching Pupils

Any prohibited items or those that are not age appropriate found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to learning. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

11. Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

For those identified with SEN the system may be altered and adapted to meet their needs. They may stand outside the policy according to their Education, Health and Care Plan (EHCP) which will indicate the actions planned to address and support their needs. These are monitored by the SENCO and Pastoral Team and all staff working with the pupil should know and implement the agreed strategies for that pupil.

The school's SENCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, with parental consent, the school seeks support and advice from specialist teachers, an educational psychologist, and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

12. Exclusions

Claycots is an inclusive school and we work hard to develop strategies to include all children. However, in extreme cases, the school will make exclusions to maintain the health and safety of all our community. The school follows the guidance by the Department for Education. The standard guidance can be found in 'Exclusions from maintained schools, academies and pupil referral units in England' - <https://www.gov.uk/government/publications/school-exclusion>.

Internal exclusion will be at the discretion of SLT and will be in response to a culmination of behaviour incidents or an extreme and serious single incident. Any pupil on internal exclusion will not be allowed out to play and must spend lunchtime inside.

Only the Headteacher (or in their absence a Deputy Headteacher) can exclude children externally/formally. A decision to externally exclude will only be taken when all other possibilities and strategies have been implemented, unless an incident is so serious that it warrants immediate permanent exclusion.

Parents will be informed in writing of any exclusions using a Local Authority agreed letter template (See Exclusion Policy)

13. Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

14. Training

Our staff are provided with training on managing behaviour, as part of their induction process. In addition, some staff are trained in the use of the Team Teach approach to de-escalation and positive handling.

Behaviour management will also form part of continuing professional development.

15. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing body every 1 year. At each review, the policy will be approved by the headteacher.

16. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Preventing Radicalisation and Extremism Policy
- Statement of British Values
- E-Safety and ICT Acceptable Use Policy
- Positive Intervention Policy
- Keeping children safe in education 2019
- Equality Act 2010 (mentioned)
- PSHE Policy
- Anti-Bullying Policy- not required if clear
- Special Educational Needs and Disabilities Policy
- Special educational needs and disability code of practice: 0 to 25 years
- Supporting pupils with Medical Needs and Conditions Policy
- Code of Conduct/ Home School Agreement
- Uniform Policy