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'Learn to love and love to learn; in God's love each one will shine'

St. Andrew's Church of England (VC) Primary School

Behaviour and Anti-Bullying Policy – including General Principles

Rationale:

Our School Vision is led by the example of St Andrew; *“Come, follow me,” Jesus said, “and I will send you out to fish for people.” (Matthew 4: 19)*

Learn to Love- As Jesus showed Andrew how to be the very best of men, so we guide and support our children to become the best that they can be. We teach our children to care and have respect for themselves and others, physically, morally and culturally. Our curriculum is built around the fish symbol to show that the love of God and Jesus is at the very heart of all that we do.

Love to learn- Just as Jesus immediately saw the character and depth of Andrew at that first meeting on the shores of the Sea of Galilee calling him to be his disciple, so we see and encourage the strengths and interests of all our children. We help them become lifelong learners, encouraging and developing their sense of enquiry and aspiration.

In God's love each one will shine- Following Jesus' command; *“Come, follow me,” Jesus said, “and I will send you out to fish for people.” (Matthew 4: 19)* St Andrew brought people to meet, to love and to learn from Jesus. In a similar way we help our children to follow Christian values, to receive the love of God, and to shine that love to others in His grace.

Objective, scope and principles

Our vision is realised through this policy by affirming and valuing every member of our school community. We believe that in order for our children to fulfil their potential, whether academic, social, physical, moral or spiritual, they have to feel safe. We follow a programme of Values Education. Through this the children are helped to understand, access and live by Christian Values including love, kindness, consideration, cooperation, friendship, tolerance and forgiveness. We aim to help the children to develop their self-confidence through an ability to manage themselves and to interact with others in a variety of situations.

We aim to:

- Develop a whole school behaviour and anti-bullying policy which is supported and followed consistently by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values
- Apply positive policies to create a caring, inclusive, community atmosphere in which teaching and learning can take place in a safe and happy environment
- All staff actively engage in positive reinforcement of appropriate behaviour, whilst following the systems
- Celebrate success in all areas of life and reward appropriate positive behaviour, creating positive experiences of school and education

- Make clear to children the distinction between minor and more serious inappropriate behaviour and the range of consequences that will follow
- Ensure everyone is safe from bullying behaviours and feel safe at school, thereby protecting the physical and emotional wellbeing of all members of the school community
- Treat problems when they occur in a caring and sympathetic manner, ensuring all children are provided with what they need to develop valued behaviour
- To regularly train and support staff in their behavioural management
- To raise awareness of and at times, explicitly teach, positive behaviours through our taught curriculum
- Teach appropriate language to enable children to talk about their feelings
- Eliminate prejudice, discrimination, bullying and all forms of abuse

At St Andrew's, we recognise that all behaviour is a form of communication. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences.

Adults' responses to pupils' behaviour, whether valued or detrimental, are likely to be more effective when they are:

- Genuine and meaningful
- Considerate of pupils' feelings
- Predictable and certain
- Logical or natural
- Timely and considered
- Leading to more valued behaviour (and, where relevant, reduced frequency and/or severity of detrimental behaviour)
- Building independence

General Principles:

1. Our approach to behaviour management is aligned with the **Therapeutic Thinking training** which recognises the link between behaviour, feelings and experiences. Every school relies on its members behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's learning and their overall wellbeing. Every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.

Valued behaviour creates helpful feelings in self or others. It includes actions that are characterised by a concern for the rights, feelings and welfare of self or others. Adults must take every opportunity to recognise and celebrate valued behaviour. This should happen as soon as possible once the valued behaviour has been observed.

The school will continuously analyse and review the progress pupils make in relation to valued behaviour.

The progress measures that pupils make as a result of the education they receive may include:

- reduced frequency and/or severity of detrimental behaviours
- increase in attendance
- greater engagement in learning activities
- deeper understanding of emotions and feelings
- increased co-regulation and self-regulation
- setting themselves goals
- having more confidence in their own abilities

- greater perseverance and more able to wait for what they want
- looking after their bodies, including healthy eating, and managing personal needs independently
- developing friendships
- co-operating
- resolving conflicts

Detrimental behaviour is defined as anything that hurts or hinders an individual, the community or the environment. Detrimental behaviour contributes to negative experiences and leads to unhelpful feelings.

At St Andrew's, we recognise that all behaviour is a form of communication and it is the responsibility of adults to analyse and interpret what the behaviour is communicating. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences. For some pupils, incidents and patterns of detrimental behaviour may indicate an unknown or unmet need which requires further consideration. For some pupils their known additional / special educational needs may influence their behaviour. For more information on pupils' special educational needs please refer to the St Andrew's most recent SEND Information Report and SEND policy.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE guidance "Use of Reasonable Force: Advice for headteachers, staff and governing bodies", April 2013 - Please refer to our Restrictive Physical Intervention Policy.

2. **Children with Special Educational Needs (SEN):**

The school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). We understand that there may be underlying SEN which may affect a child's behaviour.

Our Special Educational Needs Policy outlines the steps we take as a school to support individual needs, including social/emotional needs of the child and whether a multiagency assessment is necessary. We also follow the guidance for Hertfordshire county as set out in their document; '**Hertfordshire's emotional wellbeing and behaviour strategy**' which provides advice in terms of making reasonable adjustments and how to deal with extreme behaviours.

3. **Safeguarding Children:**

We are also aware that children who suffer abuse may also exhibit behavioural issues.

All school staff know that it is **everyone's** responsibility to protect and promote the welfare of the children in the school. Staff are vigilant for signs of abuse and know the appropriate procedures if they suspect a child's behaviour is being affected.

Staff also maintain an attitude of "it could happen here" (Keeping Children Safe in Education) in relation to sexual violence, sexual harassment and Child on Child abuse. They know it can happen inside and outside of school and online.

Please see: "Keeping Children Safe in Education" and the school's various safeguarding policies for further information.

4. **Transition:**

We are aware that times of transition (e.g moving from one class to another, from one key stage to another or changing schools) can be unsettling for some children which, in turn, may lead to

social/emotional issues. We therefore employ a number of measures (such as cross year group buddies, visiting their new classrooms, meeting new teachers) to help the process be as smooth and as positive as possible.

5. Bullying

The school acknowledges that poor behavior can also be bullying behavior. We define bullying as "behaviour by an individual or group, **usually repeated over time**, which intentionally hurts another individual or group either physically or emotionally" (DfE definition - Preventing and Tackling Bullying: Advice for Headteachers, Staff and Governing Bodies).

We recognise that bullying can be a form of "child-on-child" abuse as defined in "Keeping Children Safe in Education." The school has a zero-tolerance approach to abuse and it will not be passed off as "banter", "just having a laugh", "part of growing up" as this can lead to a culture of unacceptable behaviours and an unsafe environment.

We recognise that bullying can also include online or cyber bullying, prejudice-based and discriminatory bullying. Bullying may also include physical and/or sexual harassment or sexual violence. **(See Appendix 5 below for Bullying Behaviours, Signs of Bullying and teacher strategies)**

6. The role of School staff

All school staff behave respectfully towards pupils, modelling the expected behaviour. All school staff will be vigilant for any poor or bullying behaviour and will react appropriately.

We believe that high-quality teaching promotes effective learning and pro-social behaviour. Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We believe that an appropriately structured, but enhanced curriculum and effective learning contribute to good behaviour. (See below in Rules and Behaviours for more explicit whole school- staff actions). All school staff will contribute to the analysis and interpretation of pupil behaviour (as understood as a form of communication). All staff will apply the principle that all behaviour is linked to feelings, which result from experiences. All staff will create positive experiences for children. All school staff will maintain their own physical and emotional welfare and support colleagues to maintain their own. All school staff will work in partnership with parents/ carers.

7. The role of the Headteacher

It is the responsibility of the Headteacher to implement this policy throughout the school. The Headteacher records and reports regularly to the Governors on the effectiveness of the policy. The report includes any major incidents which may include: behaviour incidents, online incidents, child on child abuse, sexual harassment and racist/homophobic incidents.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The Headteacher will ensure that all staff are clear about the expectations in the behaviour policy and procedures which they should use. Where specific training needs have been identified for particular members of staff, through school self-evaluation and individual performance management reviews, the Headteacher will ensure that those members of staff have access to the advice, training and development opportunities appropriate to their needs.

8. The role of parents/ carers

We place great importance upon the partnership established between home and school as we believe that by working together with mutual respect and appreciation, we will achieve the best for each child within our school community. We value collaboration between home and school to provide the best support for the child. Parents/ carers should, where possible, inform the school of any changes in circumstances that may affect their child's behaviour.

Our Home School Agreement outlines acceptable behavioural expectations and responsibilities that school, parents and children have of each other. There are four different documents that are age-appropriate and issued at the start of each Key Stage (Reception, Year 1, Year 3) and can be found on the school website. <https://standrews323.herts.sch.uk/our-school/policies/> We expect parents/carers to be familiar with the behaviour policy of St Andrew's and to support their child in understanding and following it. Parents/ carers must commit to working in partnership with the school to secure the best outcomes for their child. The school will endeavour to build a positive relationship with parents and carers and keep parents informed about their child's valued and detrimental behaviours.

Any parent or child who finds themselves unable to sign for whatever reason is invited to meet with the Headteacher to discuss, and hopefully resolve, any concerns.

If the school has to use reasonable consequences to discipline a child, parents/carers should support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, then parents/carers may follow the complaints procedures as set out in the complaints policy.

9. The role of Governors

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

10. The role of children

- To be responsible for and govern their own behaviour.
- To follow the whole school rules at all times.
- To use the opportunities provided to be a role model and an ambassador for good behaviour.
- To engage in valued behaviour and that by attending St Andrew's they understand these ambitions.
- To know they will be recognised and celebrated for valued behaviour.

- This policy remains relevant beyond the school, for example, on the way to and from school, on trips and visits, as well as in the community when they can be identified as a member of the school.
- They will be asked to contribute their views about valued and detrimental behaviour to support the evaluation, improvement and implementation of this policy.
- Some pupils will need more teaching and support than others, in order to secure valued behaviour and reduce detrimental behaviour.

Rules and Procedures

Rules and procedures are designed to make clear to the children how they can achieve acceptable standards of behaviour. At St. Andrew's, we follow the STAR rules:

At St Andrew's, we are all stars.

- **We keep each other safe (S)**
- **We are thoughtful of others (T)**
- **We aim high in our learning (A)**
- **We respect everyone (R)**

We expect the following of these rules at all times of the school day and aim that this self-discipline will transfer when the children are in the wider community.

We keep each other safe:

We want children to feel safe, comfortable, seen, and heard. Effective inclusion is when pupils are supported and enabled to:

- Attend school regularly and arrive on time.
- Share their experiences.
- Ask for help when they need it.
- Express how they are feeling.
- Use non-verbal communication effectively (e.g. nodding, open body language)

We aim high in our learning:

We want children to develop a love of learning, optimism, and confidence. Pupils are supported and enabled to be ambitious by:

- Attempting learning tasks and maintaining concentration on these.
- Striving to achieve their targets.
- Using topic specific vocabulary when talking about what they are learning.
- Recognising their own strengths.
- Trying to help themselves when they are stuck or facing a challenge.
- Accepting that making mistakes is a way to learn and improve.

We are thoughtful in our learning:

We want children to feel valued, trusted, and appreciated. Pupils are supported and enabled to be thoughtful by:

- Speaking confidently with adults and peers.
- Asking questions.
- Taking part in debates and discussions.

We respect everyone:

We want children to feel proud, content, and develop a sense of belonging. Pupils are supported and enabled to be proud by:

- Taking part in two-way conversations.
 - Taking care of resources and equipment.
 - Greeting adults and peers.
 - Moving calmly around the school.
 - Responding promptly to adults' instructions.
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- Speaking calmly to all adults and peers.
 - Giving thanks.

Primarily we aim to develop a climate and environment where the children are educated so that bullying and poor behaviour rarely occurs. We do this through a variety of ways:

- Above all, we have skilled practitioners in school who help and support our children at all times.
- Through our whole school ethos – underpinned and supported by our programmes of Values Education and PSHE, we work with our children in a consistently positive manner. We expect and achieve good behaviour, using praise and a recognition of supportive attitudes wherever possible.
- Issues of bullying, behaviour and unkindness are tackled in Collective Worship as well as in class.
- Our whole school programme of Protective Behaviours, empower children of all ages to resist and counter any behaviour that makes them uncomfortable in any way.
- We use praise and encouragement with individuals, groups and classes to foster personal self-esteem and a positive sense of group identity.
- Annually we agree a class Code of Conduct with the children and refer to them frequently.
- We are actively interested in **all** children and are fair and consistent in our approach towards them.
- We give all the children a range of opportunities to work together in a variety of groups and settings.
- We greatly value and work hard to maintain and improve a strong communication network throughout our school community – both within school (CPOMs) and with parents/carers.
- We regularly invite professionals to deliver the anti-bullying message through presentations (spoken, dramatic or magical) and/or workshops.
- We are always pro-active in seeking and acting upon advice and training from professionals in supporting and related fields as appropriate.
- The school strives to provide support for all pupils in a variety of ways including: anger management groups; social skills groups; playtime groups; communication groups; bereavement groups; protective behaviour;; These are all adapted, modified and organised as the needs arise.
- We have two sensory rooms and a variety of resources to support social and emotional issues.
- Access to Counseling Service.

Rewarding Positive Behaviour

At St Andrew's, emphasis is placed, whenever possible, on promoting positive behaviour through rewards. We recognise that specific praise is the best recognition for pupils because it is immediate, genuine and reinforces valued behaviour. Some pupils will benefit from additional recognition and celebration because of their needs. There are different ways in which adults can recognise and celebrate valued behaviour. In all cases the pupil's individual needs should be considered and may alter the approach taken. The most common reward is praise, informal and formal, public and private, to individuals and groups. Some pupils, because of their emotional, mental health or special educational needs will need greater

recognition and celebration than others. Some children may thrive when their valued behaviour is publicly identified, while others may find the experience negative, resulting in unhelpful feelings. Private feedback can be a powerful motivator, boosting confidence and reinforcing valued behaviours.

Individual incentives:

These may include, for example;

- Specific verbal praise / recognition (e.g. telling the pupil what they have done and how it made you feel)
- stickers (on work, person or individual motivational chart)
- Dojo Points or other age-appropriate rewards
- referral to another adult in school for praise/stickers
- referral to Headteacher for Headteacher's sticker
- classroom rewards or privileges
- public recognition in celebration assembly
- mention in the Newsletter
- talking and reporting to parents/carers
- 'STAR' weekly awards
- good work may be selected for sharing in collective worship
- Non-verbal recognition / affirmation such as smiling, nodding, thumbs up
- Contact with home: postcards, phone calls

We also celebrate good behaviour through:

Value champions - Each half term the school focuses on a specific Christian value. At the end of the half term each teacher nominates a class champion, who will take on the role of 'Values Advocate' for that half term. This is someone who has demonstrated the value at a high level or has shown real development in this area. The Values Advocate each week along with the class teacher nominates a Values Champion member of the class to receive a values certificate for living out the school value for the week.

Whole class incentives may include, for example:

- Marbles in the jar
- Class rewards – golden time
- Extra play period/sports time
- Table points

Consequences

For detrimental behaviour which is not respectful, or unsafe (including bullying behaviours) or is preventing learning, either of the individual or the learning of other pupils, we employ a number of consequences.

Adults should respond to detrimental behaviour with the aim of reducing it and identifying opportunities to teach pupils about valued behaviour. Adults' responses should be consistent, logical and happen as soon as possible after the detrimental behaviour. The responses will always consider the needs of the pupil(s) displaying detrimental behaviour and be adapted accordingly.

Consistency is key. The School works closely with children and parents to create shared values and beliefs, shared principles of communication and de-escalation, shared risk management and shared opportunities for reparation, reflection and restoration.

Some detrimental behaviours may not be unusual at St Andrew's and as far as possible staff are expected, encouraged and supported to respond to these themselves. In our school, we refer to these as: 'low level disruptions/ inconvenient behaviours.'

Responses to detrimental behaviours follow the steps below, as appropriate to each child. Possible sanctions are illustrated in the table preceding:

- Restating the expected valued behaviour – calmly making clear what the pupil should be doing.
- Non-verbal intervention – moving closer to the pupil(s), using simple hand gestures, whilst continuing to teach, using other non-verbal communication techniques such as symbols and visuals etc.
- Proximal praise – recognising and celebrating those pupils who are doing what has been asked; restating the specific valued behaviour is helpful.
- Check-in – asking 'are you ok?' 'what do you need?' or 'how can I help?' during or immediately after a detrimental behaviour.
- Refocus – gain the pupil's attention, use their name, then restate the specific valued behaviour that is expected at that moment.
- Describe the behaviour – use the pupil's name then tell them simply and calmly what they are doing that is detrimental.
- Positive phrasing – gain the pupil's attention, give a clear, unambiguous instruction, delivered with clarity. End with 'thank you'. E.g. Adam, put the pen down on the table. Thank you.
- Limited choice – provides two options of equal value to give the pupil an element of control over what happens next, within the boundaries set by the adult. E.g. Adam, shall we talk here or in the corridor?
- Disempower the behaviour – a planned response to detrimental behaviour to make the detrimental less successful and effective in the moment for the pupil. E.g. Adam, you can listen from there. The adult should then focus on catching the pupil getting it right.
- Intervene – gain the pupil's attention, use their name, then deliver an intervention or protective or educational consequence designed to enable change behaviour by increasing the level of support / scaffolding / teaching. This may require the pupil to move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.

Some detrimental behaviours may be less common and/or have increased severity. In our school, we refer to these as: 'Medium level disruptions/ undesired behaviours' or 'High level anti-social behaviour and dangerous behaviours.'

Responses to these behaviours are likely to include those outlined above. In addition, adults may need to:

- Intervene – gain the pupil's attention, use their name, then deliver an intervention or protective or educational consequence designed to enable behaviour change by increasing the level of support / scaffolding / teaching. This may require the pupil to move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour

and its links to the school values. The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.

- Apply consequences - any pupil displaying detrimental behaviour may be subject to protective consequences designed to mitigate harm. Educational consequences will always be implemented following incidents or patterns of detrimental behaviour. These must be designed to enable behaviour change by teaching pupils about valued and detrimental behaviour, based on the principle that all behaviour is a result of feelings, which are influenced by experiences. Educational consequences are best applied by those working directly with pupils.

Dangerous behaviour is defined any action(s) which will imminently result in serious harm (physical, emotional, mental, reputational) to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility.

Incidents and patterns of dangerous behaviour may well require protective consequences to be applied for the specific aim of mitigating risk. To enable adaptation of provision or approach to be planned and implemented one or more of the following may be used:

- separation from adults and/or peers,
- limiting access to named areas of the school,
- accessing different activities / equipment to peers,
- increased levels of adult support and supervision,
- temporarily reduced timetables,
- suspension, or exclusion (more detail can be found in the exclusions policy).

Parents will always be informed as soon as possible once the decision to apply protective consequences has been made. These decisions will be taken by the Headteacher, or staff authorised by the Headteacher (in which case the Headteacher will be informed on the same day the decision is taken). In all cases educational consequences will be applied with the aim of reducing future risk and enabling behaviour change.

All actions that intentionally (or otherwise) disadvantage or treat differently individuals and/or groups as a result of one or more protected characteristics can be considered prejudice or discrimination. All prejudice and discrimination is unacceptable at St Andrew's and the school will always take action to address it where it exists. Any incident that could be defined as prejudice and/or discrimination will always be recorded by staff using CPOMS, monitored by the Headteacher, and be fully reviewed regularly (at least termly) by the Headteacher and members of the senior leadership team. At St Andrew's we strive to eliminate all forms of prejudice and discrimination by educating pupils through: intent and design of the curriculum in every subject, PSHE curriculum, behaviour curriculum including collective worship provision, modelling anti-discriminatory behaviour. More detail can be found in the school's equality, diversity, and inclusion policy.

We employ these consequences appropriately to each individual situation and child. The school may not necessarily follow these steps in a sequential manner depending upon the nature of the incident(s). We may also seek outside specialist support to help deal with behavioural issues at any point if the school feels it is appropriate to do so (e.g Attendance Improvement Officers, Educational Psychologists, Behaviour Support Team, Family Support Worker, Advisory Teachers, Social Services and Health Services, where appropriate HFL, St Alban's Diocese Education Department)

We also reserve the right to set consequences where a child exhibits poor, non-criminal, behaviour off the school premises and which is witnessed by a staff member or reported to the school.

Type of Incident	Consequences
<p>In the vast majority of cases, incidents of inappropriate behaviour are dealt with by the class teacher.</p> <p>Low level disruptions/ inconvenient behaviours. may include e.g.</p> <ul style="list-style-type: none"> • Calling out • Making noises • Not listening to/ not following instructions • Distracting others • Poor effort in learning/ not attempting work • Talking over instruction, • Interrupting, • Lack of care for equipment or the environment • <p>3-4 low level disruptions over a short period of time would be considered moving into medium level disruption.</p>	<p>Age appropriate sanctions may include:</p> <ul style="list-style-type: none"> • verbal warning and reference to rules/expected behaviour • non-verbal warning – card, finger on lips etc • removal/exclusion from an activity or specific area • loss of playtime • use of warnings leading to an expectation to complete work in their ‘own’ time – whether in school or at home • “Time out” within the classroom – the pupil will be told to leave the current activity and spend a few minutes away from the others until the teacher is able to address the behaviour • after “time out” the class teacher will discuss the pupil’s behaviour with them, as well as strategies to help the pupil to manage their behaviour, make reparation and receive forgiveness. They may also be required to repeat work or catch up at playtimes • if appropriate, a member of SLT may speak to child
<p>Medium level disruptions/ undesired behaviours may include e.g</p> <ul style="list-style-type: none"> • Continued low level disruptions • Disrespect to adult (including adults off the school premises) • Answering back • Deliberately damaging someone’s property • Hurting others • Other significant or repeated distractive behaviour that stops other pupils’ learning • Dismissive language • Invading the personal space of others • Aggression • Withdrawal • Internal truancy <p>3 5W forms over a short period of time would be considered moving into continued medium level disruption.</p>	<ul style="list-style-type: none"> • “Time out” in another classroom – the pupil will be sent into another teacher’s classroom if behaviour is particularly disruptive, or the pupil hasn’t responded to earlier warning or “time- out” within their own classroom. If they refuse to go, a member of the SLT will come to collect them. • A member of SLT will speak to the child • The pupil may be given a 5W’s prompt questions to reflect on (see Appendix 1) – for younger children this will be completed with an adult discussing the areas. • After “time out” in another class, the class teacher or member of SLT will discuss the pupil’s behaviour with them giving the pupil an opportunity to share their responses to the prompt questions, as well as strategies to help the pupil to manage their behaviour, make reparation and receive forgiveness. • The pupil may miss some playtime • The class teacher will share this with the parent/carer, discussing the incident(s) • Staff will record this behaviour on CPOMS
<p>Continued Medium level disruptions:</p>	<ul style="list-style-type: none"> • The concerns of a member of staff regarding repeated poor behaviour are, in the first instance, reported to the Headteacher or Deputy Headteacher and there will be a record of each incident, action and outcomes on CPOMS • After attending on three such occasions in quick succession or in response to a single, more serious incident (see below), the Teacher will arrange a meeting to discuss concerns with the child’s parent(s)/carers and to decide on a joint course of action to improve the behaviour

	<p>of the child. This may include the use of Circle Times by the class teacher, a simple reward chart for the child, counselling opportunities, etc.</p> <ul style="list-style-type: none"> • In such a situation the child will be put onto a Behaviour Log (Appendix 2). • This log will make explicit the behaviour which needs to change. During each part of the day the child will earn points when s/he behaves in a positive way. There will be an expectation that they will earn a certain number of points during each day. If not enough points are earned then clear consequences will follow. (e.g, loss of break, lunchtime play). The parents/carers will be informed about the progress of the child's behaviour. • Improvements, or otherwise, in the child's progress will be monitored and review meetings held with parents.
<p>High level anti-social behaviour and dangerous behaviours e.g.</p> <ul style="list-style-type: none"> • Not improving behaviour after being on a behaviour log for four weeks • Extreme aggression • Child-on-child abuse (this may also be dealt with by suspension and/or exclusion) • Behaving in a way which endangers others • Swearing at an adult • Racist or homophobic name calling • Bullying – including prejudiced-based and discriminatory bullying, cyber bullying (online bullying) • Offensive language 	<ul style="list-style-type: none"> • A meeting will be arranged between parents and the Headteacher or Deputy Headteacher. The child will be expected to report to the Headteacher after each day with their Behaviour Log. Parents will be expected to meet with the Headteacher at the end of each week. • Internal exclusion – the child may be kept in at lunchtimes for a fixed period to allow for time to reflect and make reparations, appropriate to their levels of understanding. • Where deterioration in behaviour continues, consultation will be held by the SENCo with outside agencies e.g. the Educational Psychologist, outreach by experts in Emotional Behavioural Difficulties (EBD) etc. The child's parents/carers are informed and consulted at every stage. • A Risk Reduction Plan would be considered at this point (see appendix 3) • Parents are made aware that failure to modify and control anti – social behaviour in school may result in fixed term suspension from school
<p>Malicious accusations against school staff</p>	<ul style="list-style-type: none"> • The Governing Body will instruct the Headteacher to follow the advice from "Dealing with Allegations of Abuse against teachers and other staff." https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/289327/Dealing_with_allegations_of_a_buse_against_teachers_and_other_staff.pdf • If an allegation is shown to be deliberately invented or malicious, the Headteacher should consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible. • If an allegation is determined to be unfounded or malicious, the CPSLO (Child Protection School Liaison officer) should refer the matter to the Children's Social Care Services to determine whether the child concerned is in need of services, or may have been abused by

	someone else.
<p>Suspensions and Exclusions The decision to exclude a pupil must be lawful, reasonable and fair and will only be followed in extreme circumstances. i.e.</p> <ul style="list-style-type: none"> ● serious actual or threatened violence against another pupil or a member of staff ● child-on-child abuse which includes: sexual violence, sexual harassment, causing someone to engage in sexual activity, sharing of nude or semi-nude images and/or videos, upskirting, initiation/hazing type violence - we will refer to guidance as set out in KCSIE https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 ● supplying an illegal drug ● carrying an offensive weapon or other prohibited item ● where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. 	<ul style="list-style-type: none"> ● Only the Headteacher of a school can suspend and exclude a pupil and this must be on disciplinary grounds. ● In such circumstances the school and Headteacher will follow the guidance as set out in: ● https://www.gov.uk/government/publications/school-exclusion and the school's Exclusion Policy. ● Any decision of a school, including exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate. ● Prior to excluding the child the Headteacher will inform the parents/carers that exclusion is likely and imminent. Details of the process can be seen in the school's Exclusion Policy. ● The school may also contact the police in the event of such behaviour. ● Children's Services (CS) maintains an Integration Team, which should be the first point of contact for any queries Headteachers, governors, parents, pupils or others may have regarding exclusions. The contact details of the Integration Team Officers for our area is: <ul style="list-style-type: none"> ○ Broxbourne & East Herts 01442 – 453084

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

All adults with leadership and management responsibility have a duty to collate, analyse, and act on data relating to detrimental behaviour. All adults may be asked to contribute information relevant to the analysis of behaviour.

Individual pupils - where pupils frequently display detrimental behaviour, the class teacher will record these incidents and be supported by a senior leader to analyse patterns. Continued detrimental behaviour needs to be interpreted; it can often be a sign of an unknown or unmet need. The Early Prognosis tool will be used to undertake this analysis. It provides a structure for staff to describe patterns of behaviour, consider what may be influencing the child (risk and protective factors), explore functions of behaviour (e.g. sensory, emotional, social, tangible), capture pupil and family voice, and plan adaptations.

Groups of pupils - the school's senior leaders are responsible for regularly monitoring detrimental behaviour across the school through observations, stakeholder voice, and scrutiny of data. A full analysis will be presented to the Headteacher at least once per term. This information will be used to inform practice and develop strategy. All information will be evaluated according to pupils' protected characteristics, including age, sex, race and ethnicity, and disability. Where groups of pupils are noted to be disadvantaged by the behaviour policy and its implementation senior leaders will need to take action to remedy this, and support all staff to secure more equitable outcomes in line with the school's aims and values.

The school keeps a variety of records of incidents of misbehaviour:

- The class teacher records repeated or significant classroom incidents – on CPOMs
- Behaviour logs/ 5W sheets are kept in the first place by the class teacher but then by the Headteacher when the incident has been resolved in order to build up a picture of recurring poor behaviour
- The Headteacher records those incidents where a child is sent to them on account of poor behaviour
- The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded

The Governing Body will evaluate the impact of this policy by receiving data and developing trends from the Headteacher on:

- fixed-term and permanent exclusions
- number of and analysis of behaviour instances of bullying and racial incidents, as reported on returns to the LA, action taken and support provided for the victims.

School Policies which should be read in conjunction with this policy include:

- Keeping Children Safe in Education
- The SEND policy and Procedures
- Inclusion Policy
- Exclusions Policy
- Online safety and Acceptable Use Policy
- Safeguarding
- Child Protection
- Low Level Concerns
- Whistleblowing
- Children Missing from Education
- Safer Recruitment
- Policy for the use of Physical Intervention
- Home-School Agreement
- School Code of Conduct (staff)
- School Equality Scheme

Policy owned: SIMCE

Reviewed: Spring 2026

Next Review: Spring 2028

Time to consider the 5 W's :

1. What I did.	
2. Why I did it.	
3. Which rule did I break?	
4. Who was affected?	
5. What can I do differently next time?	

Appendix 2 - Behaviour Log

Week beginning _____ Name: _____

Behaviour to improve: _____

Needs to achieve at least _____ per day.

Behaviour points:

0 – Poor

1 – Requires improvement

2 - Satisfactory

3 – Good

	Session1	Break	Session 2	Lunch	Session 4	Session 5	Totals
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Appendix 3 – Risk Management Plan

Individual Management Plan - CONFIDENTIAL

Name	DOB	Date	Review Date
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	Risk reduction measures and differentiated measures (to respond to triggers)
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Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator Date

Signature of Parent / Carer Date

Signature of Young Person Date.....

Appendix 4: Definitions

Abuse: a form of maltreatment of a person. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill-treatment that is not physical as well as the impact of witnessing ill treatment of others.

Being Therapeutic: An approach to behaviour that prioritises the helpful feelings of everyone within the dynamic. A school's policy establishes the methodology by which valued behaviour replaces detrimental behaviour through planned and sustained positive experiences.

Behaviour: Everything that a person says or does.

Bullying: Behaviour by an individual or group, **usually repeated over time**, which intentionally hurts another individual or group either physically or emotionally, where the relationship involves an imbalance of power. More Bullying can include cyberbullying, prejudice based and discriminatory behaviour.

Consequence: A consequence naturally or logically follows on from an action. Consequences are designed to help children learn and develop new behaviours or resilience transferable to all contexts.

Dangerous behaviour: a form of detrimental behaviour which will imminently result in injury to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Discrimination: any behaviour that disadvantages or treats differently individuals and/or groups as a result of one or more protected characteristics.

Educational consequences: the essential learning, rehearsing or teaching that is required to enable behaviour change. Educational consequences progress the pupil's understanding and engagement, should allow the gradual removal of adaptations, and return freedoms.

Equality: Affording people the same, equal status, rights, and opportunities.

Equity: The differentiated measures to provide equal opportunities.

Negative behaviour: Behaviours that contradict the school's vision and values, or may cause harm to an individual, a group, to the community or to the environment.

Protective consequences: necessary measures to reduce the risk of harm. Protective consequences may limit freedoms.

Protected characteristics: as defined in the Equality Act (2010): age, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sex, sexual orientation, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave.

Reward: A desirable object or experience given to celebrate outcomes already achieved.

Special educational need (SEN): a learning difficulty or disability that calls for provision different from or additional to that normally available to pupils of the same age.

Therapeutic approach: An approach to behaviour that prioritises the prosocial feelings of everyone within the dynamic.

Unsafe behaviour: Behaviours which will predictably result in imminent injury or harm. This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Valued behaviour: Anything that provides a positive experience, creates helpful feelings, and is in line with the school's values.

Appendix 5: Bullying Behaviours:

May include the following hurtful behaviours:

- name-calling, taunting, teasing, mocking and making offensive comments
- offensive, threatening or personalised graffiti or other written material
- excluding people from groups
- gossiping and spreading hurtful or untruthful rumours
- kicking, hitting, pushing
- taking belongings

- cyberbullying/ online – including:
 - sending abusive, harassing and misogynistic messages;
 - sharing non-consensual of indecent nude and semi-nude images and/or videos, especially around chat rooms;
 - sharing of abusive images and pornography, to those who don't want to receive such content;
 - inappropriate, offensive or degrading text messages, emails or instant messages;
 - setting up websites or contributing content to social networking sites that is designed to embarrass or upset individuals or collective exclusion of individuals from social networking sites.
- Much verbal bullying and indirect bullying (spreading rumours, humiliation in front of peers etc) nowadays occurs electronically (eg on social networking sites such as Instagram and Snapchat) and through text messages, WhatsApp etc. This type of bullying occurs outside school hours but can have a significant impact on children's learning. Children are taught Internet safety regularly through Computing and PSHE lessons and parents are reminded of e-safety through the newsletter. We may involve the police where cyber bullying occurs outside school.
- We are also alert to challenging the development of an environment which is hurtful and threatening to particular groups or communities. For example, casual use of homophobic, transphobic, sexist or racist language should not go unchecked whether or not it is targeted at an individual.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Doesn't want to go on the school/public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn, anxious, or starts lacking in confidence – may be isolated and seeking adult company
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or "go missing"
- Asks for money or starts stealing money (to pay a bully)
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Comes home particularly hungry (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the Internet or mobile phone or is nervous when receiving a message

These signs and behaviour could indicate other problems, but bullying should be considered a possibility and should be investigated.

When talking to the child:

Teachers will:

- Remain calm and in charge; take the report seriously.
- Reassure victims that they are being taken seriously and that they will be supported and kept safe.
- They shouldn't be given the impression they are creating a problem or made to feel ashamed for making a report.
- Teachers may use a 5W form to clarify what is happening (Appendix 1).
- Put details of the incident – using the voice of the child onto CPOMs as soon as possible after conversation with children.
- Take action as quickly as possible.
- Offer help, advice and support.
- React calmly to the perceived perpetrator; the aim is to help the perceived perpetrator to feel concern for the victim. (i.e. no blame approach).
- Disapprove of the bullying incident but not of the perpetrator.
- Encourage the perpetrator to see the victim's point of view.
- Inform/seek advice from the Headteacher/Deputy Headteacher.
- Inform and work with parents as necessary.
- Make sure that the incident is not constantly referred to, so that the children concerned can "move on".

Talking to someone who has been bullied

- Begin with general conversation and be prepared for the pupil to express guilt, shame, anger, fear and other emotions and encourage them to explore their feelings.
- Talk slowly and don't insist on information. Demonstrate concern that the pupil has had some difficulties and express belief that you can help.
- Be aware of any hints, red herrings.
- Give assurance that it is an important matter.
- Try and find out information in ways other than by direct questioning.
- Show your trust, remain empathic and confirm continued support.
- Help the pupil to formulate his or her own views, but do not lead.
- Help the pupil to plan a response that is positive and realistic and bring each meeting to an end optimistically and thank the pupil for co-operating.