



Commonswood Primary and Nursery School

Positive Behaviour /Anti-Bullying Policy

Our Golden Expectations

- We are kind & gentle
- We are helpful and respect everybody
 - We listen and take notice of others
 - We are honest and fair
 - We work hard and enjoy learning
 - We look after our school and grounds
- We take care of and believe in ourselves
 - We resolve disagreements calmly
- We walk around the school building and play safely outside
 - We ask adults or a friend for help if we need it
 - We are polite and well-mannered to everybody

Approved by Commonswood Primary & Nursery School November 2016
Reviewed Autumn Term 17

Philosophy

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education. This policy seeks to ensure an agreed and shared philosophy that promotes an ethos of positive behaviour and supports all in the school community to '**Aim High**'. It also outlines the procedures that the school uses to support children and young people in managing their own behaviour and enables staff to act safely and with confidence. This policy is written using the guidance from the Governing Body written statement of our Behaviour Principles (Appendix 1).

Aims

The aims of our approach to behaviour:

- To be welcoming and inclusive
- To maintain, encourage and promote positive behaviour
- To have agreed rewards and consequences
- To have a consistent approach throughout the school
- To encourage independence and personal confidence
- To involve learners and parents
- To have effective relationships built on respect
- To encourage a culture of risk taking
- To celebrate the achievements and successes of all.

Promoting Positive Behaviour

At Commonswood, the behaviour and social and emotional development of our pupils is central to their ability to access and interact with the wider community. Everyone who comes into the school - learners, parents, staff and visitors - has responsibility for promoting positive behaviour by demonstrating clear values and principles through;

- teaching right from wrong
- honesty
- respect for others
- getting on with people and establishing positive relationships
- demonstrating respect
- internal-discipline, self-management of behaviour and a sense of internal reward from positive behaviour
- giving genuine, explicit, individualised praise
- being inclusive.

Learner behaviour should be managed with sensitivity and with professionalism.

All staff at Commonswood Primary and Nursery School are trained in '**Hertfordshire Steps, Step On**' which is a therapeutic approach to behaviour management. It is 'The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.'

All staff need to know how to promote pro social behaviour and manage difficult or dangerous behaviour, and to have an understanding of what behaviour might be communicating. All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies. There are two 'Hertfordshire Steps' Tutors within Commonswood school who ensure all staff are trained in this approach to provide a consistent response to behaviour.

We support the 'Step On' philosophy that long term behavioural change comes from developing internal discipline and that external discipline (in the form of inappropriate punishments and reactive responses) only serves to suppress anti-social behaviour. Children 'learn positive behaviour' and make good behaviour choices through;

- developing trusting relationships with adults and peers,
- responding to role models and positive phrasing,
- consistent use of scripts and routines, repetition and structure,
- establishing clear and agreed boundaries,
- praise and positive reinforcement,
- comfort, forgiveness and restorative processes.

When pupils are engaged and learning, we need to '**catch them getting it right**' through specific praise and celebration.

Good behaviour / effort is recognised in the following ways;

- praise,
- being given opportunities to share positive behaviour / learning with another adult,
- sharing assemblies,
- in class reward systems,
- messages to parents,
- house points,
- displaying every learner's work

Crucially, learners are taught that the internal feeling generated by their own positive behaviour is rewarding enough in itself. External reward should not be expected and is not always necessary.

Planned Responses to Escalating Behaviours

When positive behaviour is not being demonstrated, we believe that it is essential that all adults use a consistent, shared response that allows children to take steps to make positive behaviour choices.

Responses to these behaviours should always seek to de-escalate the behaviour in the first instance and encourage a return to positive behaviour. These strategies include:

- Positive phrasing
- Limited choice
- Disempowering the behaviour
- Protective consequences
- Educational consequences

'Consequences' should be a conclusion derived through logic and something that logically or naturally follows from an action. Consequences may include: completing tasks, rehearsing, assisting with repairs, research, restorative meetings with teachers or members of the SLT, checking understanding of learning in their own time, removal from the playground for a fixed period of days to develop and learn rules around positive playtimes, spending time in another classroom to reflect on negative behaviour and recap the rules for positive learning (internal exclusion). Menial tasks, such as writing lines, picking up litter or 'missing break' with no discussion around the negative behaviour, which have no positive impact on 'learning' about how to change negative behaviour into positive behaviour, are not to be issued.

If behaviour is not restored and continues to escalate into the 'crisis' phase and a pupil is unable to manage their behaviour in a safe way, staff will use a 'De-escalation' script to remove the pupil safely from harmful behaviour. This script may be used if necessary, in conjunction with physical intervention, (as part of the Step On strategy) to usher or guide a child to a safe place where they can deescalate safely.

Once a child has overcome the crisis phase and deescalated, it is imperative that adults carry out a 'Reflect, Repair and Restore' session where behaviour can be discussed and resulting consequences and actions put in place. This is an important phase to forgive the behaviour and help the learner to understand the link between the behaviour and its consequences, and understand how to respond to stressful situations differently in the future. Restorative activities such as supported thinking, social stories, role play, discussions around emotions or using a 'Roots and Fruits' tree will complete the therapeutic process.

These sessions should be conducted with an understanding of the context of the child. This knowledge is intended to help adults consider the underlying causes of negative behaviour choices which need to be understood rather than suppressed.

In the event of a violent or physically aggressive incident, the following consequences may be used;

- Removal from the place the incident took place
- Repair, reflect, restore discussed with an adult
- An educational consequence
- Parent / Carer notified,
- Recorded on behaviour log
- Internal / Fixed Term / Permanent Exclusion
- Individual Risk Management Plan put in place

Individual Risk Management Plan

For very few pupils, whose behavioural needs are exceptional and for whom the usual everyday strategies, techniques and approaches are insufficient, an 'Individual Risk Management Plan' may be required to formalise strategies for all staff so a consistent response to negative behaviour is given.

Typically, these plans will include specific forms of intervention to maintain a pupil's own safety and that of others and to ensure learning takes place for all.

A plan will:

- Calculate the risk of dangerous behaviour towards themselves, peers, adults or property
- Use an 'Anxiety map' and the pupils 'Roots and Fruits' to identify areas of difficulty
- Identify a pupil's 'Pro-social' behaviours and how these can be utilised to develop self-esteem and reduce anxiety.
- Identify 'difficult' behaviour and set out planned scripted responses to difficult behaviour.
- Identify 'harmful or dangerous' behaviour and set out planned scripts and responses to ensure the pupil is removed to safely without harm to themselves or others.
- Involve parents/carers and learners to ensure all parties understand clearly the actions and expectations of the school and what specific action the school may take
- Consider the age, understanding, and competence of the individual learner.
- Outline the 'Reflect, repair and restore' phase.
- Be based on the basic premise that "*Positive experiences create positive feelings and Positive feelings create positive behaviour*" (Hertfordshire Steps Behaviour Management 2016).

Adults always seek to de-escalate behaviour at each stage.

Learners with Special Educational Needs

We expect all learners to follow the Golden Expectations. However, this will be more difficult for some learners at certain times.

We recognise that within a climate of inclusion there will be learners who need a personalised approach to their specific behavioural needs. In some cases, this will mean that the rewards and

consequences that are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies.

Therefore, learners with behaviour difficulties with an identified SEN/D particularly under the category of SEMH, may well have personalised support and intervention as set out in their Individualised Risk Management Plan and/or Individual Provision Plan. See SEN/D information report and SEN/D policy for further details.

Dealing with Misconduct

In dealing with misconduct, staff should;

- take concerns raised seriously,
- act promptly,
- be consistent and assertive,
- demonstrate that they dislike the conduct, not the child,
- listen to what the pupil has to say,
- not jump to conclusions because a pupil may have a history of good or poor conduct,
- avoid making threats, but do not avoid taking clear and decisive action when necessary, and ensure that it is possible to do what they say to a child,
- ensure appropriate consequences are given with the view to 'teaching' positive behaviour,
- act as role models and deal with incidents in a calm professional and reasoned manner,
- intervene swiftly if any adult, dealing with any conflict, responds inappropriately or with a lack of control,
- make decisions based on evidence pertaining to the incident in question,
- record the incident on the school behaviour log if necessary,
- communicate issues with parents where necessary.

Reporting Behaviour Incidents

All staff have a duty to report behaviour incidents to the SLT and to parents. Parents can be informed through a discussion at the end / start of the day between parent and teacher, or can be relayed to parents by telephone.

When challenging / negative behaviour arises, all staff have a duty to log the misconduct on the school behaviour log. Every time an 'internal exclusion' is issued staff must log the incident on the school behaviour log and a letter must be sent to parents outlining the seriousness of this action.

Children are also encouraged and expected to report cases of misconduct to an adult. This is best done at the time of the incident so it can be addressed swiftly. Children can approach a member of staff or move their peg on the 'Feeling Safe' ladder if they prefer an adult to approach them.

Exclusions

The Headteacher, Deputy Headteacher, members of the SLT and teachers can take the decision to issue an 'internal exclusion' which means removal from a lesson to another classroom for a period of reflection. An internal exclusion is a response to challenging, negative behaviour which has become persistent and when a pupil is not responding to de-escalation strategies. Staff should seek to make internal exclusions rare. The behaviour which leads to this response must be logged on the school behaviour log and parents must be informed of the seriousness of this action by letter.

Only the Headteacher can issue a 'fixed-term' or 'permanent' exclusion in school.

At Commonswood School we do not exclude pupils lightly but fixed term or permanent exclusion can be applied to pupils whose behaviour is significantly or persistently violent, criminal or threatening and to pupils who repeatedly display persistent disruptive behaviour which impedes their learning and the learning of others and do not respond to support and sanctions. It can also be applied to pupils who make malicious allegations towards staff which are proven to be false.

Fixed term exclusion: The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The initial period is 1 day. Upon return to school, the child and parent meets with the Headteacher to establish expectations for reintegration and commitment to maintain the school's Code of Conduct.

Permanent exclusion: Only the Head teacher may exclude a pupil permanently. The Headteacher may also decide to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. In the absence of the Headteacher, the Deputy Head teacher may exclude pupils.

If the Headteacher excludes a pupil, on a fixed term or permanent basis, the parents will be informed immediately, giving reasons for the exclusion. A confirmation letter is then sent to the parents outlining reasons and number of days. At the time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The Governing Body has a discipline committee, which is made up of between three members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider any exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with the ruling.

Please see the Department for Education 'Exclusion from maintained schools, Academies and pupil referral units in England' guidance. (Hard copy kept on file with this policy.)

Monitoring

Where a serious incident occurs, attempts should be made to obtain corroboration from other children and where possible adults. Notes are kept of significant incidents and repeated incidents. These are logged on the school behaviour log. Repeated misconduct is reported to Team Leaders who take further action, based on information already received. The *Senior Leadership Team monitor the behaviour log fortnightly.*

Positive Playground Environment

We have several large playgrounds. Areas are designated for specific activities which are allocated to year groups according to a rota. In this manner, we disperse children and create adequate play space thus minimising conflicting pressure on the use of space.

- Midday Supervisory Assistants engage and lead children in play activities
- Staff are aware of strategies used for individuals with behaviour support plans
- Staff engage children in sociable conversation and avoid becoming engaged with other adults in the supervision of children
- Staff minimise lining up times to enter the dining hall/school
- Staff ensure that children keep to the designated play spaces
- Staff position themselves to ensure that they can monitor the playground effectively
- Staff collect pupils at the end of break times and lead them calmly to their classrooms
- Disputes are dealt with calmly and promptly

- Serious incidents are passed to team leaders, SENCo, Assistant Headteacher, Deputy or the Headteacher promptly.

Children are encouraged and expected to report cases of misconduct to an adult. This is best done at the time of the incident so it can be addressed swiftly. Children can approach a member of staff or move their peg on the 'Feeling Safe' ladder if they prefer an adult to approach them.

Discrimination, Racial abuse and / or gender abuse

In the event of an incident regarded as discrimination, racial abuse or gender abuse, the following consequences may be used;

- Incident recorded on behaviour log
- Racial Incidents must be recorded either in Racial record form – located in the admin folder on the school server – and passed onto the Headteacher or Deputy Headteacher.
- Parents always informed about the incident.
- Fixed term exclusion/ Permanent Exclusion

Bullying

'Bullying' is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It can take many forms but the four main types are physical (e.g. hitting, kicking, theft), verbal (e.g. name calling, racist remarks), indirect (e.g. spreading rumours, excluding someone from social groups) or cyber bullying (e.g. using communication technology). Bullying is not tolerated at Commonswood Primary and Nursery School and pupils are strongly encouraged to report bullying in school so support can be put in place.

Within the curriculum the school raises the awareness of the nature of bullying through inclusion in PSHME, circle time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour. Staff and other children model appropriate behaviour in particular 'dispute resolution' and peer mentoring / mediating.

For any incident which includes racism, the County Guidelines for dealing with Racial Harassment is referred to. The County Guidelines and Commonswood Primary & Nursery School accept The McPherson Report's definition of racial harassment, which is... 'any incident which is perceived to be racist by the victim or any other person'.

Parents/Carers

Parents/Carers are encouraged to report suspected bullying promptly to school staff – class teachers, team leaders, the Assistant Headteacher, Deputy Headteacher or the Headteacher. Where bullying is suspected or established, parents/carers of victims and perpetrators will be advised of investigations and actions taken.

All parents/carers are expected to sign their acceptance of the Home/School Agreement on enrolling their child at Commonswood Primary and Nursery School and on an annual basis, which contains a commitment to supporting the school and eradicating bullying through partnership with home and school.

Statutory Duty of Schools

The Headteacher has acted to comply with his/her legal duty under the School Standards and Framework Act 1998 and procedures have been drawn up to prevent bullying among pupils and brought these procedures to the attention of staff, parents/carers and pupils.

The Role of Governors

The Governing Body has the responsibility of setting down the general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness See Appendix 1. The Governors support the Headteacher in carrying out the guidelines.

Appendices:

Governing Body written statement of Behaviour Principles
Behaviour Ladder
Reflect, restore, repair think sheet
Roots and Fruits tree

Document Links:

Governors' Statement of Behaviour
Aims & Values
Home School Agreement
PSHME Policy and Scheme of Work
eSafety & Data Security Policy
Equality Scheme
SEN/D Policy
SEN/D Information report
Mental Health and Behaviour in School DFE June 2014

Appendix 1:

Commonswood Primary & Nursery School

Governing Body Written Statement of our Behaviour Principles

Commonswood Primary and Nursery School is a community in which good behaviour is nurtured in order to create a whole school environment conducive to maximising an individual's learning potential and achievement.

It is the responsibility of all staff to ensure that all pupils of the school maintain excellent behaviour at all times. Pupils play a key role in the promotion of acceptable behaviour. Parental support is essential in promoting positive pupil behaviour.

We aim for a high standard of behaviour which reflects care and concern for others, for materials, equipment, premises and for the environment both in school and on school activities elsewhere. We aim to help children to understand the need for this high standard of behaviour and this will be reflected in their behaviour outside school and in later life.

Our Code of Conduct has been developed with our pupils and all of the staff, and set out as our Golden Rules:

- We are kind & gentle
- We are helpful and respect everybody
- We listen and take notice of others
- We are honest and fair
- We work hard and enjoy learning
- We look after our school and grounds
- We take care of and believe in ourselves
- We solve disagreements calmly
- We walk around the school building and play safely outside
- We ask adults or a friend for help if we need it
- We are polite and well-mannered to everybody

Pupils who experience behavioural difficulties are monitored on an individual basis and supported in improving their behaviour. This can, at times include imposing suitable sanctions. The emphasis however, is always on promoting and rewarding positive behaviour.

Aims of our Statement on Behaviour

- To be a school that does not tolerate persecution or bullying of others on any grounds, including ability, additional educational need or disability, age, culture, faith, gender, ethnicity or sexual orientation.
- Every effort will be made by staff in collaboration with parents and may possibly involve outside agencies (for example, Educational Psychologist, Counsellor or Family Support Worker) to resolve the anti social behaviour and where necessary to impose sanctions on the perpetrator. Monitoring and evaluation of the situation will continue until staff are satisfied that the anti social behaviour has ceased.
- To ensure that praise, encouragement and rewards are used effectively to promote achievement and to secure good teacher-pupil relationships.
- To develop self-discipline, self-control and a sense of responsibility for the school and its environment.
- To encourage members of the school to demonstrate respect and courtesy to one another and to visitors to the school and our community neighbours.
- To provide a clear and precise framework which all staff, parents and pupils view as being fundamental to enhance learning and achievement.
- To promote ground rules of behaviour through the school's Code of Conduct.
- To ensure that the school's Code of Conduct is complied with at all times.
- To ensure that pupils understand the consequences of disruption to learning and breach of the Code of Conduct and that these are applied in a fair and consistent manner.
- To provide support for pupils who deliberately and persistently ignore or breach the Code of Conduct or disrupt learning.
- To provide appropriate support for staff and parents in managing behaviour effectively.
- To ensure effective management of teaching and learning with well-organised classes, and lessons that are stimulating, appropriate and matched to needs.

Appendix 2: Behaviour Ladder

<i>(Step up the ladder with a warning before each step)</i>	<i>(Straight to ladder step 3 move to step 4 and onward if repeated)</i>	<i>(Straight to a senior member of staff, ladder step 5)</i>	<i>(Straight to Mrs Manning or Mrs Seymour, ladder step 6)</i> Possible exclusion in some cases
<p><i>Shouting out</i></p> <p><i>Out of seat without reason</i></p> <p><i>Talking to peers during listening time</i></p> <p><i>Interrupting the teacher</i></p> <p><i>Distracting other pupils</i></p> <p><i>Making inappropriate noises</i></p> <p><i>Moving around school inappropriately</i></p> <p><i>Not listening</i></p> <p><i>Off task</i></p> <p><i>Other low level disruption</i></p> <p><i>Rough play</i></p> <p><i>Insolence</i></p> <p><i>Unsociable behaviour</i></p> <p><i>Meddling</i></p> <p><i>Persistent disruptive behaviour may lead to exclusion</i></p>	<p><i>Refusing to work/wasting time.</i></p> <p><i>Deliberately distracting other children</i></p> <p><i>One off name calling</i></p> <p><i>Disrespect for others' belongings</i></p> <p><i>Throwing objects in the classroom</i></p> <p><i>Leaving class without permission</i></p> <p><i>Rough play that could hurt others</i></p> <p><i>KS1 minor pushing poking etc.</i></p> <p><i>Emotionally hurting others (teasing, criticism etc.)</i></p> <p><i>Persistent disruptive behaviour may lead to exclusion</i></p>	<p><i>Using inappropriate language</i></p> <p><i>Spitting</i></p> <p><i>Defiance – refusal to obey direct and specific instructions</i></p> <p><i>Physically hurting somebody intentionally</i></p> <p><i>Damaging others/school property deliberately</i></p> <p><i>Fighting</i></p> <p><i>Storming out of class in anger</i></p> <p><i>KS2 minor pushing poking etc.</i></p> <p><i>Persistent disruptive behaviour may lead to exclusion</i></p>	<p><i>Fighting with extreme violence</i></p> <p><i>Stealing</i></p> <p><i>Vandalism – deliberately damaging school or others property</i></p> <p><i>Significantly physically or emotionally hurting others (isolated not bullying)</i></p> <p><i>Bullying</i></p> <p><i>Using racist language and other more serious verbal abuse</i></p> <p><i>Using inappropriate language at staff</i></p> <p><i>Throwing objects with the intention of hurting others</i></p> <p><i>Extreme violence – use of weapons</i></p> <p><i>Physical abuse to any member of staff</i></p> <p><i>Persistent disruptive behaviour may lead to exclusion</i></p>

Appendix 2: Reflect, Repair and Restore

Reflect, Repair and Restore Sheet:

Name: _____

Date: _____

Write or draw your answers

Reflect: What happened? (tell the story)

Reflect: What were people thinking and feeling at the time?

Reflect: Who has been affected and how?

How can we **repair** the relationships?

Restore with an adult: Summarise what we have learnt so we are able to respond differently next time?

Signed: _____ (signatures of all involved completing the final section)

Appendix 3: Roots and Fruits

Roots and Fruits

Behaviours

Negative -

Positive +

- * leaving the learning environment.
- * refusing to engage in learning
- * non-compliance with instructions.

- * engaged in the learning process.
- * remaining in the learning environment.
- * co-operative with instructions.

Feelings

Bored / confusion / enjoyment / need to control / isolated / lonely / insecure / frustrated / having fun / thrilled.

Calm / secure / comforted / happy / engaged / comforted / motivated / in control / important and valued / responsible.

Experiences

- * lack of ability to communicate needs to us through speech.
- * recent separation of parents
- * lack of boundaries at home
- * past school experiences have, in the main part been negative ones.
- * lack of positive relationships with peers / staff in school.
- * staff unclear about likes and dislikes.

- * positive relationships with others.
- * ability to communicate needs to others.
- * receives specific praise frequently.
- * experiences consequences for actions.
- * enjoys learning activities and experiences
- * is part of a friendship group.