Behaviour Policy

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Behaviour Policy

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1 Aims

At Yeo Moor Primary, we strive to create:

- A safe place for pupils to learn
- Conditions where children feel confident and cherished
- Clear boundaries so that children understand what is and isn't acceptable
- A safe and supportive working environment for staff

2. Guidelines

We understand that:

- Unconditional positive regard is a cornerstone of our approach to working with pupils.
- We separate the behaviour from the child: we may condemn the behaviour, but we never condemn the person.
- Effective parents/carers and good schools provide children with both love and boundaries. Both must be strong. Both are necessary.

3. Our School Rules

We follow three simple rules as a school:

- Be safe
- Be respectful
- Be ready

We manage behaviour through positive reinforcement and assertive rules (see appendix 2)

4. Positive Reinforcement

We promote positive behaviour through:

- Greeting children (warm welcomes)
- Quality relationships, thoughtful interactions, genuine interest, recognition and attention
- House Points
- Moor Learning Powers certificates
- Moor Learning Powers stickers
- Headteacher's Awards

5. We uphold boundaries and expectations through:

- The Four Steps
- Internal seclusion
- Fixed term suspension
- Permanent exclusion

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

Keeping Children Safe in Education

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 requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property.
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, in assemblies and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules.
- Any form of bullying.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments.
  - Sexual jokes or taunting.
  - Physical behaviour such as interfering with clothes.
  - Online sexual harassment, including unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism.

- Theft.
- Fighting.
- Smoking.
- Racist, sexist, homophobic, biphobic, transphobic or discriminatory behaviour.
- Child-on-child abuse, including bullying, cyberbullying, prejudice-based and discriminatory behaviour, physical abuse, sexual harassment, sexual violence, upskirting, initiation or hazing-type violence and abuse, and the sharing of nude or semi-nude images and/or videos.
- Harmful sexual behaviour, including inappropriate sexualised language, unwanted touching, sexualised comments, sexual intimidation, coercion or exploitation.
- Possession of any prohibited items. These are:
  - Knives or weapons.
  - Alcohol.
  - Illegal drugs.
  - Stolen items.
  - Tobacco and cigarette papers.
  - Vapes.
  - Fireworks.
  - Pornographic images.
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of any person (including the pupil).

The school recognises that child-on-child abuse can occur both inside and outside school, including online. Such behaviours will never be dismissed as "banter", "part of growing up" or "just having a laugh" and will be addressed through the Behaviour Policy, Child Protection and Safeguarding Policy and Counter Bullying Policy.

6. Yeo Moor's definition of bullying:

Several

Times

On

Purpose

7 Aims and Objectives

- To reduce the number of bullying incidents.
- To have a safe and secure environment where all children can learn.
- To have a consistent school approach to any bullying incidents that may occur.
- To have Kindness Ambassadors (pupils) in every class.
- To involve our parents and carers through good communication
- To intervene empathically and effectively when an incident occurs.

- To promote a positive atmosphere where pupils are able to disclose their worries to responsible adults.

- To promote our ethos of positive social behaviours and attitudes.

- To improve attendance and punctuality.

8. Roles and Responsibilities

The role of the governors and Futura:

- Supports the headteacher in reducing the number of bullying incidents in the school.
- Ensure that all incidents of bullying that do occur are taken very seriously and are dealt with appropriately.
- Monitors the incidents of bullying.
- Reviews the effectiveness of the counter bullying policy.
- Review the counter bullying policy annually.

The role of the headteacher and the senior leadership team:

- Oversee and implement the counter bullying policy.
- Ensure that all staff are aware of the school policy and know how to deal with and identify incidents of bullying.
- Report on any bullying incidents and the effectiveness of the school counter bullying strategies to the governors.
- Keep accurate records of all incidents of bullying.
- Ensure that all the children know that bullying is wrong and it is unacceptable behaviour.
- Ensure that all staff receive appropriate and relevant training to be equipped to identify and deal with incidents of bullying.

The role of the class teacher and support staff:

- Take all forms of bullying seriously and act appropriately following our school policy.
- Respond to any acts of bullying.
- Be aware of and follow the policy and action plan.
- Model positive behaviour and relationships and encourage children to have respect for each other.
- Record incidents of bullying using CPOMS. This will record what has happened, who is involved and when. Senior members of staff are automatically alerted to these incidents through CPOMS as configured alerts.

The role of parents/carers:

- Contact the school if they have concerns about their child being bullied or suspect that their child has been involved in bullying behaviour.
- Support the school's counter bullying policy and professional practice as it responds to incidents.
- Actively encourage their child to be a positive member of the school.
- Attend any meetings held in school and support the strategies put in place.
- Maintain online safety at home through managing Internet settings and monitoring children's online activity.

The role of the children:

- Report any acts of bullying of themselves or others; this can be done either verbally or by writing a note.
- Keep letting people know if the bullying behaviour continues.

9. Vulnerable groups

Pupils who are vulnerable to experiencing bullying behaviour and to demonstrating bullying behaviours include those experiencing:

- Personal insecurity or worries (*they may be concerned about others judging them, picking on them or pointing out failures*).
- Loss of power or status (*they could experience bullying themselves*).
- Challenging personal circumstances (*for example, trauma, family relationships*).
- Lack of knowledge or understanding of others (*such as, not knowing that some jokes or comments may hurt some people and not others*).
- Difficulties with accepting unique qualities in others (*such as physical, culture, social, financial, learning, developmental or sexual differences*).
- Pupils with protected characteristics and those who may be vulnerable to prejudice-based, discriminatory, sexualised or online abuse.

They may have these unique qualities and need the support of others to feel accepted and included.

10 Preventative interventions

- Planned initiatives throughout school to promote the social and emotional wellbeing of our pupils. This is underpinned throughout our school by our commitment to the integration of Jigsaw (a PSHE resource) and our school values.
- Safety workshops and specific interventions from the PCSO.
- Lessons provided by Cyber Protect Officers from the Police.
- Lessons and workshops delivered by SARI professionals– Stand Against Racist Incidents.
- Lessons and workshops delivered by NSPCC colleagues and follow up sessions in classes.
- Promote positive relationships in the school community (through Jigsaw, assemblies, community building days and circle times).
- Our three school rules, Be Safe, Be Respectful, Be Ready, are displayed in each classroom. The rules are explained and referred to often ensuring each pupil and adult are aware of our expectations to give and receive respect.
- Opportunities for pupils and families to learn about online safety.
- Explicit teaching about respectful relationships, consent, online conduct, child-on-child abuse, harmful sexual behaviour and how to report concerns safely.
- A learning mentor in place and available to all pupils.
- Celebrate and recognise the achievements of pupils by using house points, phone calls home, Moor Learning Power stickers, Moor Learning Power certificates and Headteacher's Awards.
- Ensure our outdoor environments and unstructured times are supervised by a well-developed team of

staff.

- Clear and safe ways for pupils to report any concerns.

11. How we will respond to any incidents

- The class teacher or any member of support staff will respond immediately to an incident witnessed by an adult or child.
- We will follow our flow chart for counter bullying procedures (see attached).
- We will gather as much information as possible from the children involved. This will be recorded and passed on to the learning mentor, class teacher and senior members of staff.
- Ensure that an investigation begins on the day of the reporting of the incident whenever possible.
- Record exactly what has happened and make careful notes on each stage of the investigation. This will be recorded on CPOMS.
- Where necessary, consequences will be used in line with our behaviour policy. These will include time out strategies for low level unkindness and extend to removal from normal lunchtimes through to fixed term suspensions and even permanent exclusion.
- All matters of a serious nature will be discussed with the parents/carers of both the victim and alleged pupil involved.

12. Methods and strategies used to support pupils who experience bullying, either directly or through witnessing it

- Mediation for pupils involved.
- Peer support for pupils.
- Pastoral support given by the learning mentor, class teachers, SENDCo and senior leadership team (a collaborative team around the child approach).
- Support through our Jigsaw programme.
- Solution focused approach (what can we do to change this...).
- Awareness of feelings (understanding how we may feel. Why do we feel this way?).
- Building self-esteem through class interventions or short-term sessions of work.
- Daily check-ins with the pupils concerned.
- Communication with our parents and carers though supportive meetings and phone calls.
- Advice and support for families regarding online safety at home.
- A positive relationship with our PCSO, who provides educational support especially with a focus on cyber bullying.

13. Methods of recording

We record and monitor incidents via CPOMS so that the appropriate staff are kept informed. The headteacher, learning mentor and our assistant headteachers see all the incidents.

The aim will be to contact parents/carers, when appropriate, before the school day ends or at the start of

the next school day.

Staff will be trained in using CPOMS to record incidents centrally.

14. Links to other policies

This policy sits alongside our Safeguarding, Equalities and Diversity, E-safety and Self-regulation and Emotional Wellbeing policies.

15. Monitoring and Evaluation

This policy will be reviewed annually with the involvement from the pupils, parents/carers and governors.

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
- Repeated, often over a period of time
- Difficult to defend against

board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The local school board 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.

The local school board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for reviewing this behaviour policy, giving due consideration to the school's statement of behaviour principles (appendix 1). 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.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of pupils

- Recording behaviour incidents
- The senior leadership team will support staff in responding to behaviour incidents.

Parents/carers

Parents/carers are expected to:

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Read the home school agreement and discuss this with their child and sign using the My Child At School (MCAS) app to indicate that they agree what is detailed in that document

16. Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment, sexual violence and harmful sexual behaviour are met with a suitable response and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how "small" they feel it might be.

The school recognises that sexual harassment, sexual violence and harmful sexual behaviour can occur between children of any age and gender, both in person and online.

All concerns will be taken seriously, recorded and responded to in line with the Child Protection and Safeguarding Policy. Such behaviours will never be dismissed as banter, part of growing up or harmless teasing.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Please refer to the Child Protection and Safeguarding Policy for further information.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity.
- Travelling to or from school.
- Wearing school uniform.
- In any other way identifiable as a pupil of the school.

Sanctions may also be applied where a pupil has misbehaved off-site at any time if the misbehaviour:

- Could have repercussions for the orderly running of the school.

- Poses a threat to another pupil, member of staff or member of the public.
- Could adversely affect the reputation of the school.

This includes incidents of cyberbullying, online abuse, harmful sexual behaviour, sexual harassment, sexual violence or child-on-child abuse which take place outside school but affect members of the school community or impact the orderly running of the school.

17. Mobile Phones and Smart Devices

Pupils must not use mobile phones, smart watches or devices capable of communication during the school day unless authorised by the headteacher for exceptional circumstances.

Where pupils bring a mobile phone to school:

- Phones must be switched off before entering the school site.
- Phones must be handed to the school office or stored securely in accordance with school procedures.
- Phones must not be accessed or used during lessons, breaks or lunchtimes.
- Pupils must not photograph, record or film other pupils, staff or visitors without permission.
- Any misuse of technology, including bullying, cyberbullying, harassment, intimidation, online abuse, harmful sexual behaviour, sharing inappropriate content or taking images without consent, will be dealt with under the Behaviour, Child Protection and Safeguarding, Online Safety and Counter Bullying Policies.

The school reserves the right to search and confiscate devices where lawful, reasonable and proportionate, and in accordance with DfE Searching, Screening and Confiscation guidance.

The school will treat incidents of online bullying and online abuse with the same seriousness as face-to-face incidents, including where behaviour takes place off-site but has an impact on the safety, wellbeing or education of pupils or the wider school community.

18. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

19. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Child Protection and Safeguarding Policy
- Counter Bullying Policy
- Online Safety Policy
- Equality and Diversity Policy

Appendix 1: Written Statement of Behaviour Principles

Every pupil and staff member understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.

All pupils, staff and visitors are free from any form of discrimination.

Staff and volunteers set an excellent example to pupils at all times.

Positive reinforcement, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.

The behaviour policy is understood by pupils and staff.

Pupils are helped to take responsibility for their actions.

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The local school board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Positive Reinforcement and Asserting Rules

Pupils are shown high regard and given very firm and clearly expressed boundaries. Children feel safe and cherished. Good behaviour is the norm and poor choices are dealt with quickly and effectively.

Positive Reinforcement

Quality relationships, thoughtful interactions, interest, recognition and attention

All children are considered worthy of respect and love (see unconditional positive regard in the behaviour policy). All staff will conduct themselves in such a way as to show children they are well regarded and liked. This will be done in a myriad of small ways too numerous to record here. The core of this work will be positive and caring relationships with children.

The Recognition Board

Staff have a good deal of discretion as to how to use this and the following guidance should be followed. The issue that is being focussed on should be shared with the class; for example, be ready. Every time a child exhibits the desired behaviour they can be recognised for this through use of house points or Moor Learning Power stickers.

Moor Learning Powers Certificates

Staff have a good deal of discretion as to how to use these and the following guidance should be followed. Moor Learning Poiwer certificates are to recognise and celebrate success and effort in learning. They can be used quite liberally. Each week one child is selected for special commendation and they have a Moor Learning Power certificate presented by their teacher in the celebration assembly.

Headteacher's Awards

Headteacher's Awards are given to celebrate children who show exceptional learning behaviours such as effort, kindness, creativity, resilience, teamwork and a positive attitude. These awards recognise not just the end result but the whole learning journey - highlighting progress, character and the many ways children contribute to our school community.

Greeting children

All children are greeted at the classroom door or on the playground at the start of each lesson. This ensures a positive and calm start to the session and offers adults an opportunity to share small and brief moments of connection with each child.

Asserting Rules

Be safe, Be respectful, Be ready,

The school rules must be upheld consistently and with commitment by all staff.

The Four Steps

Step 1 Reminder (verbal warning – pupil acknowledges and gets back on track)

Step 2 Warning (second reminder to make correct choice of behaviour)

Step 3 Age-appropriate time out in class

Step 4 Age-appropriate time out in another class

Step 4 (often referred to as stage 4)

The child is sent with work to another classroom. The child will take plenty of suitable work. Generally, time out is a matter of teacher discretion and where there is doubt, it is the year group multiplied by 10 minutes. Hence a Y6 child would get 1 hour of time out and a Y3 child would get 30 minutes. Each classroom will have a space where a child can be accommodated. The destination class can be chosen from the reverse timetable (a timetable showing when classes are in their normal classrooms). Teachers might set up pairings to improve the routine.

If a child does not reach the destination classroom, does not go, or goes elsewhere the teacher will send the Heron Card to the Office. The Office will involve the senior leadership team.

All Stage 4 incidents are recorded without fail on CPOMs and a Step 4 letter is sent home to parents/carers. Step 4 incidents are recorded as internal seclusions.

Playtimes

The behaviour policy is applied consistently during all playtimes.

Other measures

Teachers do have discretion within their classrooms. Rewards and individual class reward incentives are discouraged and staff should use the measures set out above consistently. Additional schemes should be agreed with the headteacher and must be shaped to fit consistently with the behaviour policy.

What is bullying?

The following are bullying behaviours:

- Emotional – being unfriendly, excluding, tormenting. For example, hiding books or threatening gestures.
- Physical – pushing, kicking, hitting, punching or any use of violence.
- Verbal – name-calling, sarcasm, starting rumours or spreading rumours or sustained teasing.

The following are bullying contexts:

- Racist – racial taunts, graffiti or gestures.
- Sexual – unwanted physical contact or sexually abusive comments. This also includes up skirting (see Keeping Children Safe in Education).
- Homophobic – because of or focusing on the issue of sexuality.
- Biphobia- because of dislike or prejudice against bisexual people
- Cyberbullying/online abuse - bullying, harassment, intimidation, threats, exclusion, sharing of images or videos, malicious communication or other harmful conduct carried out through digital technology, including social media, messaging platforms, gaming platforms, websites, email and mobile devices.
- Prejudice-based/discriminatory - when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance.
- Misogyny-dislike of, contempt for, or ingrained prejudice against women
- Misandry-dislike of, contempt for, or ingrained prejudice against men
- Sexual Harassment -behaviour characterized by the making of unwelcome and inappropriate sexual remarks or physical advances in a workplace or any other setting.
- Sexual violence- is any sexual activity or act that happened without consent.

We have zero tolerance for sexism, misogyny/misandry, biphobia or sexual violence/harassment.

Bullying is repetitive, willful or persistent. It is intentionally harmful and carried out by an individual or a group of persons. It can affect a wider social group, such as the class, with pupils engaged in different ways (as reinforcers and assistants of bullying behaviours, bystanders, or advocates for those who experience bullying). It has an imbalance of power leaving the victim feeling defenceless.

The school recognises that bullying can take place online as well as face-to-face. Incidents of online bullying will be treated with the same seriousness as any other form of bullying. The school may take action where online behaviour occurs outside school but has an impact on the wellbeing, safety or education of pupils, staff or the wider school community.

The school also recognises that some incidents may constitute child-on-child abuse or harmful sexual behaviour and will respond in line with the Child Protection and Safeguarding Policy where appropriate.

What kind of behaviour is not bullying?

The behaviours listed below are examples of inconsiderate or mean behaviour, which are not regarded as bullying if they happen only once. Often inconsiderate behaviour is unintentional, whereas mean behaviour is intentional. When these occur, the incidents will usually be addressed through restorative approaches.

- Loss of temper
- Hurting by accident
- Teasing / sharing a joke without intent to hurt feelings
- Falling out with friends or developing a new friendship group
- Not inviting someone to a party
- A disagreement between two people of equal strength, status and qualities
- Playing games that not everyone wants to play and not listening to what everyone would like to do