

Behaviour and Anti-Bullying Policy

The Federation of Hackbridge Primary School & Spencer Nursery School



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Last reviewed on: July 2020

Next review due by: July 2021

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1. Introduction

This policy has been produced in conjunction with:

- *Behaviour and Discipline in Schools – Advice for Headteachers and School Staff*, Jan 2016, DfE
- *Getting the Simple Things Right – Charlie Taylor’s Behaviour Checklists*, 2011, DfE
- *Keeping Children Safe In Education – Statutory Guidance for Schools and Colleges*, September 2019, DfE

This document is a statement of the aims, principles and strategies for behaviour at Hackbridge Primary School.

This policy has been developed through consultation with the school community and should be read in conjunction with the following policies: Equal Opportunities, Child Protection and Safeguarding, Health & Safety, Special Educational Needs and PSHE.

2. Principles and Aims of the Behaviour Policy

The intention of this policy is to ensure that everyone in the school community is aware of our aims, values and ethos surrounding behaviour. We aim to work in partnership with families and expect parents and carers to support and reinforce the school policy and guidelines for appropriate behaviour.

The following are our **key principles** for behaviour at Hackbridge Primary School:

- Consistent -** Everyone in the school community is expected to uphold the values of the policy by a positive approach to behaviour and the use of shared language.
- Kind -** Promoting positive behaviour is the primary aim of the policy, with unwanted behaviour responded to in a kind, calm manner, in line with the school our school moto of ‘Happy People Succeed’ and out core values of: Kindness, Inspiration, Nurture and Determination.
- Transparent -** All rules, celebrations and consequences within the policy will purposefully be kept simple to support consistency and allow the policy to be accessed by everyone in the school community.

3. Promoting Positive Behaviour

The primary aim of this policy is to promote positive behaviour throughout the school related to three core rules:



Be Safe:

- Talking about how I am feeling
- Thinking about how others may be feeling
- Being respectful to others
- Resolving problems calmly
- Helping others

Be Ready:

- Thinking about my safety and the safety of others
- Moving around the school carefully and quietly
- Using equipment as it is meant to be used

Be Kind:

- Coming to school every day I can
- Being on-time
- Wearing correct uniform
- Bringing the correct equipment to school (diary, reading book, PE kit)
- Bringing back home learning on time
- Listening to others
- Following instructions first time
- Taking an active part in learning

These rules have been designed to be simple and easy for all to remember. All expectations of behaviour in the school will relate to these three core rules.

Adherence to these rules will be achieved by the primary strategy of promoting and reinforcing good behaviour. This will be done by:

- Focussing on those behaving well and providing recognition, (i.e., first attention goes to those with the best behaviour).
- Seeking opportunities to 'catch' a child doing the right thing and offering praise.
- Modelling positive, kind and respectful behaviour through all adult interactions with pupils and other staff in school.
- Using vocabulary that encourages pupils to want to behave well and supports their understanding of the benefits of behaving well.
- Providing targeted, scaffolded support to those with learning needs related to behaviour.
- Teaching positive behaviour through PSHE lessons and assemblies.
- Using agreed routines, where they exist, consistently across the school.
- Establishing and maintaining routines in classrooms that meet the needs of both the individual teachers and their pupils.
- The use of individual and class celebrations and recognition to promote positive behaviour, including, but not limited to: non-verbal acknowledgement, verbal praise, class points, stickers (for the younger year groups), written notes and phone-calls home to parents/carers, conversations with or written notes or emails to others staff, Gold Book and achievement awards.
- Individual Behaviour Support Plan.

4. Responding to and Supporting Pupils Displaying Unwanted Behaviour

Every child has the right to learn, but no child has the right to disrupt. Everyone has the right to be listened to, to be valued, to feel and be safe, and to be protected from disruption or harm. Whilst our school focus will be on promoting positive behaviour it may still be necessary to directly respond to unwanted behaviour. This will be done by:

- Being *ruthlessly consistent* with the implementation of this policy.
- Using *deliberate calm* and avoiding using aggression or humiliation, such as shouting or sarcasm.
- Where an adult feels that an unsafe situation requires them to respond by raising their voice in order to keep a child or children safe, they should return to *deliberate calm* as soon as it is safe to do so.
- Responding to unwanted behaviour in private wherever possible.
- Providing all parties involved in a situation a fair opportunity to respond and give 'their side' of the situation.
- Modelling a kind and respectful manner at all times when responding to unwanted behaviour.
- Remaining focussed on the primary behaviour in the first instance and responding to any secondary unwanted behaviours in response to the first at a later date, should it be necessary.
- Using restorative conversations to repair relationships following an incident.
- Using of agreed vocabulary and scripts to ensure consistency and support *deliberate calm* when responding to unwanted behaviour.

If these steps are not sufficient in changing the behaviour then the following consequences can apply:

- Loss of break or lunchtime to engage in a further restorative activity;
- Loss of an extra responsibility or privilege, (but not losing access to curriculum lessons, including Fun Time);
- Fixed term internal exclusion;
- Fixed term external exclusion;
- Permanent exclusion.

In addition, the following support can also be put into place alongside or in place of consequences:

- Support card;
- Individual Behaviour Support Plan.

Individual Behaviour Support Plans and Support Cards are positive tools to proactively support pupils' behaviour and should not be viewed as a consequence. They can be put into place in response to behaviour incidents or used proactively to prevent poor behaviour. Support cards will be individualised cards for positive comments/smiley faces used to indicate behaviour successes to be celebrated by adults named on the card at multiple points during the school day. Individual Behaviour Support Plans can consist of any extra steps put in place to support a child with their behaviour.

A record will be kept of any consequence or extra support given to a child and their parents/carers will be informed in the following way:

- If a member of Support Staff manages a behaviour incident and gives a consequence then they should complete a paper form and give to the class teacher.
- If children from more than one class is involved, all class teachers must be informed, but only one needs to record the incident.
- If a class teacher manages a behaviour incident and gives a consequence or receives a behaviour form from a member of support staff, they should log the incident using the SIMS online form.
- Class teachers should inform the parents/carers of the child receiving the consequence either verbally or a sticker in the home-school contact book.
- If another child/ren has been directly affected by the behaviour (for example, has been injured), then the parents/carers of the child/ren affected should also be informed.

Professional judgement should be used as to whether other behaviour incidences (particularly repeated behaviour that has been managed with restorative conversations) should be shared with parents/carers. Any conversations regarding behaviour should be documented on a blue form and given to the Deputy Headteacher.

We recognise that in some situations, staff may need further support to manage incidents of poor behaviour and systems are in place for staff to be able to request

support in the classroom. These should not be viewed as consequences but as mechanisms to provide support to either the children or adults involved.

5. Use of Physical Interventions

There are occasions when physical contact with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- when comforting a distressed pupil;
- when a pupil is being congratulated or praised;
- to demonstrate how to use a musical instrument;
- to demonstrate exercises or techniques during PE lessons or sports coaching;
- to give first aid.

In some circumstances, however, staff may need to use reasonable force to control or restrain a child engaging in an inappropriate behaviour that could cause harm to themselves, others or the environment.

The Department for Education states that “**All members of school staff have a legal power to use reasonable force.**” Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit; prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

It is used as a safety measure and never as a punishment. It can be used spontaneously in an emergency, or may be planned as part of a Behaviour Support and Management Plan.

Physical intervention is not undertaken lightly and is part of a broad approach. Staff must use agreed and approved restrictive holds. Strategies are set in place to reduce the risk of injury to all involved, though this cannot be guaranteed.

The school will make reasonable adjustments for disabled children and children with special educational needs in relation to physical intervention and the use of

reasonable force where it is necessary to do so and these will be detailed within a physical intervention plan as part of their Individual Behaviour Support Plan.

6. Responding to Bullying

At Hackbridge Primary School, we do not tolerate bullying of any kind. We follow the DfE advice document 'Preventing and tackling bullying' (July 2017, Reference: DFE-00160-2017) in our approach to preventing bullying and managing any incident which might occur. Any incident of apparent bullying is fully investigated.

The following definition of bullying is taken from the DfE advice document:

“What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating. Since September 2014 a greater focus on how well school leaders tackle low-level disruption was included in Ofsted inspections.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.”

It is also often acknowledged that bullying is accompanied by an imbalance of power between those involved.

All forms of unkindness will be addressed as part of this policy but due to the potential impacts from bullying, we will follow a specific procedure for responding to allegations of bullying.

In the first instance, we aim to be proactive in preventing bullying by:

- Anti-bullying week activities each year across the school;
- Half termly online safety lessons, including specific lessons on cyber bullying;
- Regular reinforcement of our school value of Kindness;
- PSHE lessons dedicated to developing positive relationships, expressing emotions and British Values, including tolerance and mutual respect;
- Teaching about the roles involved in bullying, specifically the ‘bystander’ effect.

Any member of the community can report incidents of bullying. In response to reports of bullying we will follow the 10 Key Principles from the Anti-Bullying Alliance (www.anti-bullyingalliance.org.uk):

1. **listens** - all pupils and parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.
2. **includes us all** - all pupils, including those with SEN/Disability, are included, valued and participate fully in all aspects of school life.
3. **respects** - all school staff are role models to others within the school in how they treat others.
4. **challenges** - all forms of discriminatory language – including disablist language – is challenged taken seriously
5. **celebrates difference** – difference is actively and visibly celebrated and welcome across the whole school.

6. **understands** - all school staff, pupils and parents and carers understand what bullying is and what it isn't.
7. **believes** - all pupils, including disabled children and those with SEN, and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying.
8. **reports bullying** - all pupils within the school and their parents and carers understand how to report incidents of bullying.
9. **takes action** - we respond quickly to all incidents of bullying. Pupils, including disabled pupils and those with SEN, participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying.
10. **has clear policies** - our school's anti-bullying policy reflects these principles and is embedded within other school policies. They are widely and actively promoted to school staff, pupils and their parents and carers.

In the first instance, any reports of bullying from a pupil, parent/carer or member of staff should be referred to the class teacher. Parents can also complete a Parental Concern form via the school office. Bullying incidents that occur outside of school involving pupils attending Hackbridge and those involving cyber-bullying will be similarly addressed.

The following must occur if an incidence of bullying is reported by a child or parent or if a member of staff suspects bullying is taking place:

- The Senior Leadership will be informed;
- The incident/s will be investigated fully;
- The results of the investigation will be recorded.

If bullying is found to be taking place then the following actions should take place:

- The Senior Leadership Team will be informed;
- Conversations will take place with the parents/carers of all children involved;
- An Individual Behaviour Support Plan or Support Card;
- A plan of support for the child/ren affected by the bullying;
- The situation will be monitored and children, parents/carers and Senior Leadership will kept updated.
- In very serious circumstances, a decision may be made to involve the police.

Support for staff who are bullied:

In addition to the measures that the school takes to prevent and tackle bullying among pupils, it is equally important to us at Hackbridge Primary School that bullying of staff, whether by pupils, parents/carers or colleagues, is unacceptable. Any staff member with a concern should speak to the Deputy Headteacher or the Headteacher so that this can be addressed immediately.

7. Responding to Racist or Homophobic Behaviour

All forms of unkindness and intolerant behaviour and bullying will be addressed as part of this policy, however, we recognise the specific impacts of racist and homophobic behaviour.

Any incidence of children displaying racist or homophobic behaviour must be responded to.

This must include:

- a restorative conversation;
- the parents/carers of all children involved being informed (both those displaying the behaviour and those affected by it);
- Senior Leadership Team being informed.

It may include:

- further conversations with the child and/or family to provide information regarding the school's Equality and Diversity policy;
- a consequence;
- an Individual Behaviour Support Plan or Support Card;
- a plan of support for the child/ren affected by the behaviour;
- targeted PSHE lessons planned for a whole class or cohort;
- in very serious circumstances, a decision may be made to involve the police.

To facilitate monitoring of these behaviours, identifying trends and measuring the effectiveness of any targeted interventions, any racist or homophobic behaviours, and the actions taken in response, must be recorded, even if no consequences are given.

Staff are encouraged to seek support or advice from the Senior Leadership Team should they be unsure how to respond to an incident or if they feel affected in any way by the behaviour.

8. Vulnerable Pupils

A range of issues may affect the behaviour of children in school, including, but not limited to: SEND, mental health issues, abuse, social difficulties, such as poor housing and financial concerns, and loss or bereavement.

We know that children experiencing stress are likely to be more susceptible to 'amygdala hi-jack' or 'fight or flight' responses when they may be less in control of their emotions and behaviour.

When addressing poor behaviour, thought will always be given to underlying reasons why a child may be behaving poorly and what other support they may need. An Individual Behaviour Support Plan can be put into place before incidences of poor behaviour arise as a preventative measure.

9. Exclusion

Any incident of extreme disruptive, non-compliant or dangerous behaviour causing risk to themselves or others, or failure to moderate inappropriate behaviour after the Headteacher has become involved, may lead to internal or external (fixed term) exclusion by the Headteacher.

A decision to exclude a pupil permanently may be taken by the Headteacher:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school.

10. Policy Monitoring and Review

The Senior Leadership Team will monitor the implementation of this policy through their ongoing role to ensure that the procedures laid down are reflected in practice.

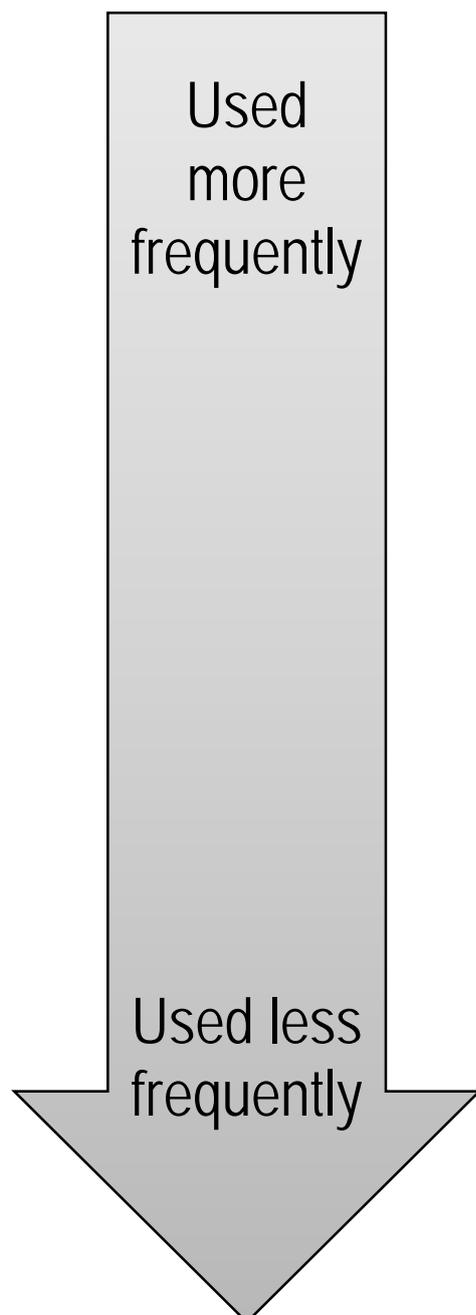
Any revision to this policy will be ratified by the Governors' Learning & Attainment Committee at the next appropriate meeting.

This policy will be reviewed annually by the Senior Leadership Team.

APPENDIX A

Hackbridge Primary School Years 1 – 6

Hierarchy of Recognition

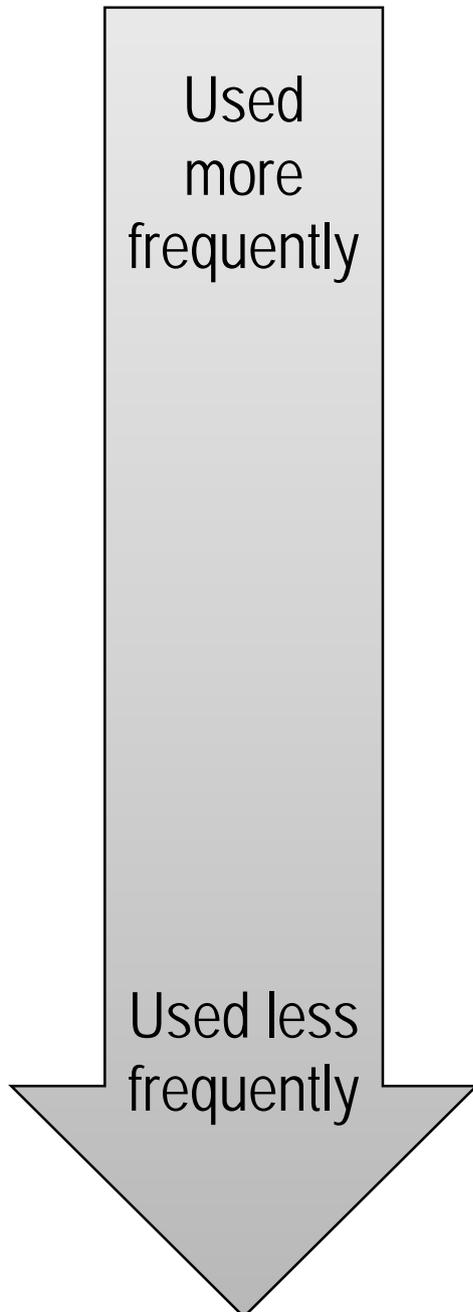


- Non-verbal – eye contact, smile, nod, mouthing thank you, wink, touch on shoulder, thumbs up, etc.
- Verbal recognition – I notice and appreciate that you are doing X.
- Class points/stickers for younger children/special privileges or roles
- Note/sticker in diary/conversation with parent
- Gold book
- Achievement certificate
- Sharing with other staff/SLT
- Phone-call home

APPENDIX B

Hackbridge Primary School Years 1 – 6

Hierarchy of responses



- Non-verbal – tone of voice, eye contact, shake of head, touch on shoulder.
- Support without breaking flow of lesson – e.g., giving child spare pencil while helping child next door with learning, putting sheet in front of child and pointing to the right part.
- Distraction/Diffusion/Time to calm down
- 30 second intervention
- Restorative conversation
- Consequence: loss of playtime to complete a task (ideally linked to behaviour, e.g. completing unfinished learning, writing a sorry note, cleaning table)/Parents informed with sticker in diary.
- Internal exclusion
- External exclusion (fixed term or permanent)

Additional support measures used as needed:

- Support card
- Individual Behaviour Support Plan

Hackbridge Rules



Be **Safe** by: 

- Thinking about my safety and the safety of others
- Moving around the school carefully and quietly
- Using equipment as it is meant to be used

Be **Ready** by: 

- Coming to school every day I can
- Being on-time
- Wearing correct uniform
- Bringing the correct equipment to school (diary, reading book, PE kit)
- Bringing back home learning on time
- Listening to others
- Following instructions first time
- Taking an active part in learning

Be **Kind** by: 

- Talking about how I am feeling
- Thinking about how others may be feeling
- Being respectful to others
- Resolving problems calmly
- Helping others



Behaviour at Hackbridge Primary School



Adults will:

- Recognise and celebrate good behaviour;
- Model how to make good behaviour choices;
- Be calm and consistent;
- Be kind.

Our core rules:

Be Safe
Be Ready
Be Kind



We recognise good behaviour choices by:

- Non-verbal gestures of appreciation;
- Spoken praise;
- Class points;
- Note to parents;
- Assemblies/awards;
- Phone-call home.

Our core values:

We are a **KIND** school.

Kindness

Inspiration

Nurture

Determination

We respond to poor behaviour choices with:

- Non-verbal support;
- Distraction or diffusion;
- 30sec interventions;
- Restorative conversations;
- Loss of break time consequence;
- Support card or behaviour plan.

30 sec intervention micro-script:

“I notice that...”
 “I need you to...”
 “I remember when you did... so well.”
 “If you choose to... I will need to...”

Restorative questions:

1. What happened?
2. What were you/I/others thinking or feeling at the time?
3. Who has been affected by what's happened?
4. How have they been affected?
5. What needs to be done no to make things right?
6. How can we do things differently in the future?

We keep a record of consequences, support cards and behaviour plans.
 We respond to and record **all** incidences of bullying, racist or homophobic behaviour.



We recognise that, for young children, learning about behaviour is a process of education. From their earliest days at home with you and onto their time in Nursery and Reception with us, children are learning about behaviours which are acceptable or unacceptable.

In all of our Early Years classes, we model and demonstrate the behaviours that we expect the children to show. We also carry out Circle Time activities to teach the children about these.

To reinforce positive behaviours, children are rewarded in a variety of ways. This might include positive verbal praise and feedback, stickers, sharing an individual's achievement with the class, other adults at school or with their parents/carers.

What are the boundaries for behaviour in Nursery?

Children need to have set boundaries of behaviour for their own and others' safety. Within the Early Years, we aim to set these boundaries in a way that helps all of our children to develop a sense of the significance of their own behaviour, both in relation to themselves as well as the environment and those around them.

Positive behaviour is supported by all adults, through encouraging children to:

- Respond positively to and follow instructions and requests from adults in school.
- Respond in a positive, appropriate way to "good looking", "good sitting", "good listening" and "kind hands".
- Say "good morning", "please", "thank you", "excuse me", and "sorry" and use language that is polite and respectful.
- Be able to say assertively, "Please don't do that, I don't like it", to any child who is showing them any form of inappropriate behaviour.
- Use "timers" to encourage turn taking and sharing/co-operation with other children.
- Show respect and consideration for others and their property, work, activities and personal space.

- Show respect and consideration for others by the way they treat them and speak to them.
- Show empathy towards others.
- Understand an adult's use of "Stop!" and "No" in response to inappropriate behaviour.
- Show friendship towards others.
- Listen to others, including their peers.
- Celebrate other children's achievements and value their effort.
- Tidy up after themselves.
- Take responsibility for their belongings.
- Be honest and truthful and be able to accept responsibility for their actions.
- Be able to say sorry and be prepared to make amends.

As educators of young children, we recognise that most children, at certain stages in their development, demonstrate behaviours that are generally considered negative.

All adults at the school understand and will comply with the following points in respect of supporting children to behave in an acceptable way whilst at school:

- Adults will always listen, take seriously and act on what children have to say.
- They will be consistent and fair with all children.
- They will ensure that comments made to, and about children, are considered and the language used is appropriate and supportive.

Unacceptable behaviour is any behaviour, which involves:

- Spoiling the learning for themselves or others
- Being unkind towards or hurting others
- Not caring for equipment or belongings
- Playing unsuitable or rough games
- Using unacceptable language or encouraging others to do so
- Not following adult instructions
- Inappropriate behaviour in the toilet area
- Being untruthful

On rare occasions, children may demonstrate negative behaviour through responses such as biting, kicking or swearing. School staff will always inform you of these events. Regardless of a child's behaviour, all staff are required to respond to children in a calm and positive manner and help them to understand that there are more acceptable ways of communicating their feelings.