**Aim High….Fly High!**

**Positive Behaviour and Anti-Bullying Policy**

At Duxford Church of England Community Primary School we want every child to **‘Aim High….Fly High!’** We want our pupils to exhibit positive behaviours on their ‘learning journey’ with us in order that they reach their full potential. We recognise that the majority of our pupils exhibit good behaviour choices and we aim to support all pupils through a therapeutic behaviour management approach, our 4 keys AIMS and our Golden Rules:

We are…

**Attentive**

**Imaginative**

**Motivated**

**Spiritual**

**Imaginative**

* We work together.
* We try new things

**Attentive**

* We listen
* We look after our environment and resources.



**Spiritual**

* We are respectful.
* We look after each other and are safe.
* We are calm and mindful

**Motivated**

* We are eager to learn.
* We use our Growth Mindset

What this looks like: (Our Golden Rules)

**Ready**

**Respectful**

**Safe**

**A Therapeutic Approach**

At Duxford CofE Community Primary School, all staff working with our children receive training in Cambridgeshire’s therapeutic behaviour management programme called “Steps.” The term “Steps” is adopted from the Norfolk County Council statement on inclusion: “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.” This statement reflects the philosophy, policy and practice at our school.

**Rationale**

At Duxford CofE Community Primary School, it is recognised that appropriate behaviour and good order is a necessary pre-requisite to effective teaching and learning. Every member of staff strives to develop the whole person, including spiritual, moral, social and cultural education. Within our school community, we aim:

\*To be welcoming and inclusive.

\*To create a firm and consistent approach throughout the school.

\*To maintain, encourage and promote positive behaviour, self-discipline and respect.

\*To encourage independence and personal confidence.

\*To uphold our school values as a rights respecting school.

\*To encourage consideration for others in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty.

\*To support the development of self-esteem and self-respect by distinguishing between a pupil and that pupil’s behaviour.

\*To develop pride in the school, in work, in effort as well as achievement.

\* To adopt a ‘Growth Mindset’ approach, where pupils learn to value their mistakes and move forward from them, and resilience is promoted and celebrated within classes

**Promoting Positive Behaviour**

All learners, parents, staff and visitors who come into school have responsibility for promoting positive behaviour by demonstrating clear values and principles.

We recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour. Our theraputic approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm.

These principles are exemplified through:

\*Praising positive behaviour. Using positive phrasing and reminding, using scripts, repetition and structure.

\*Using consistent, clear and agreed boundaries.

\*Providing pupils with positive experiences that will create positive feelings and therefore positive behaviour.

\*Being good role models through patterning and copying.

\*Teaching right from wrong, honesty and respect for others.

\* Comfort and forgiveness.

\*Encouraging internal discipline, self-management of behaviour and a sense of responsibility for positive behaviour.

**Right and Responsibilities**

At Duxford CofE Community Primary School, our values are demonstrated through each member of staff working as a member of a team, sharing achievements, successes, problems, concerns and stresses.

Children learn how they can make the classroom and school a safe and fair learning community for all, and that it is unacceptable for other people to make it unsafe or unfair. They have a responsibility to ensure the learning of others.

The school’s core values that specifically relate to the support and management of positive behaviour are:

\*Respecting the dignity of each person; their individuality, their feelings and their role in the school.

\*Showing respect for each person, and empathy for their feelings.

\*Building confidence and self-esteem by valuing each person’s successes and achievements.

\*Building trust, by doing what is expected of us, showing that we believe in each other and our school, and by accepting mistakes as opportunities for learning.

\*Communicating effectively, including listening to hear, so that each person feels able to contribute to the school’s mission positively and to do the best job they can.

\*Building a sense of enjoyment and fun into the daily working life of everyone in the school, so that they want to go on learning here.

\*Being prepared to accept and try out the decisions and ideas of a group, so that the school can continue to improve.

**The Curriculum and Learning**

At Duxford CofE Community Primary School, we teach behaviour as we teach other areas of the curriculum through the modelling of and praise for good practice. Pupils are taught about their feelings and emotions during everyday teaching opportunities and PSHE lessons. A calm, engaging, well ordered learning environment with opportunity to grow within a positive structure is conducive to good behaviour as it is to good learning.

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. All children should be treated sensitively; criticism should never damage self-esteem focusing on the behaviour rather than the individual child. We recognise that some children with SEN/SEND and/or SEMH have specific needs that impact on their behaviour. Nevertheless, our expectations remain constant. We therefore use additional internal and external provision to support these pupils in meeting our agreed expectations. This may include the use of clear targets (Individual Targets- see SEND policy), with specific/alternative rewards or educational consequences.

**Praise, Reward and Celebration**

At Duxford CofE Community Primary School, learners should develop the understanding that their positive behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are engaged and learning we need to ‘catch the children getting it right’ through specific praise. This can be done by…

\* Praise from adults and peers

\* Stickers for themselves

\* Showing good work to other classes, teachers, Deputy Head or Head Teacher.

\* Good work and achievements being displayed around the school and on Twitter.

\* Awarding of house points. House points are collected from each class and celebrated during the Monday Celebration assembly. Each term the house points are totalled up and the winning House, who have displayed the AIMS most effectively, receive an extra playtime.

\* Special cards are awarded during Celebration assemblies to children who have been Attentive, Imaginative, Motivated or Spiritual during the previous week.

\* Weekly Golden Time. Before Golden Time starts, teachers & children reflect on the successes of the week and any areas for improvement. Golden Time is 20 minutes and should be used as a time for pro-social behaviour, including playing games.

\* Class rewards for whole class good conduct where pupils work together to earn a reward at the end of the term.

\* Fortnightly time set aside for children whose behaviour and attitude is consistently above and beyond to meet with headteacher or SLT.

**Consequences and Sanctions**

At Duxford CofE Community Primary School adults have the responsibility to use consequences, which have a relation to the behaviour and, as a result, help the young person to learn and develop positive coping strategies. Consequences act on internal discipline by creating a learning opportunity directly relating to the anti-social behaviour to the harm caused, that then contributes to the situation.

When a child is not demonstrating positive behaviour, staff will:

1. Praise positive behaviour from other learners. Staff will give their attention and praise to those who are demonstrating positive behaviour.
2. Give a non-verbal warning (e.g. teacher ‘look’)
3. Give a positive reminder of school expectations using positive phrasing (e.g. ‘Good listening, thank you’)
4. Limited choice using agreed script – then praise (e.g. ‘You can use the red pencil or the blue pencil’)
5. Educational consequence (e.g. ‘Before you go out to play, come and tell me how to do …’)
6. If behaviour persists, children are given reflective time away from their class.
7. Restorative conversation with class teacher.
8. If behaviour continues, child will be sent to see a member of the SLT. A discussion between the child and the member of the SLT will consider any roots to the behaviour and reminders of positive behaviour choices. It may be appropriate for the child to complete an educational consequence at this time.
9. If behaviour is repeated within a fortnight, parents will be informed. If a child’s behaviour results in hurting another child or adult, or breaking school property, parents will be informed immediately. Class teachers will contact parents about incidents in class, if broader then Lead teacher or SLT will contact parents.
10. Teachers monitor and analyse behaviour patterns as required.

Should an incident happen outside of the classroom, information from those witnessing the incident will be collected so that the class teacher has a comprehensive understanding of the incident.

**Action around Challenging Behaviour**

At Duxford CofE Community Primary School it is the responsibility of every adult at school to seek to understand the reason why a young person is presenting problem behaviour and change the circumstances in which the behaviour occurs. To enable change, we need to understand the child’s behaviour not just suppress the behaviour. The Steps ‘Roots and Fruits’ exercise supports staff in identifying the underlying influences on behaviour. This exercise helps adults to list a child’s positive and negative experiences that may have led to their negative feelings and behaviour. The behaviour management and responses are then personalised and designed to meet the specific needs of each individual child, their age and any special circumstances that affect the pupil.

Some behaviours can be more challenging. We use the ‘STEPs’ response to harmful behaviour: cool down, repair, reflect and restore. Adults’ responses to these behaviours will aim to de-escalate the behaviour through one or a combination of the following as appropriate:

* Positive phrasing e.g. “Stand next to me”; “Put the toy on the table”; “Walk beside me”
* Limiting choice e.g. “Put the pen on the table or in the box”; “When we are inside, lego or drawing”; Talk to me here or in the playground”
* Disempowering the behaviour e.g. “You can listen from there”; “Come and find me when you come back”; “Come down in your own time”
* Using a De-Escalation Script e.g.
* Use the person’s name;
* acknowledge their right to their feelings – “I can see something is wrong”;
* telling them why you are there – “I am here to help”
* offer help – “Talk to me and I will listen”;
* offer a “get-out” (positive phrasing) – “Come with me and….”

**Physical intervention**

There are situations when physical intervention may be necessary. Staff are trained by ‘STEPs’ trainers in how to safely use physical intervention. Staff are instructed to

be aware of the child’s age and individual circumstances when moving them as some children find this more upsetting than others.

**Risk Management Plans**

Pupils whose behaviour may place themselves and others at a risk of harm must have individual risk management plans. These are overseen by the SENDCo, who will ensure, along with staff, that they are reviewed and updated in order to reflect changes and progress.

Learners who may need a risk management plan are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others’ safety and to ensure learning takes place for all.

A plan will:

\* Take into consideration the times/ places/ lessons that give the learner greater anxiety, triggers that could lead to difficult behaviours.

\* Put in place risk reduction measures and differentiated measures that will lower the learners’ anxiety and enable the learner show positive behaviours at school.

\* Give clear de-escalation strategies and script that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours.

**Reflect, repair and restore**

An important aim of ‘STEPs’ is to provide opportunities to support and debrief both children and staff after a crisis, particularly if physical intervention has been required.

Once the child is calm, relaxed and reflective, the experience can be re-visited with an adult – usually the class teacher. This may be later the same day, the day after or even two days later. The adult will re-visit the experience by re-telling and exploring the incident with a changed set of feelings in a relaxed environment.

The adult may ask the child questions to:

* Explore what happened? (tell the story)
* Explore what people were thinking and feeling at the time?
* Explore who has been affected and how?
* Explore how we can repair relationships?
* Summarise what we have learnt so we are able to respond differently next time?

**Bullying**

Bullying is the deliberate use of aggressive or unkind actions to hurt another person, usually over a sustained period of time. Bullying results in pain, fear and/or distress to the victim. Generally it is difficult for the victim to defend him/herself.

Bullying can be:

• Physical – hitting, kicking, or use of any violence • Verbal – name calling, insulting, racist remarks, teasing • Indirect/emotional – tormenting, being unfriendly, excluding

**Why is it important to respond to bullying**?

There are a number of reasons for challenging bullying behaviour in our school.

• The safety and happiness of pupils. Children who are bullied lose confidence, suffer injury, feel miserable – become unhappy about being in school. • Educational achievement: Unhappiness and lost confidence can affect concentration and learning • Bullying goes against all that Duxford CofE Primary School stands for in its vision and values.

**Procedures to combat bullying in our school:**

Direct action by the class teacher should be the first course of action. This should be dealt with within the context of the incident. This will remind all the class and those other children involved that bullying behaviour is unacceptable in our school and will not be tolerated. Class teachers can often build upon their relationship with individual pupils to encourage honest and direct discussions. The teacher can also aim to help the children involved to find their own solution to their personal disagreement and also discuss with them how their actions solve the problem.

Sanctions should be used where bullying behaviour is clearly proven. These will be related to the sanctions described above in this policy.

For bullying which is repeated, results in damage to property or injury of a person a more serious response should be considered. Parents will be informed and involved at an early stage. Accurate records of incidents and how the school has responded to them, including conversations with parents will be kept.

Exclusion as a response to serious and persistent bullying should be used sparingly and always as a last resort. An internal exclusion could be considered initially.

As a school, we understand that we are all involved in the prevention and solving of bullying if it were to occur: our families, staff and governors. Bullying awareness can be highlighted in a variety of ways through our PSHE curriculum.

**Exclusion**

Serious incidents may result in a fixed term or permanent exclusion. These decisions are not made lightly and are informed by Local Authority guidance. Parents are informed of the decision and reasons for the exclusion. A reintegration meeting is held with the parents and child on their return to school.

**Monitoring**

The headteacher and the leadership team monitor the effectiveness of the behaviour policy on a regular basis.

Behaviour incidents are recorded and monitored to ensure that the children receive appropriate support. Records may be used to support referrals to external agencies where this is deemed necessary. The children will use reflective time to record incidents and think about their actions.

In addition, the Headteacher logs incidents of prejudicial behaviours such as racist, sexist and homophobic behaviours.

It is the responsibility of the Governing Body to monitor the rate of fixed term and permanent exclusions and to ensure that the behaviour policy is administered fairly.

**Review**

The governing body reviews this policy every 2 years. The policy may be reviewed before this should new recommendations from the government or Local Authority be issued.

The governing body is responsible for reviewing and approving the written statement of behaviour principles. The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy’s effectiveness, holding the headteacher to account for its implementation.

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school’s statement of behaviour principles (appendix 3). 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.

Appendix 1 - Daily expectations for pro-social behavior

|  |  |  |  |
| --- | --- | --- | --- |
| Activity | Ready | Respectful | Safe |
| Coming into school | Have necessary equipment: PE kit, homelearning, reading, spelling, times tables books as appropriate  Wear correct school uniform: hair tied up, no fitbits or big watches, no nail varnish | Staff and children greet each other with, ‘Good Morning’ | Hang up coats & bags to keep cloakrooms tidy & floor clear  Use indoor voices  Smart walking  No wheels, stay off play equipment |
| Whilst working in the classroom / learning bays | Pay attention to the adults  Join in | Listen to adults and other children  Hand up to contribute  Don’t distract others  Wait your turn | Keep hands and feet to yourself |
| Moving around the school |  | Treat school property with respect  Don’t distract learning in other classes | Smart walking  Indoor voices |
| Assembly | Arrive on time  Look at the speaker | Sit smartly and silently | Smart walking in and out of the hall |
| Lunchtimes | Leave the scraper beside the bin | Use good manners: say ‘Please’ and ‘Thank you’, no talking with food in mouths, use knives & forks  Indoor voices | Wash your hands before lunch.  Queue sensibly  Be tidy  Smart walking  Eat only your own food  Tuck your chair in |
| Playtimes | Have suitable clothing, eg coats | Speak nicely to each other.  Play kindly.  Take care of each other and equipment.  Use the Octagon for quiet time. | Line up sensibly  Play safely: no rough games, be aware of other children as you move around.  No throwing objects over fences  Kind hands, feet & words.  Stand still when the first whistle blows, line up after the second whistle. |
| End of the day | Take home everything you need. | Make sure that the classroom and learning areas are tidy | KS2: Only go home with your expected adult – return to your class teacher if your adult isn’t there.  KS1: line up smartly and wait for your teacher to see your parent |

Appendix 2 - Restoration flow charts

All staff have positive relationships with children and are aware of their individual needs

Child misbehaves

Positive praise given to

other children doing the right thing

Adults use a ‘look’ Praise for doing the right thing

Reminder of school expectation

using positive phrasing and Praise for doing the right thing

de-escalation strategies

Child with risk management plan No risk management plan

Follow steps on risk management plan, limited choice using agreed script praise

using other available adults as necessary

Educational consequence

Complete behaviour analysis &

pass copy to SENDCo. Staff work

together with SENDCo to amend  Restorative conversation with member

of staff

plans.

Consult SLT and contact parents as necessary

**Playtimes** Monitor and analyse behaviour patterns as

required

Poor behavior choices,

E.g. rough play

Reminder

Limited choice

Consequence/Walk with me

Restorative conversation with member of staff

**Specific events causing injury**

Children & witnesses complete a reflection

Incident reported to class teacher to follow up

Senior teacher/DHT informed if required

Note completed by class teacher & filed

in behavior log along with reflections

Restorative talk with member of staff

KS leaders monitor behaviour logs fortnightly to identify

patterns of behavior. Report at leadership meetings

Appendix 3

**Governors' Statement of General Principles for a Behaviour Policy**

**This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the behaviour policy although the Headteacher must take account of these principles when formulating this.**

**The following general principles of behaviour apply:**

* **Every pupil 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**
* **Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy**
* **The behaviour policy is understood by pupils and staff**
* **The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions**
* **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**

Good behaviour should be promoted through the development of a positive environment and ethos, together with high quality teaching and learning, and procedures which:

* ensure that every child has the right to learn but no child has the right to disrupt the learning of others.
* encourage pupils to have respect for themselves, for their peers and for adults;
* encourage pupils to have a respect for the rights of others, including all staff
* encourage pupils to have a respect for the property of others, including the school;
* encourage pupils to be accountable for their own behaviour;
* encourage self-­-discipline and self-­-control;
* strongly discourage aggressive behaviour of all kinds;
* place importance on reinforcing positive behaviour more than punishing misbehaviour;
* increase and widen pupil's sense of belonging in the school community;
* ensure fair and honest treatment and place an emphasis on attempts to identify and address causes for mis-­-behaviour rather than just treating symptoms;
* encourage the partnership between school and home through the early involvement of parents of a pupil who is persistently difficult.

The general principles may be summarised as: respect for people, respect for property and respect for the school. The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Exclusion from school is regarded as a last resort and will be avoided as far as possible. It may be used in response to a single extreme incident or after a long series of serious misdemeanours. LA guidance on fixed term/permanent exclusion will be followed in such cases including writing a behaviour management plan for any pupil at risk of exclusion. If exclusion becomes necessary the statutory exclusion procedures will be followed and parents will be informed of their right of appeal.

**School statement on the use of powers of searching pupils and the reasonable use of force.**

The school will always act in accordance with current advice from the Department for Education on Searching, Screening and Confiscation.

The following principles apply based on latest DfE advice (January 2018):

**Searching Pupils:**

School staff may search pupils with their permission for any item that is banned by the school rules.

The Headteacher, and staff authorised by the Headteacher, have the power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting the pupil has weapons, alcohol, illegal drugs and stolen items or any article that the member of staff reasonably suspects has been, or is likely to be, used i) to commit and offence, or ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which had been identified in the rules as in item which may be searched for.

**Use of reasonable force:**

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The school has a policy to cover the use of any physical interventions with children.

The headteacher should be informed of any incident that has led to the use of these powers, which will be recorded.

**Confiscation**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.