

Hangin' Heaton CE (VC) J&I School

POSITIVE BEHAVIOUR AND ANTI-BULLYING POLICY Reviewed **Nov 2023**

Vision:

'Let all that you do be done in love' - (1 Corinthians 16:14)

Our vision underpins all that we do in school. This vision, supported by our Christian values, which for 2023-24 are **Courage, Peace, Truthfulness, Respect and Reverence, Responsibility, friendship** which are an essential part of our school lives, allows us to serve our community by providing a high-quality education within the context of Christian belief and practice.

Love for learning

We are all on a fun learning journey in order to achieve our full potential

We celebrate and share our successes and achievements

Love for ourselves

We promote a positive, healthy lifestyle and aim to make ourselves the best we can be

We all have our own thoughts, gifts, talents, skills and abilities

Love for one another

We look after one another and show care for everybody

We respect the beliefs and cultures of all communities

Love for our world

We work together to create a warm, safe and stimulating environment

We act to take care of our wonderful world

We aim to develop our children socially, morally, academically, culturally and spiritually to help them to be more valued and responsible citizens.

Aims:

'To create a fair, just and harmonious school community, that promotes social inclusion, community cohesion and equality, that respects diversity and which challenges and acts upon discrimination and inequality including bullying.'

'To consistently challenge all put downs, harassment, name calling, bullying, threatening or hurtful behaviour (physical and psychological) that violates a group or individual.'

To avoid stereotypical expectations and ensure that praise and sanctions will be given fairly and in an indiscriminate way.

To ensure that every child is able to fulfil their potential unhindered by the behaviour of others. To support pupils in developing an understanding of how they are each responsible for their own behaviour as they grow up and how their behaviour might affect their own learning.

*Some of these aims are also stated in our school's Single Equality Plan.

Our Children Are Expected To:

Follow our School Rules and to remember we are a 'telling school' that supports each other as a caring school family. Our School Rules are reviewed regularly in consultation with all pupils and staff.

Our School Rules (Displayed in main school Hall)

- **Look after property, each other and ourselves**
- **Be respectful to all and be responsible for our actions**
- **Learn and let learn**
- **Have fun!**

Rewards

We recognise that rewards and praise for good behaviour are far more effective, and positive, than consequences are for poor behaviour. It is our intention that the system for rewarding and praising good behaviour should play a far more important role in the day to day running of the school, than should sanctions.

Rewards systems to be used in school include the following:

- Giving pupils stickers and positive comments in their work
- Awarding individuals star points which involve sending children to Mrs Potter or Mrs Brooke-Mawson and lead to certificate presentations of Bronze, Silver and Gold.
- Regular star of the week assembly with pupils sharing their superb work and gaining the class trophy for a week. Sharing displays in individual classrooms showing golden work and photographs of stars of the week.
- Mathematical rewards certificates for times tables and other fluency successes.
- Special roles and responsibilities around school and in class

Actions and Consequences

In the main, it is intended that class teachers will manage the behaviour within their classrooms and will support children through applying consistent classroom rules and behaviour management strategies to maintain positive behaviour. Where behaviour becomes extreme, Senior Leaders will intervene to support and parents will be engaged in order to work in partnership to achieve an improvement.

The following actions and consequences have been discussed, and agreed, by the children and staff in school. They will be reviewed annually.

- Stage 1 – Name recorded on board as a warning
- Stage 2 – Mark recorded next to name on board as final warning
- Stage 3 – Time out in class
- Stage 4 – Time out in alternative class

- Stage 5 – Time out at playtime with reflection sheet
- Stage 6 – Time out at lunchtime
- Stage 7 – Senior leader intervention (could result in parental engagement and/or exclusion)

EXAMPLES OF ACTIONS	CONSEQUENCES to start at
Disruptive behaviour in class	Stage 1
Misbehaviour at playtime	Stage 5
Misbehaviour at lunchtime	Stage 6
Racism or bullying, malicious allegations against a member of staff	Stage 7
Intentional violence to another child or adult	Stage 7

Restorative justice

Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences.

In a rules-led system, the tendency is for the teacher to tell the child what they've done wrong, and how they will be punished for it. However we believe that in such a system, children do not learn about the responsibility they had in that situation and how it affected other people, because it is an adult who has intervened and told them what they have done wrong.

Restorative practice, on the other hand, involves helping the child think through their behaviour, its consequences and what they can do to make it better.

At Hanging Heaton, our vision involves conducting oneself in a positive and considered manner and building a community based around being mindful of others, where children take responsibility for their own behaviour.

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it:

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

We use Emotion Coaching to support children to understand, regulate and reflect on their behaviour. These steps are used primarily for the reflection time as identified above and also for those children with specific educational needs whose plan suggests that an alternative approach is required to assist them with their social and emotional wellbeing. This alternative approach will also include Zones of Regulation work.

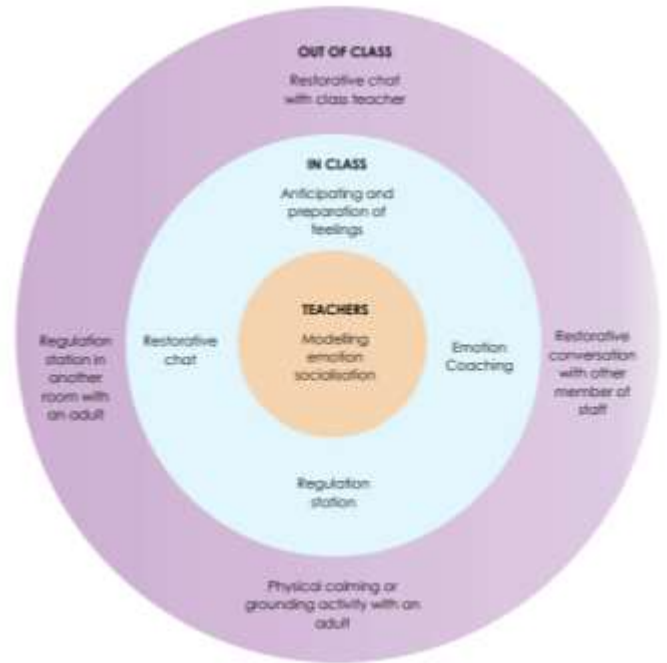
Steps and Responsibilities of Emotion Coaching

Step 1 - Recognising the child's feelings and empathising with them.

Step 2 - Label the feelings and validating them (validating = let the child know why they might be feeling like this and that this is okay)

Step 3 - Set limits on the behaviour (if needed)

Step 4 Problem-solve with the child



Exclusions:

Only the Headteacher or Deputy Headteacher (in the head's absence), has the power to exclude a pupil from school. This would be used as a last resort, in line with the LA guidance on fixed term or permanent exclusions and in consultation with the Governing Body. Parents and the LA would be informed immediately and parents would be reminded of their right to appeal against the decision. See the appendix containing a sample letter to be sent home with parent and child in these circumstances.

Bullying

Bullying is defined as any action taken by one or more children, with the deliberate intention of hurting another child either physically or emotionally. It is the perception of the action and the feelings of the victim that are paramount until such times as bullying is proved not to have taken place. Bullying is wrong; it damages children and we will do all we can to prevent it. We will continue to develop a school ethos in which all forms of bullying are regarded as totally unacceptable. We recognise that bullying takes many forms including hitting, kicking, pushing, name calling and excluding. We recognise that bullying is possible in all schools and we try to be vigilant and responsive. Pupils are encouraged to feel are school is a 'telling school' and that it is safe and the right thing to do to tell of problems concerning bullying. PSCH, Worship and Circle Time sessions are used annually as part of our long term Curriculum planning in order to teach pupils about the issue of bullying, how to deal with it and where and how to get help.

We will:

- Take pupils' and parents' complaints seriously and investigate thoroughly

- Deal with incidents sensitively so that there are no repercussions
- Educate children about how wrong bullying is, types of bullying and what to do if being bullied
- Provide a climate in school where it is 'cool to tell'
- Praise children who report incidents of bullying
- Raise the self esteem and self confidence of all pupils
- Provide counselling for parents and children where necessary
- Record serious incidents of bullying and regularly monitor the outcomes

All Our Staff Are Expected To:

- Ensure this policy is implemented
- Be good role models for others
- Implicitly and explicitly teach our children our behaviour expectations in school
- Have high expectations of pupils' behaviour
- Promote a positive working atmosphere throughout the school
- Monitor behaviour on a regular basis and keep regular contact with parents about any concerns. Inform the Headteacher if any parent has had to be spoken to about their child causing concern. Keep a record of such conversations and decisions made and agreed.
- Be around school at key points during the day, especially playtimes and lunchtimes and start and end of day
- Support pupils in completing 'Thinking Sheets'
- Provide support for staff where there is negative behaviour
- Offer a wide range of rewards and sanctions
- Use a wide range of appropriate behaviour management strategies including 'Team Teach' positive handling strategies for pupils (See Reasonable Use of Force guidance <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools> and Appendix 1)
- liaise with parents and external agencies
- Ensure children's' views are heard
- Give children responsibilities
- Be alert and responsive to signs of bullying or racism
- Keep records of incidences of misbehaviour on CPOMs.
- Inform the Headteacher and ensure legal records are kept for all serious incidences, racism and bullying using the appropriate recording system

Staff development and Support

As a caring school community, we work with one another to ensure that all staff are supported when dealing with behaviour issues to ensure a clear and consistent approach. Our SENDCo liaises with other agencies to arrange staff development sessions where needed for individual pupils. The SLT will be on hand to support where needed.

The Role of Parents/ Carers

We recognise the importance of school and home adopting a consistent approach to behaviour management that is built on mutual respect and trust. Parents are encouraged to support and trust us, and we in turn ensure that we deal with all incidents fairly and consistently.

Parents are informed of the school's Positive Behaviour and Anti Bullying Policy through newsletters, policies sent home, induction for new parents' meetings and the prospectus.

Parents' views are taken very seriously. They are actively encouraged to meet with the class teacher in the first instance and to remember that the Headteacher is always available for any worries or concerns. The school has an Open Door Policy but parents may be asked to make appointments if concerns cannot be quickly dealt with and more lengthy discussions are required. The class teacher will also inform parents about incidents wherever appropriate. It is important that effective communication between home and school is maintained.

Equality

This policy also takes into account and reflects the school's Equality, Diversity and Cohesion Policy, the findings of the 'Stephen Lawrence Enquiry', LA Guidelines, our duty to promote Disability Equality, our Inclusion Policy and the Equality Act 2010. When carrying out positive behaviour management and anti bullying strategies in school, staff will have equal expectations of all our pupils.

Review

The Policy will be annually reviewed by all pupils, staff and Governors. The Governing Body and Headteacher are responsible for making sure this review happens and that any amendments/ alterations are agreed and in line with Government and LA guidance.

Appendix 1: Use of force to restrain or control pupils

On the rare occasion it may become necessary to physically intervene to safeguard the well-being of children and staff. It is the objective of our school to maintain consistent and safe practices in the use of handling, reasonable force & restraint.

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law.

The Governing Body have taken account of advice provided by the DfE - Use of reasonable force: advice for head teachers, staff and governing bodies and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

Force is generally used for two different purposes, either to control pupils or to restrain them. Control can mean either passive contact (standing between two pupils or blocking a pupil's path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back).

All members of school staff have a legal power to use reasonable force.

Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Definition of Terms:

Handling – refers to any physical intervention applied by a member of staff where it is necessary to make physical contact with a student in order to manage their conduct, or ensure their own or others' safety. Handling strategies may be restrictive or non-restrictive and include shepherding, guiding, supporting, blocking, confining, holding and, in the most extreme cases, restraining.

Use of Reasonable Force – is the application of appropriate and proportionate force required to achieve the required outcome from the handling strategy employed (see above) without further endangering the student, member of staff, or others present at the time of physical intervention.

Restraint - is the positive application of force in order to actively prevent a child from causing significant injury to him/herself or others or seriously damaging property.