

Childer Thornton Primary School

Positive Behaviour Management & Anti-Bullying Policy



This policy has been reviewed to take the the ***UN Convention on the Rights of the Child*** and **No Outsiders** approach into account.

Article 2 (non-discrimination): Our SEND policy applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 3 (best interests of the child): The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 23 (children with a disability): A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. At Childer Thornton we will do all we can to support disabled children and their families.

Behaviour Management Policy

"You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression". (Paul Dix, Pivotal Education)

At Childer Thornton Primary School, we want to create an environment that is safe, where everyone feels respected and where students come into each lesson ready to engage in learning. The purpose of our behaviour policy is to cover the following aspects:

- Fulfil the governors' duty of care to students and staff, enabling them to feel safe, respected and valued.
- Promote a calm and positive climate for learning that ensures effective learning and teaching takes place, leading to high standards of attainment for all pupils.
- To establish a framework for staff to problem solve that focuses more on relationships and less on sanctions.
- To support pupils to develop the skills to take responsibility for poor conduct and to manage and modify their behaviour
- Ensure that the reputation of Childer Thornton Primary School is positive in the local and wider community.

A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times. Our behaviour policy was created by a working party of staff, governors, parents and children in order to promote a well-disciplined, ordered and happy school, which allows our children to achieve their best.

All our staff have been trained in **Pivotal Behaviour Training**. This approach takes the view that 'When the adults change, everything changes.' As adults it is our responsibility to model and promote the positive behaviour and mutual respect that we expect of our children. As a school we have determined there are three words that encompass the behaviour we expect, in order to keep things consistent, clear and memorable for the children and staff. These words are **Ready, Respectful and Safe**. These are communicated and taught to children in a developmentally appropriate way.

Children are encouraged to be **ready** to learn – this is both in their attitude towards learning and in having the practical things they need to learn such as PE kits, looking after their books and equipment. To be ready to learn, children need to ensure they are listening to staff and follow instructions.

Respectful behaviour is encouraged at all times – this is being respectful to themselves, their peers, all staff members and visitors to the school. Children are also taught to treat equipment, resources and property with respect.

Our primary concern is keeping children **safe** at all times and teaching them how to keep themselves and others safe. We encourage children to move safely around school and promote 'fantastic walking' as part of this.

The Pivotal approach is underpinned by The Five Pillars of Pivotal Practice:

1. Consistent, calm adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative approaches

These are explained in more detail below:

1. We encourage good behaviour through our practice of having consistent, high expectations; following a clear policy and upholding an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. Adults will not display frustration or anger towards children and will actively model and promote the behaviour they expect from the children.
2. We believe in celebrating the children who consistently follow the school rules and who conduct themselves in an exemplary manner. We focus our efforts on recognising and praising good behaviour and will give our attention first and foremost to those children who are demonstrating the behaviour we expect. We believe in actively framing the moment for children when they are making the right choices so each class has a recognition board where children's names are written down for positive reasons. Praise given to children is clear and specific, to highlight and positively reinforce exemplary behaviour and to recognise those children who are demonstrating that they are *ready, respectful and safe*. Parents are also involved and staff will send home postcards or make phone calls home to inform parents so that they can share the role of promoting positive behaviour.
3. A consistent approach is vital and all staff are expected to follow clear routines that actively promote Ready, Respectful and Safe behaviour. There are clear sanctions for those who do not comply with the school's behaviour policy. These are proportionate and fair responses that are implemented consistently and fairly in line with the behaviour policy, taking into account the age of the pupils, and any other special circumstances that affect the pupil. All staff have a responsibility to support behaviour management and we expect it to be promoted throughout all areas of the school and at all times of the school day. For example, routines such as Meet and Greet and End and Send are pivotal in developing positive relationships between staff and children.
4. Whilst the majority of our pupils do behave extremely well, we recognise that children are very much still learning about social conventions and what behaviour is appropriate in school. As such, there are times when intervention is needed. To maintain our calm, consistent approach, staff will follow a clear, scripted process. A laminated script is worn by staff on their lanyards to ensure it is to hand when needed. If a child continues to be disruptive, then a senior member of staff will be asked to intervene. Staff should not involve the senior leadership team unless the above has been followed and been unsuccessful.
5. When a member of staff has had to intervene to manage a child's behaviour, it is important that the relationship and trust between the adult and child is not damaged. We believe in holding restorative conversations and interactions with children following such an episode. This may not be immediately after the event, particularly if emotions are running high. It is the adult's responsibility to look out for ways to build a positive relationship with the child and it is important to be vigilant for ways to praise and promote any positive behaviour resulting from the intervention.

Pupils with Special Educational Needs Emotional & Behavioural Difficulties

We aim to create a fully inclusive behaviour management approach and as such we understand that there are some children who have very specific difficulties with behaviour and self-regulation. Through extensive research and training delivered by Team Teach and trauma specialists, we recognise that some children may need an individual behaviour plan. When this is the case, we will work closely with our SENDCo, the child's parents, the SEN team and may seek other expert advice from outside agencies such as the Autism Team, CAMHS, or an Educational Psychologist, in order to meet every child's individual behaviour management needs in an effective and suitable way.

Staff will always use extreme care and sensitivity when dealing with pupils who have additional needs such as social, emotional and mental health needs or social and communication needs which can impact upon the way they behave. Confrontations are stressful and unproductive for teachers and pupils alike. We apply a range of strategies for dealing with such children, but we bear in mind that every child and every situation is individual and unique. What works once, or with a particular child, may well need to be changed or adapted for other situations or children. We offer support through interventions such as Social Stories, Theraplay and our ELSA programme.

We acknowledge the school's legal duties under the Equality Act 2010, the Children and Families Act 2014, and the Special Educational Needs and Disability Code of Practice 0-25 years.

Classroom Rules

- Always be 'Ready, Respectful and Safe'.
- Positively promote our 'No Outsiders' equality ethos on a daily basis.

Our 'Ready, Respectful and Safe' rules are displayed in a prominent position in every classroom to act as a visual reminder which teachers can refer to. At the beginning of each academic year, the teachers will engage in a discussion with their class about what these rules look like in practice so that everyone is clear about what is expected and to encourage the children to take ownership of them.

Rewards

The Pivotal approach asserts that specific, clear and authentic praise or recognition from a teacher is one of the most effective and meaningful rewards for a child. Children being noticed, thanked or praised by the teacher or having their name written on the recognition board in the classroom is part of our daily practice. In addition to this, staff are asked to make one phone call home per week and to write as many postcard slips as practically manageable to recognise exemplary positive behaviour or a marked improvement in behaviour from a child. It is important that these are genuine and authentic though and not just a box-ticking exercise or making their way down a class list. Staff are encouraged to write postcard slips for the children to take home and may also make a phone call if they so wish. Children may also receive a certificate in Celebration Assembly for achievement or Writer of the Week (WOW).

To promote and encourage a feeling of belonging and team spirit within classes, children can also earn a marble for excellent whole class behaviour e.g. in an assembly or if the whole class behaviour or attitude has been particularly exemplary during a lesson. This is placed in a jar in the classroom and when they have earned 20 marbles, they are given a reward of 30 minutes class bonding time. This is to be taken at the teacher's discretion and can be an outside playtime or indoors with toys/games. When the class jar is filled, the class notifies the headteacher who adds a marble to the whole school jar and when this reaches 20, the school will vote on a whole school reward.

Assessment, Recording and Reporting

Children who demonstrate extreme deliberate unsafe or disrespectful behaviour will be reported to the head teacher or a member of the SLT. This may include fighting, damaging property, seriously endangering others, offensive/ bad language to pupils or staff. Any racial or hate crime must be immediately reported to the headteacher or a member of the SLT and recorded. All incidents will be investigated and all parties involved will be listened to in a fair and equal manner. After investigation, these incidents will be recorded on CPOMs and parents will be informed at the headteacher's discretion.

Calm spaces

Calm spaces are used as part of a gradient approach to supporting behaviours, starting from the least restrictive interventions such as verbal commands moving towards the use of physical interventions. In Childer Thornton Primary School we have a commitment to manage behaviour positively. We employ a wide range of proactive, rather than reactive, behaviour support strategies based on the principles of the Team Teach approach.

Calm spaces are never used as a punishment or as a threat to an individual. Children may be offered the opportunity to retreat to the calm room/safe space if it is known to be a helpful strategy. The calm room will not be locked, latched or secured in any way that would, in case of an emergency, prevent staff or students from exiting the area. The calm space is seen as an extension of the individual's normal working area, e.g. the classroom, playground or dining areas. Calm spaces are also able to be accessed when the child is not in a state of arousal but as a positive space where nurturing activities can take place and where the child feels safe.

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence or injuring themselves or others. Our teaching staff and relevant support staff have been trained in 'Team Teach' approaches to handling children if the need should arise. A large part of this training is based on de-escalation and this is something we strive to do before the handling techniques are implemented. All physical restraints are recorded using bound and numbered book paper work and are stored on CPOMs.

Exclusions – See Trust Exclusions policy

The facility will be operated only by the Head in conjunction with DFEE guidelines and legislation, whether exclusion is temporary or permanent.

Fixed Term Suspensions

- 1 If a child is suspended for a Fixed Term, schools are required to keep their own records of these suspensions in the first instance. Schools should continue to record this information **immediately** onto Arbor.

This data will then be collected as part of the data collection for the Children & Young People's Database. Parents need to be informed using the appropriate standard letter (1-3) available on the CWAC website.

- 2 Please continue to send copies of any letters issued to the parent/carer to central admin for suspensions. Email to: Exclusions@Cheshirewestandchester.gov.uk
- 3 For fixed term suspensions as soon as the LA is made aware of a fixed term suspension beyond 15 days or cumulative fixed term suspensions beyond 15 days in a term, the Chair of Governors will be reminded by the LA of the need to meet to review. The Education Access & Behaviour Improvement Team will also be automatically informed as part of the LA monitoring role.

The Education and Inspection Act (2006) has brought in a range of new provisions. In particular, for suspensions, Headteachers are reminded that for any single incident of fixed term suspension beyond

five days, the school must provide full-time education off-site from Day six. The policy is based on HMI advice that exclusion beyond two or three days is not considered effective and can be counter productive. In the case of this happening at Childer Thornton, school will liaise with the Education Access & Behaviour Improvement Team within CWAC to ensure that full-time education is provided (see below)

Permanent Exclusions

- 4 When a child is **Permanently Excluded**, schools are required to inform the LA **within 24 hours** (and not at the point that any appeal may have been heard). This is because the LA has a statutory duty to put educational provision in place for permanently excluded pupils from the Sixth Day and we need time to set up that provision. Schools should email a copy of the letter sent to the parent/carer to Kelly.Percival@cheshirewestandchester.gov.uk
- 5 Schools are also required to complete form BSP1, at the point of exclusion, and need to email this form to: Kelly.Percival@cheshirewestandchester.gov.uk within 48 hours. This form is available on the Cheshire West and Chester website. The information on this form is then used by:

The Education Access & Behaviour Improvement Team

- To arrange education for the child whilst they are out of school in accordance with the LA's statutory duty
- At the point where a child who has been excluded is admitted back into a new school Central admin for exclusions
- To assist with administration of the permanent exclusion and liaison with parents/carers in the first instance.
- To also include in our regular reports to the DfE

The link below can provide you with more information about school exclusions.

<https://www.cheshirewestandchester.gov.uk/residents/education-and-learning/pupil-exclusion-from-school.aspx>

- 6 Schools should continue to **immediately** record the permanent exclusion onto Arbor MIS.
- 7 Headteachers will be mindful of the statutory changes for parental responsibility. This makes it important to use the appropriate standard letters which cover the rights and responsibilities of parents. Please send copies of letters issued to the parent/carer to:
Kelly.Percival@Cheshirewestandchester.gov.uk

Governor Body Responsibilities

- 8 In line with statutory guidance, Access Officers (from the Education Access & Behaviour Improvement Team) will attend review meetings of the Discipline Committee of the Governing Body for permanent exclusions. These officers will also attend any subsequent Independent Appeals Panel. More information on the role of the Governing Body in school exclusions can be found on the following link
<https://schoolgovernors.thekeysupport.com/curriculum-and-pupils/behaviour-attendance/discipline-exclusions/discipline-committee/>

Managing suspensions data as part of our strategy to reduce the level of exclusions is a key priority for Cheshire West and Chester Council. It is imperative that we meet our statutory duty to ensure vulnerable children receive their educational entitlement particularly those subject to permanent exclusion

Anti Bullying Policy

Definition of Bullying: The Anti-bullying Alliance defines bullying **as ‘the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.’**

Aims

We have clear strategies for preventing, countering and responding to bullying.

Standards (as recommended by CWACs Anti-bullying Strategy)

1. To have a named individual who is responsible for the school’s anti-bullying policy and takes the lead in ensuring effective anti-bullying practice: **Mrs Yarranton** (Headteacher)
2. To have prevention strategies in place which create a safe and respectful environment for all in the school community (see below)
3. To have an anti-bullying policy and procedures in place which have been informed by the whole school community, including pupils, parents/carers and school staff, and are reviewed annually
4. To have effective recording, monitoring, and reporting systems in place for bullying incidents in line with agreed procedures.
5. To have a consistent approach when bullying occurs in line with the school policy and procedures, with support available for both the victim and the bully
6. To have staff who are aware of their responsibilities in relation to anti-bullying and relevant training given.

Links to all standards and additional material can be found on: www.anti-bullyingalliance.org.uk

Prevention Strategies

We have clear guidelines which are described under the following headings

Management - including procedure for recording incident

Organisation - of staff and facilities

Curriculum - including No Outsiders lessons and assemblies, promotion of British Values, SMSC embedded across curriculum areas as recognised by our SMSC Gold award and discrete Heart Smart lessons to teach mental wellbeing for themselves and others and positive relationships.

Management

The pupils are taught to approach any member of staff to report and or discuss bullying. Every member of staff has been trained on how to handle the information / situation discreetly and in line with agreed policy. A situation needs to be created to ensure the child's privacy.

Any reports or incidents of bullying must be recorded on CPOMS. An alert will be allocated to Mrs Yarranton, Mrs Belding (Deputy Designated Safeguarding Lead) and the SLT who will investigate further.

Method of Recording –

Accurate records are needed. We have a clear format on CPOMS for recording incidents.

Headings: - Who:
 Where:
 When:
 What Happened?
 Action Taken:
 How was incident followed up?

Talk to each child individually and record information in the child's voice. If the child needs to talk fill it in later but it is important to ensure the information is agreed upon. It is important to keep to the headings when asking questions.

Decide in consultation with the Head whether to involve parents; generally, this should be a standard procedure.

Early response is an important factor in eradicating bullying and for maintaining co-operative behaviour.

Victims need support from their parents and teachers to help them to increase their self-esteem and social skills.

Children who have engaged in bullying behaviours need to develop social skills and will need help from parents and teachers to change their behaviour.

Organisation

The headteacher will ensure that appropriate staffing levels are in place at all times during the school day to reduce the risk of bullying incidents occurring. Staff who are needed to investigate or intervene following an incident of bullying will be deployed appropriately.

All classrooms have a worry box that the children can post worries in if they feel too anxious to verbally alert staff which then allows staff to investigate further.

Curriculum

Anti-bullying awareness and the promotion of positive and inclusive social skills are included in PSHE and Citizenship programme. We follow the HeartSmart scheme which involves anti-bullying lessons for each year group. In addition to this, we hold a yearly anti-bullying week to raise awareness throughout school. This is used by teachers as a way to identify and analyse potential problems, discuss solutions and review progress.

Our pupils are encouraged to be assertive from an early age. These elements are embedded in our ethos and in our discussions with children when helping them to manage conflict. They also form a focus for each year group during our yearly RSE lessons (Christopher Winter scheme) to ensure that they become familiar with techniques to use.

- making verbal assertive statements (eg “I don’t like you doing that”)
- resisting manipulation and threats
- leaving a bullying situation
- enlisting support from others
- boosting own self-esteem
- remaining calm in a stressful situation

Pupils need to be made aware that observing bullying requires a response.

Our pupils are encouraged to take one or more of the following actions if they witness any bullying behaviour:

1. Make sure that no-one is left out of a group or made to feel like an outsider.
2. Ensure that they do not smile or laugh at bullying.
3. Tell a member of staff.
4. Tell bully (bullies) to stop.
5. Show that they do not approve

Every child reported that they know what to do if instances of bullying occur during our last SMSC questionnaires (Summer 2023)

Homophobic, Biphobic and Transphobic Bullying

Homophobic, biphobic and transphobic language happen across any area of school life, including in the corridors, online and in the playground, and affects lots of different groups of pupils, not just those who are lesbian, gay, bisexual or transgender. While sometimes dismissed as ‘harmless banter’, homophobic, biphobic and transphobic language has a damaging effect on young people’s self-esteem and, left unchecked, gives the impression that being lesbian, gay, bisexual or transgender is shameful or wrong. The prejudicial attitudes that young people can develop because of homophobic, biphobic and transphobic language can also lead to more serious bullying down the line, or in some cases, hate crimes or hate incidents that go beyond the school community.

Sometimes pupils who don’t conform to gender stereotypes experience homophobic, biphobic and transphobic language, simply because they like activities or dress in ways that don’t fit with others’ views about ‘what boys are like’ or ‘what girls are like’. The most important thing is to challenge all negative language, including homophobic, biphobic and transphobic language, in school so that everyone feels comfortable and happy to be who they are without fear of ridicule or experiencing discrimination from others.

We have a zero tolerance for the use of phrases like ‘That’s so gay.’ or ‘You’re so gay.’ which are the most common form of homophobic language. 99 per cent of lesbian, gay and bisexual young people report hearing the casual use of these phrases in school. These comments are sometimes directed towards people who are actually, or perceived to be, lesbian or gay. However, they are most often used to mean that something is ‘bad’ or ‘rubbish’, with no conscious link to sexual orientation at all, for example ‘Those trainers are so gay’ (to mean uncool) or ‘Stop being so gay’ (to mean stop being so annoying). At Childer Thornton we will always challenge this use of ‘gay’, as by not doing so this can have a damaging effect on pupils, leading them to think being lesbian or gay is something negative.

We acknowledge the school’s legal duties under the Equality Act 2010 and the protected characteristics of sexual orientation & gender identity. Derogatory language – used by staff or pupils – on these same grounds is unacceptable. Derogatory language will be challenged and recorded by staff on a ‘Child Causing Concern’ form. Incidents are monitored closely by senior leadership and reports are

regularly sent to governors. Appropriate follow-up actions and sanctions will be taken, including with staff who use homophobic, biphobic and transphobic language.

All members of the school community are asked to use language that is respectful of and kind towards others and that does not perpetuate stereotypes or offend others

At Childer Thornton, the 'No Outsiders' approach (created by Andrew Moffat) has been embedded deeply in our ethos and has had an extremely positive impact on children's broadmindedness related to LGBT matters.

Associated resources

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>
4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils.

<https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>

Legislative links

Education Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

School Information (England) Regulations 2008

Equality Act 2010

The Education (Independent School Standards) (Amended) (England) Regulations 2014

Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

Addendum

Specific Script

- Darrel, I've noticed...
- That's not showing our rule of...
- This is the third time I've spoken to you, you'll need to see me for 2 minutes at break.
- Do you remember yesterday when... that's the behaviour I expect to see from you.
- I know you can be amazing.
- Thank you for listening.

Five steps

- Reminder –Throughout the lesson it can be done more than once if child resets each time
- Warning - Privately – "I've noticed that.." Reframe behaviour "Remember when..."
- Response – Last chance. Use script.
- Reset – Break the cycle. Move area. Use script.
- Repair – Restorative conversation. 1) What happened? 2) What were you thinking? 3) How did this make people feel? 4) Who has been affected? 5) What should e do to make things right?

Examples of natural consequences - children are not shamed

- Being asked to go to the back of the line if the child is pushing in
- Picking up play equipment if they have thrown it on the floor
- Teacher expectation with regard to the amount of work that needs to be completed e.g. in your Power Maths books by the end of this lesson you need to have done...
- If a child defaces equipment they will need to clean it
- Participating in a restorative conversation after the lesson i.e. in playtime

However we choose to reset, or provide a natural consequence, we will do this in the most sensitive way possible to avoid shame and humiliation.