



**CHILTON COMMUNITY PRIMARY SCHOOL**  
**POSITIVE BEHAVIOUR & ANTI-BULLYING POLICY**

*Respect, Believe, Achieve*

<b><u>Person Responsible:</u></b>	Mrs L Carr
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<b><u>Signed by Chair of Governors</u></b>	.....

**At Chilton Community Primary School we recognise that:**

- Being 'fair' is not everyone getting the same (equality), but everyone getting what they need (equity).
- Behaviour is a form of communication.
- Relationships need to be put first. School, children parents and carers need to work together.
- There need to be clear expectations and boundaries around behaviour.
- We need to focus on the feelings and emotions that drive the behaviour, rather than the behaviour itself.
- Not all behaviours are a choice.
- A whole school approach is needed.
- Responding to the needs of a child is everyone's responsibility.
- Food should not be used as a reward.
- Displaying and moving names on a chart can cause negative emotions.
- Value laden vocabulary such as "good choices," and "bad choices" should not be used.

This policy is based on guidance provided by EduPod senior Mental Health Lead training and has been developed with school staff, governors, children and BellsCroft Consultancy.

Our pupils are taught the school values of Respect, Believe, Achieve through assemblies and lessons and discussions. Demonstrating the school values is an expectation for all.

**This policy aims to:**

- Help children to develop a sense of self-regulation and an acceptance of responsibility for their own actions
- Use positive reinforcement to promote appropriate behaviour
- Support children in the development of skills needed to deal with various situations
- Support the children who are the recipients of aggression as well as supporting the aggressor
- Try to avoid exclusions
- Create the conditions needed for children to learn and thrive

**This policy should be read in conjunction with:**

Attendance policy

Restraint policy

**Roles and responsibilities**

Maintaining good behaviour is the responsibility of all staff, governors, parents and carers. We expect our staff and parents to be a good role model for our children.

**Promoting Respect, Believe and Achieve**

- Adults will walk at the front of the line and if possible another adult walks at the end of the line. If possible, a teacher will collect the children at the end of break and lunchtimes.
- Children will also be encouraged to walk around the school, in smart uniform.

**In Practice:**

All classes will have the school values “Respect, Believe, Achieve,” on display.

Co-regulation is used to support children in making the right choices. For example:

**Step 1:** Recognising, empathising, soothing to calm (‘I understand how you feel, you’re not alone’) **Step 2:**

Validating the feelings and labelling (‘This is what is happening, this is what you’re feeling’)

**Step 3:** (if needed): Setting limits on behaviour (‘We can’t always get we want’) **Step 4:**

Problem-solving with the child/young person (‘We can sort this out’)

**Responding to behaviour:**

A school value is demonstrated	Where children are following the school values, an adult may give verbal, or non-verbal feedback to a child and the child will receive a Dojo, using Class Dojo. The adult will be specific and clear about why the Dojo has been given and which value the positive reinforcement relates to.  Dojos are reset at the end of each half term. Dojos are awarded under Respect, Believe and Achieve. Children will receive a Bronze, Silver or Gold certificate based on each classes’ individual point system.  Classes can work towards a group reward, to be agreed between the class and the teacher. For example, an extra break time, a story or an outdoor activity. It is not expected that this reward will be achieved weekly.
Attention needy behaviour seen	If a child needs a reminder, the adult will refer the child to the school value they need to demonstrate.
Attention needy behaviour repeated	Lose a dojo (this can be earned back by demonstrating the school values). Appendix 1, Behaviour Safe functional analysis form may be used. Record on Arbor at the end of the day (keep a tally during the day).

More serious behaviour seen	Results in 2 consequences: 1) In the moment: Lose a dojo (or multiple) and one of the following: Miss some break; phone call to parent/ carer; conversation with senior teacher/ headteacher; time to reflect in a quiet space 2) Consequences will be used in conjunction with an opportunity for the child to demonstrate one of the school values. E.g helping a member of staff at breaktime, helping to litter pick to show respect for the environment.
	Record on Arbor straight away. Appendix 2 Behaviour Safe Behaviour Support Plan may be used. Appendix 3 Behaviour Safe Risk Assessment may be used.
Repeated attention needy behaviour	Consider the following examples: Green Light mentoring referral; class intervention; play therapy referral; lego therapy; more structured breaktimes; drawing and talking; adapting routines and structures; planned positive interactions and adult time; discussion with SENCO, a behaviour support plan – <b>appendix 1</b> .
Continued repeated negative behaviour incidents.	Check Arbor for those pupils that may fall into this category. Refer to the Appendix to the Behaviour Policy for flow chart guidance on the steps to follow for this.

Behavioural data will be analysed at least half termly. If high incidents of low-level behaviour are recorded, appendix 1 Behaviour Safe functional analysis will be used to consider possible actions.

At Chilton Community Primary School, we believe that the disruption of learning time shows a lack of respect for other people and must be dealt with. This is crucial in order to maintain the rights of other class members to learn without disruption. The teacher will discuss the unacceptable behaviour with the child at a time when s/he is no longer disruptive to the group.

The majority of children will be keen to work and will be engaged with their task for the majority of the time. The majority of off task behaviour is non-disruptive and simple redirecting techniques can bring children back on task very quickly reducing the likelihood of disruptive behaviour.

Techniques such as:

**The look** -give the look that says 'I'm aware of your behaviour and disapprove' this is an effective way of redirecting non-disruptive off task behaviour.

**Proximity praise** -focus on the behaviour of the children around the child who is off task.

**Redirecting** -just mentioning the child's name when talking can be enough to bring them back on task.

**Physical proximity** - re-direct the child back on task simply by walking over and standing close by, the child will know you have arrived and will respond. As soon as the child is back on task find an opportunity to praise him/her.

**Hints for staff:**

- be positive, and have high expectations of children's behaviour
- respond positively to appropriate behaviour
- start every day new - don't keep referring to previous behaviour
- make sure the child knows it is the behaviour not the person that you do not accept
- avoid confrontation - 'do this by the time I count from 5 to 0 - (what happens if they don't) say 'I do not like what you are doing' rather than ' stop that at once.'

**Bullying (see Appendix 4 for further information)**

Bullying is the deliberate, persistent, intentional victimisation of one person, or group of people, by another, in order to hurt, upset and control them, giving the bully a feeling of power. Bullies can torment and oppress physically, verbally and/or psychologically which includes online abuse through text, email or social media.

At Chilton Community Primary School, we do not accept any reason for Bullying, Racist, Sexual and Homophobic incidents. As a school we have a separate reporting and tracking protocol. Please see the Appendix which outlines the protocol to be followed when reporting, together with the sanction, interventions and support that can be put in place for both the victim and the perpetrator.

**Positive handling**

There may be occasions when staff need to physically intervene with children to ensure theirs or other safety or if their behaviour is significantly disrupting the learning of other pupils. Where there is a likelihood that staff may need to use positive handling, they will be given training in how to do this safely and effectively.

Where pupils' behaviour is such that positive handling is likely to be required parents will be asked to sign an agreement to say they are comfortable with the school using these measures.

Guidance is issued to staff about which positive handling techniques to use. There is a bound and numbered book kept in the school office where staff will need to record use of physical intervention. In the unlikely event that an injury was sustained there is a body map which will need to be completed and stapled into the bound and numbered book on the appropriate page.

Any use of physical intervention will only be carried out when absolutely necessary and will follow the guidance issued in the document "Use of Reasonable Force: Advice for head teachers, staff and governing bodies – July 2013"

**Confiscating Property -**

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The confiscated item should be retained in a safe place (e.g. the school office) by the teacher until it is to be returned.
2. Power to search without consent for 'prohibited items' including:
  - Knives and weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Pornographic images
  - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
  - Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

## **Behaviour beyond the School Grounds & School Hours**

The school has the right to protect its reputation and deal with situations that occur beyond the school grounds and usual hours, where they could be seen to bring the school into disrepute.

The school reserves the right to confer consequences upon its pupils where inappropriate behaviours outside of the school could be associated with the school and bring it into disrepute. In severe cases this could include the use of suspension or exclusion (e.g. where it was felt that to allow a child to attend school could result in harm / danger to a member(s) of the school community).

## **Restriction to Movement**

Where it feels there is a realistic chance of harm / danger / inappropriate behaviour or disruption to the smooth running of the school, the school also reserves the right to restrict the movement of pupils whilst on the school grounds. The reasons for this may stem from situations that occurred beyond the school itself as well as situations that have occurred within the school grounds. These restrictions may be temporarily applied by any member of staff in an emergency but will need to be confirmed by a member of the Senior Leadership Team if they are to remain for more than the initial day.

## **Serious incidents and further actions -**

Serious incidents are recorded on Arbor, under the headings: homophobic, disruption, breaking school rules, sexual harassment, prejudiced, child on child and exclusion. If these incidents are recorded, the headteacher should be informed in person by the member of staff.

Further consequences may be used, if behaviour has not been modified. These would be determined by the head teacher if 15 incidents in a half term period have been triggered on Arbor (as per flow chart guidance). They may include:

- internal exclusion fixed term from starting with single lesson (working in other class, no contact with peers)
- lunchtime suspension (if unacceptable behaviour is at lunchtime)
- school suspension
- permanent exclusion

In accordance with

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101498/Suspension\\_and\\_Permanent\\_Exclusion\\_from\\_maintained\\_schools\\_academies\\_and\\_pupil\\_referral\\_units\\_in\\_England\\_including\\_pupil\\_movement.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

The reasons below are examples of (but not restricted to) the type of circumstances that may warrant a suspension or permanent exclusion:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

Permanent exclusion is a final resort when the school is absolutely certain that everything, which can be done for the child and the parents, has been done.

There might be occasions when serious incidents occur of poor, inappropriate, uncontrolled behaviour, e.g. defying or swearing at an adult or fighting. These will be dealt with as each individual case warrants, and could require the immediate involvement of the head and or deputy.

Where a suspension, or permanent exclusion is necessary, parents / carers will be informed as soon as is practicable and clear reasons given for the suspension. A letter will be given to parents / carers to explain the reasons for the exclusion or suspension, their responsibilities during the period of exclusion and their rights.

Following a period of suspension, the Head teacher (or other Senior Leadership member if the Head teacher is not available) will meet with the child and their parents / carers to discuss a positive way forward, before they return to class. This will, in most cases, be at the beginning of the first day back. Appendix 2 Behaviour Safe Behaviour Support Plan may be used.

Appendix 3 Behaviour Safe Risk Assessment may be used.

## **Dealing with Bullying, Racist, Sexual and Homophobic incidents**

### **Statement of Intent**

At Chilton Community Primary we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying, Racism and homophobic issues of any kind will not be tolerated in our school. We are a Reporting school. This means that anyone who knows of any incident or anything happening is expected to report and tell school staff. All children have an absolute right to be educated in a safe and secure environment. All students must be aware of the distress these incidents can cause and not be mere bystanders.

### **The School's Approach to Bullying, Racist, Sexual and Homophobic incidents**

The school recognises the importance and value in dealing with the issue of Bullying, Racist, Sexual and Homophobic incidents. The school expects all members of its community to be aware of any incidence and know what action to be taken. There is no justification whatsoever for this behaviour and it should not be tolerated in any form. Bullying, Racist, Sexual and Homophobic incidents /behaviour is an issue for both bully and the victim. Both parties will be dealt with in positive and constructive ways which provides opportunities for change and development for the bully and victim alike.

The school recognises and values the home / school partnership in dealing with these incidents. Effective management of these incidents is a shared responsibility involving all adults who work in school, students and parents.

The school has guidelines and actions to deal effectively with the victims and those responsible for Bullying, Racist, Sexual and Homophobic incidents.

Here is a list of common types of bullying:

- Homophobic (any incident perceived by the alleged victim or any other person to be targeted around being lesbian, gay or bisexual. People do not have to be lesbian, gay or bisexual to suffer homophobic bullying)
- Racist (any incident perceived to be racist by the alleged victim or any other person. Incidents related to religion, culture or those involving pupils who identify as Gypsy/Roma traveller )
- Related to disability, SEN or health (behaviour perceived to be insulting to people with a range of medical, mobility, sensory, mental health or learning impairments. Incidents related to other health or Special Educational Needs come under this heading too)
- Related to home circumstances (e.g. young carers or children in care)
- Sexist (incidents perceived to be demeaning to a gender in general. If unchallenged this can eventually lead to domestic violence)
- Sexual (incidents include intrusive language, damage to sexual reputation, inappropriate touching and other behaviour perceived to involve unwanted sexual attention)
- Transphobic (incidents are those perceived to be insulting to someone's gender identity or to transgendered people)

### **Prevention**

In addition the issue of Bullying, Racism, Sexual and Homophobic incidents/ issues will be raised with pupils at a number of levels. Keeping all students safe is a clear priority for our school.

At a whole school level – through assemblies, themed weeks, Tree groups. Governors and parent engagement etc.

At classroom level – during PSHE lessons, through the 'concerns' postbox, through the weekly 'time to talk sessions' with a nominated TA

At an individual level – pupils who are victims of Bullying, Racist, Sexual and Homophobic incidents will be offered additional support and guidance. Pupils who have instigated Bullying, Racist, Sexual and Homophobic incidents to others will be given strategies to enable them to bring their unacceptable behaviour under control and prevent further incidents.

Pupils will be positively encouraged to talk to staff about incidents of Bullying, Racist, Sexual and Homophobic incidents.

Parents who believe their children are the victims of Bullying, Racist, Sexual and Homophobic incidents should report their concerns to school at the earliest opportunity and be prepared to work with school to keep their children safe in the future.

Similarly, if parents believe that their children are instigating Bullying, Racist, Sexual and Homophobic incidents this information should be shared with school so that steps can be taken to address this problem and to prevent further incidents occurring.

### **Protocol**

The school follows a set procedure in an attempt to address any suspected or reported incidents of Bullying, Racist, Sexual and Homophobic incidents.

In all such cases the school reacts firmly and promptly in accordance with the following guidelines: -

1. Any student who has knowledge of an incident of bullying whether directed personally or towards others should enlist and receive the support of a trusted adult. Where possible information will be confidential.
2. All adults working in school should be vigilant both in class and around the school. Any student who feels threatened for any reason should be listened to, taken seriously and given appropriate support.
3. Cases should be directed for prompt attention in the usual route: - initially via the class teacher and then to a member of SLT
4. An enquiry should be put in place with evidence from witnesses and victim(s) as appropriate and parents notified as soon as possible that an incident occurred in school.
5. Where there is proof or strong suspicion parents of both parties should be involved at an early stage.
6. Assistance of Support Services (e.g Educational Psychologist) should be enlisted at an appropriate stage in order to help counsel the victim in appropriate ways of counteracting Bullying, Racist, Sexual and Homophobic incidents and where necessary to advise on the adoption of strategies to modify behaviour of the instigator.
7. The police will be involved where necessary.
8. Sanctions should be operated in cases where bullying is proven. These may include:- Withdrawal of freedom:
  - Including time in isolation
  - Exclusion from school at specific times eg lunchtime
  - Exclusion from school for a fixed period or permanently by the Head teacher.
  - Engagement with the instigator to reinforce the message that bullying is not acceptable
  - Meeting with PCSO safer school for restorative justice work
  - Signing of a contract
  - Detention
  - Education of the bully regarding issues such as racism, sexism and homophobia □
  - Removal from class, group or set
  - Withholding participation in sporting or out of school activities □

**Evaluating:**

**Monitoring and**



- The incidents of bullying should be recorded in a consistent way that allows for monitoring of behaviour (see folder in school office)
- The Head teacher (Student Support) will keep a record of incidents of a serious discriminating nature report to the governing body.

□ **Post Incident Response for Victims of Bullying**

- We intend to offer a proactive, sympathetic and supportive response to the victims of Bullying, Racist, Sexual and Homophobic incidents . Each case will be taken on an individual basis. The exact nature of the response will be determined by the pupil's individual needs and may include:
  - 
  - Positive reinforcement that reporting the incident was the correct thing to do
  - Sympathy and empathy
  - Strategies to stop future incidents
  - Counselling □ Befriending
  - Assertiveness training
  - Extra supervision and monitoring
  - Creation of a Support Group
  - Peer mediation / mentoring
  - Informing and involving parents
  - Arrangements to review progress
  - Parents contacted daily or weekly to update on progress
  - By such means we aim to create a friendly, open and caring environment where each individual appreciates his / her positive part in the school and wider community.

Appendix 1. Behaviour safe functional analysis.

BehaviourSafe Functional Analysis	
<b>Name</b>	
<b>Date</b>	
<b>Description of target behaviour</b>	
<b>Frequency</b>	
<b>Intensity</b>	
<b>Duration</b>	
<b>Where does behaviour occur ( also consider where it doesn't occur)</b>	
<b>With whom</b>	
<b>Function</b>	
Physiological	
Safety	
Love, affection and belonging	
Self esteem	
<b>Review date</b>	

**Behaviour Safe Behaviour Support Plan**

Name of pupil	
Date	
Any known Special needs?	

**Which specific behaviours is this plan focussed on? (one at a time is suggested but no more than three)**

**Triggers** *(anything known to bring on the behaviour?)*

**Warning Signs** *(any behaviour changes which indicate child is becoming agitated?)*

**Interventions to avoid**

**Early interventions** *(to be used as soon as early warning signs or triggers are seen)*

**Active interventions** *(to be used as soon as behaviour is displayed)*

**Identified skills to be taught to reduce problem** –e.g. if behaviour is assault identified skill is managing proximity of likely targets

--

**How will this be achieved** (TA support? Praise for successful transition? Time out?)

--

**Reward system for improved behaviour**

--

**How will you measure success**

--

**Key staff**

--

**Identified training required**

--

**Review date**

--

**Signature of lead staff member**

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**Signature of parent/carer**

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<b>Action</b>	
<b>Child:</b> What action do they take? What have they done in the past?	<b>Staff:</b> How will we keep the situation safe?
<b>Aggression</b>	
<b>Child:</b> Where does their aggression focus?	<b>Staff:</b> How will we de-escalate the behaviour? How will we keep people safe?
<b>Anger</b>	
<b>Child:</b> What are the behaviours/signs we see when the child becomes angry?	<b>Staff:</b> How do we support them in self managing?
<b>Anxiety</b>	
<b>Child:</b> What are the physical signs we see when the child becomes anxious?	<b>Staff:</b> What can we do to try and reduce anxiety?
<b>Known triggers</b>	
<b>Child:</b> What are the known triggers for this child?	<b>Staff:</b> What are we going to do as a team to avoid the triggers?

# Risk Rating Chart

	Severity	of	outcome
	Major (3)	Medium(2)	Minor(1)
<b>Likelihood</b>	High (3)	6	3
<b>Of event</b>	Medium (2)	4	2
<b>occurring</b>	Low (1)	3	1

Level of risk	Risk Rate	Actions and Timescale
<b>High</b>	6-9	Requires immediate action in terms of effective controls, personal protective equipment and competent staff training
<b>Medium</b>	3-4	Requires effective controls to be in place or further action
<b>Low</b>	1-2	Requires no further H&S action. However low impact issues should be addressed through behaviour support plans.



## Risk Assessment Form

Hazard	Do you need to do anything else to control this risk?	To Be Actioned By: [Name of Person]	Date to be Done By: [Date]	Checked and Signed off By [Name]	Date Checked and Signed off [date]
<p><b>Example:</b> Angry pupil lashing out at staff and pupils.</p>	<p><b>Example:</b>  <b>Staff:</b> Behaviour support plan/SA plan to be completed and shared. Staff physical intervention training.  <b>Pupil:</b> Monitor behaviour, report incidents, complete F/A, identify early intervention strategies, complete BSP and SAs.  <b>Other pupils:</b> As above.</p>	<p><b>Example:</b>                      1:1 TA and class teacher to monitor behaviour, report incidents, complete FA. Complete risk assessment with SENCO and SLT. Strategies to be cascaded to other staff.</p>	<p><b>Example:</b>                      Immediately – no later than xx/xx/xxxx</p>	<p>[Signature and Name]</p>	<p>[xx/xx/xxxx]</p>

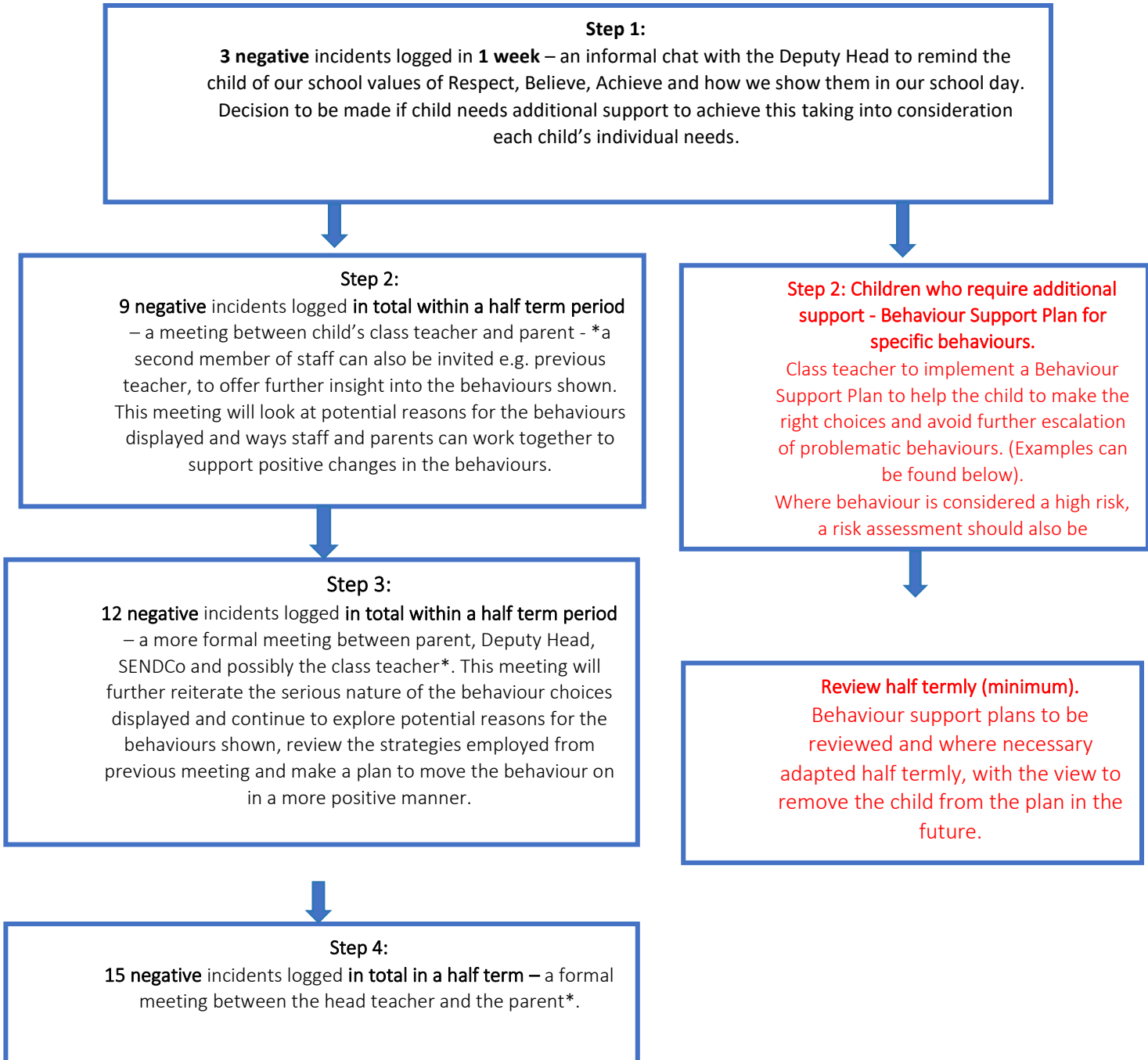


## Appendix to Behaviour Policy.

The intention of this appendix is to provide clarity and security for teachers and pupils where the parameters of the general Behaviour Policy may be more challenging to achieve.

Any negative incident/behaviour displayed by a pupil **must** be logged on Arbor. **These should follow the who, what, where format and be logged in a professional and factual manner.** This does not have to happen immediately, especially if teaching needs to continue, but at the teacher's/TA's earliest opportunity. These logs will provide invaluable evidence in analysing behaviour patterns and ensuring the correct provision/support is accessed and put in place.

The following tier system of negative incidents and actions to be taken will need to be followed, and will 'reset' half termly:



\*Notes of meetings will be logged on Arbor -> School -> Communications -> All Communications -> Communications -> Log Meeting, in order to track their impact and keep a clear record of suggested strategies and any other support suggested.

#### Example Behaviour Support Plan for specific behaviours.

Each strategy will be carried out over a period of **5mins** (can be adapted for specific children). If it is unsuccessful, move on to the next strategy.

#### Behaviour Support Plan for specific behaviours

##### **Refusal to come in from dining hall/ playground/field.**

- 1) 5mins – have a race – who can get back first, walk the silliest way, walk the quietest way, the tallest way etc.
- 2) 5mins – talk with child about general trivial things while walking ‘aimlessly’ towards the entrance door.
- 3) 5mins – offer a personal reward for coming in that can be carried out by TA – 5mins of Top Trumps, Lego etc. Discuss with child what they would like to do.
- 4) After the cycle of 3 x 5mins if the child still refuses radio for support from SENDCo/SLT (at this stage the refusal should be recorded on Arbor).
- 5) If child is taken to any area other than the classroom, they are to be returned to the class by that member of staff as soon as they are ready to re-join learning.