



Behaviour Policy and Statement of Behaviour Principles

This includes our bullying policy:

How to recognise and deal with bullying.

Revised November 2021

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [special educational needs and disability \(SEND\) code of practice.](#)
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

Rights and Responsibilities

We have the right to **be safe, to learn and be respected.**

We are responsible for allowing others to: be safe, to learn and to respect ourselves, others and the school.

We do this through a consistent and explicit approach to behaviour management and our high expectations of staff and pupils at all times.

Written statement of behaviour principles

This statement provides the Headteacher with clear advice on which to base the behaviour policy. Measures in the behaviour policy should take account of this statement of behaviour principles, which has been adopted by the Governors on behalf of the school community.

- Every pupil understands that 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 pupil's home life.

The Governors also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Standards and Pupils Committee every 2 years.

Our approach

We have developed a stepped approach to behaviour which the children and parents are aware of. It shows consistency and fairness to our pupils. It also gives children the opportunity to reflect on their behaviour and correct it, e.g. you are talking, that's step 1. Staff use scripts and the language of choice to evidence giving children the chance to reflect and change their behaviour. We also stay calm and model good behaviour and respect to our pupils.

We aim:

- To ensure that all members of the school community feel safe
- To encourage relationships between all members of the school community that facilitate effective learning
- To allow children/young people to develop a strong sense of morality that allows them to take on board the thoughts and feelings of others which is incorporated in our SEALS curriculum.
- To teach children/young people how to communicate their thoughts and feelings in a way that would be beneficial in their adulthood.

We aim to make day to day routines highly predictable. Routines and predictability help everyone to feel safe. Children and young people can often think of restorative solutions or strategies for supporting changes to behaviour when given the right tools. Conversations that avoid blame, take place when a child or young person is calm, and the use of visual prompts can often help children and young people to think about what might help next time, or what they could do repair a situation. We aim to maintain consistently calm responses and involve pupils in developing strategies.

Our staff take the time to develop positive relationships with the children in our school.

We recognise that some children need to have the approach refined for their needs and we also involve safeguarding leads and SENDCo if we have concerns that the behaviours are concerning. The Brook Traffic light system is one of the tools we use for recognising sexual behaviours which may be concerning.

Stepped approach to behaviour for KS1 and 2 pupils:

Stepped approach to behaviour

| Stage | Behaviour | Sanction | | | | | Persons involved | |
|---|---|---|---|---|---|---|---|---|
| 1 | Low level disruption (Step 1 to 5) For example: <ul style="list-style-type: none"> • chatting • fidgeting • day dreaming • not on task • not completing work • shouting out • saying silly words/comments • making silly noises • distracting others | Step 1 Verbal Reminder "You are talking, that's step 1" | Step 2 Verbal warning "If you continue to talk, you will move to another place in the classroom, that's step 2." | Step 3 Move the child "You have continued to talk so you have chosen to move places in the class." | Step 4 Removed from class for the remainder of the lesson. Yellow card Miss playtime to catch up with work | Step 5 Red card Miss golden time. | Step 1 and 2 Class teacher Step 3 parents informed via Hub Step 4 and 5 parents informed via Hub and CPOMs used to alert SLT | |
| | | Some behaviours incur an immediate yellow or red card. | | Incorrect school uniform including PE kits, jewellery, etc. | Lack of respect for the environment – littering, losing equipment, damaging equipment/property, not using it correctly | Refusal Refusing a reasonable request from a member of staff. | | Verbal or physical harm – name calling, fighting, hitting, kicking and other physical injuries |
| | | Step 4 - Yellow card | Step 4 - Red card | Step 5 - Red card | Step 5 - Red card | | | |
| Steps 1 to 5 are reset at the beginning of each day. The number of yellow cards will be monitored – once a child receives 3 yellow cards within a half term this will move to a red to allow Mrs Frost to monitor and move to the Stage 2 if no improvement is seen. If 3 red cards are received in a half term – this will move to Stage 2 (on report) | | | | | | | | |
| 2 | On report Stage 1 behaviours continue during the half term despite yellow and red cards being given. | During a half term if a child receives a third red card for the same offense – they will be put on a monitoring report for 3 weeks. A meeting will take place with the parents, class teacher and/or senior leader prior to being placed on report, to agree actions and expectations with the parents/carers. This will be communicated to the pupil following the meeting. Report card to be seen by SLT every day, any incidents reported to parents via hub so agreed consequence takes place. Report card to go home every week for parents to view. | | | | Class teacher parents senior leader | | |
| 3 | Exclusion due to lack of engagement or no improvement in behaviour following monitoring report. Incidents continue to occur. | Red card following a week of monitoring whilst on report. – Exclusion – 1 day fixed. Child can only return following a meeting with child, parent and a senior leader. Any red cards during the rest of the half term will result in 1 day fixed exclusion for each incident. | | | | Parents senior leader | | |
| 4 | Immediate exclusion following a serious incident – high risk or high level incident | Exclusion fixed or permanent. Duration to be decided by Senior leaders Child can only return following a meeting with parent and senior leader | | | | | | |
| | Bullying | Please see behaviour policy. Any bullying reported to school will be monitored and dealt with by senior leaders. The stages on this behaviour procedure will be followed in these circumstances | | | | | | |

Schools Stepped approach Reception and Nursery

At Stanley Grove Nursery School we believe in teaching children to be responsible for their own behaviour. We teach this in a positive way using a 'Steps' approach. The 'Steps' we use in our nursery are listed below. This approach follows the whole school policy on behaviour, although some of the steps are different due to the lower age range of our children in nursery.

Steps for Behaviour for Early Years

| step | Consequence |
|--|--|
| 0 | Verbal reminder – e.g. You are talking you should be listening. |
| 1 | If behaviour continues – the child’s name will be written down and the number one circled. |
| 2 | If behaviour continues –number two will be circled and thinking time will be given up to 3 minutes in the classroom. |
| 3 | If the behaviour continues – the child’s name will be written down and the number three will be circled and the child will be asked to sit in Reception for 3 minutes. |
| 4 | If the behaviour continues – the child’s name will be written down and the number four will be circled and the child will be sent to Miss Slater to discuss their behaviour. |
| 5 Aggressive behaviour such as hitting or hurting other children will result in a number 3, 4 and/or 5 straight away . | If the behaviour continues – the child’s name will be written down and the number five will be circled and the child’s parents will be informed. |

Stepped Approach for Children in Reception:

In Reception, if the children decide not to follow the rules/routines during the school day we follow the stepped approach to behaviour.

1. Verbal reminder – “You’re talking”
2. Verbal warning – “If you continue to talk, you are choosing to have some time out.” (We also refer to this as thinking time)
3. Time out given – “You have continued to talk so you have chosen to have time out/thinking time” This will be recorded on the class behaviour management sheet.
4. If behaviour is repeated your child will then be asked to sit in nursery for further thinking time.
5. If behaviour continues senior leaders will be informed and lunchtime play will be missed. You will receive a hub message home regarding behaviour and progress impact.

REWARDS AND RECOGNITION

We should always emphasise the positive aspects of children’s work and behaviour. This is done through a variety of ways within school:

Individual awards for achievement.

- Verbal recognition - individual or in front of class.
- Display of work.
- 'In-class merit' system.
- Parents informed.
- Written comment.
- Hub message
- Sent to head or deputy for recognition.
- Merit stickers
- Class rewards

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated often over a period of time
- Difficult to defend against

Bullying can include:

| Type of bullying | Definition |
|---------------------------|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Racial | Racial taunts, graffiti, gestures |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

Cyber-bullying

Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

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

If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

Possible signs of cyberbullying

It is not always easy to spot the signs of cyberbullying as it can happen all the time, which is a feature that makes it different from other forms of bullying. Be alert to a change in your child's behaviour, for example:

- Being upset after using the internet or their mobile phone
- Unwilling to talk or secretive about their online activities and mobile phone use.
- Spending much more or much less time texting, gaming or using social media.
- Many new phone numbers, texts or e-mail addresses show up on their mobile phone, laptop or tablet.
- After texting or being online they may seem withdrawn, upset or outraged.
- Not wanting to go to school and/or avoiding meeting friends and school mates.
- Avoiding formerly enjoyable social situations.
- Difficulty sleeping.
- Low self-esteem.

Anti-Bullying Strategy Prevention

We address the issues of "bullying" through the curriculum, assemblies and the SEALS programme. School teaches respect and valuing others. We react promptly to any complaints about bullying. The consequences of bullying reflect the seriousness of the offence. We work with the wider community e.g. the police.

Intervention - Support for pupils who are bullied

In all cases, schools have a responsibility to support children who are bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual

circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, asking the leadership team and Learning Mentor to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).

Procedures for Dealing with Bullying in School

Action must be taken whenever 'bullying' appears, as it will not be tolerated in school; this also includes any sexual, racial, homophobic or cyber harassment. The procedures for playtimes and lunchtimes, as outlined earlier in the document, should always be followed, and readily identified and dealt with further by the head or deputy. If a child continues to 'bully', the parents will be informed and asked into school to discuss the problems and a 'Plan of Action' determined. Bullying is reported to the LA. In extreme cases, where the problems cannot be resolved, then exclusion will be considered. (Please refer to 'Exclusions' section).

Incidents of 'bullying' will be dealt with by a senior leader in school:

- Allowing both 'victim' and 'bully' the opportunity to write down (or draw if unable to write) their version of the incidents.
- A punishment to be decided and a record made on CPOMS.
- Parents will be involved and informed about the investigation and sanctions.
- Discussion with parents to try and determine problems and resolve the situation.

- Both 'victim' and 'bully' monitored closely in school until the situation has settled. (Teaching and non-teaching staff may be alerted to the situation).
- LA informed.

Sharing nudes and semi nudes

This is defined as the sending or posting of nude or semi nude images, videos or live streams online by young people under the age of 18.

If an incident comes to your attention report it to a DSL immediately and follow the guidance in the Safeguarding policy.

Never view, copy, print, share store or save the imagery yourself, or ask a child to share or download – this is illegal. If you have already viewed the imagery by accident (e.g. a young person has showed it to you before you could ask them not to), report this to the DSL and seek support.

PARENTAL INVOLVEMENT

For any school policy to be effective, parents need to co-operate and support the school. It is important, therefore, that parents:

- feel welcome,
- feel able to come into school to discuss any problems their children might be experiencing or any changes in circumstances that may affect a child's behaviour.
- are encouraged to help in school,
- are informed and consulted about any problems their child may be experiencing, as soon as they are detected
- are informed and consulted with regards to any changes in this policy.
- support their child in adhering to the schools code of conduct

We would hope to achieve the above by:

- Being welcoming and appreciating parental support.
- Giving time for the discussion of any problems (by appointment, allows for a 'less interrupted' session).
- Making it possible for parents to help in school through a well-planned and organised system that works for both teachers and parents.
- Informing parents through newsletters, notice boards, diaries, opportunities to come into school i.e. open afternoons, curriculum meetings, class meetings, etc.
- Involving Parent Governors with the review of this policy.

Children and staff are able to report incidents to any staff member and allegations of bullying is investigated by a senior leader and involves separate interviews of children involved and a monitoring procedure put in place to confirm if bullying has taken place. Parents are kept informed of any monitoring through meetings and updates with senior leaders or teachers.

ROLES AND RESPONSIBILITIES

The Governors

The governors are responsible for reviewing and approving the written statement of behaviour principles. They will also review this behaviour policy in conjunction with the Headteacher and monitor the policies effectiveness.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governors, giving due consideration to the school's statement of behaviour principles. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Staff

All staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Record behaviour incidents on CPOMS

Guidance for schools

Behaviour and Discipline in Schools (Jan 2016) states 'teachers and paid staff have the authority to discipline pupils...who break the school rules and fail to follow reasonable instructions in school, whilst wearing the school uniform or representing the school on a visit. Discipline takes place on the school premises.'

Teachers have the power to impose detentions and confiscate pupils' property.

A punishment must be proportionate.

Our school uses a warning system to give children the chance to make the right choice (see stepped approach).

SANCTIONS AND EXCLUSIONS

We would always wish to promote good behaviour, but unfortunately there will be times when sanctions have to be administered.

Exclusions

To exclude a child would only be used as a last resort i.e. when all reasonable steps have been taken and the child remaining in school would be seriously detrimental to others or himself. The head does have the responsibility for the exercise of the power to exclude. The Headteacher will follow the Exclusion policy.

Power to use Reasonable Force

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Schools can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.

Team Teach

A large number of our staff have current team teach training which is recorded in the training file. This means we have up to date training on how to use appropriate restraint or movement near an aggressive child. It does not mean that we are the only staff who can restrict or remove a child at risk of injury to themselves or others. Any occasions of restraint must be recorded on CPOMS and the head teacher and parents informed.

Confiscation of inappropriate items

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

1) The **general power to discipline** (as described in the bullets under the heading “Discipline in Schools – Teachers’ Powers” on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out;

2) **Power to search without consent** for “prohibited items” including:

- knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- Searching and screening pupils is conducted in line with the DfE’s latest guidance on searching, screening and confiscation.

MANAGEMENT AND ORGANISATION OF THE CURRICULUM AND CLASSROOM

The values and attitudes we are hoping to promote, with regards to ‘responsible’ behaviour, will also be re-enforced through various aspects of the curriculum e.g. R.E., Drama, English, SEALS Collective Worship (including a ‘SEAL’ assembly on a weekly basis).

Classroom Management

Children need an orderly learning environment with clearly understood expectations. The teacher should, therefore:

- Have **high expectations** of the children, remembering the teacher is setting the example.
- Be firm, fair and consistent where behaviour is concerned, give positive re-enforcement and reward achievement.

By using the SEALS approach, children are asked to think about their rights and responsibilities before considering the classroom rules, e.g. I have a right to be listened to. I have a responsibility to listen to others so they can learn, etc. This is done each September with the children so preparing them for their rule making. Classroom rewards and consequences are also done together and displayed. Photographs of what the behaviour should look like can be seen in the classrooms. Behaviour is explained, taught, practiced and praised.

We use the language of choice. E.g. 'If you continue to talk when you should be listening, then you will be choosing to miss 5 minutes of your golden time.'

Monitoring

Each class uses a warning sheet to record warnings given out.

Any red card incidents are reported to the Headteacher, parents and recorded on CPOMS. Senior leaders routinely check the warning files to look for any recurring issues.

Special Educational Needs and Disabilities (SEND) Code of Practice

This policy acknowledges the schools legal duties under the Equality Act 2010 in respect of safeguarding and pupils with SEND.

While bullied children will not be routinely considered as requiring SEN support, schools and where appropriate local authorities should provide support in a proportionate and tailored way to meet individual needs. The relevant statutory guidance, the SEND Code of Practice: 0 to 25 years, sets out how developing a graduated response to the varying levels of SEN among children and young people is the best way to offer support. Some bullied children will have SEN.

The school's special educational needs coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have underlying needs that are currently not being met. Where necessary, support and advice will also be sought from specialist teachers, an education psychologist, medical practitioners and/or others to identify or support special needs. When acute needs are identified in a pupil, school will liaise with external agencies and plan support programmes for that child. School will work with parents to create the plan and review it regularly.

ACES (Adverse Childhood experiences)

Adverse Childhood Experiences (ACES) are "highly stressful, and potentially traumatic, events or situations that occur during childhood and/or adolescence. They can be a single event, or prolonged threats to, breaches of, the young person's safety, security, trust or bodily integrity".

Examples of ACES

- Physical abuse
- Sexual abuse
- Emotional abuse
- Living with someone who abused drugs and/or alcohol
- Exposure to domestic violence
- Living with someone who has gone to prison

- Living with someone with a serious mental illness
- Losing a parent through divorce, death or abandonment

Impact of ACEs

- ACEs can have an impact on our future physical and mental health, and often ACEs can be barriers to healthy attachment relationships forming for children. Some of the effect of ACEs on our physical and mental health are:
- An increase in the risk of certain health problems in adulthood, such as cancer and heart disease, as well as increasing the risk of mental health difficulties, violence and becoming a victim of violence.
- An increase in the risk of mental health problems, such as anxiety, depression, and post-traumatic stress. 1 in 3 diagnosed mental health conditions in adulthood relate directly to ACEs.
- The ability to recognise and manage different emotions
- The capacity to make and keep healthy friendships and other relationships
- The ability to manage behaviour in school settings
- Difficulties coping with emotions safely without causing harm to self or others.

The longer and individual experiences and ACE and the more ACEs someone experiences, the bigger the impact it will have on their development and their health.

Staff need to be aware of ACEs in individuals. They may have a separate care plan/behaviour plan that enables them to be able to manage their emotions and behaviour in school. They also may need support in managing strong feelings and other difficulties. They also may need help in building up trust with adults in school.

Harmful sexual behaviour

This is included in the Behaviour Policy in line with the expectations in the School Inspection Handbook (point 236)

For the purposes of this policy 'Harmful Sexual Behaviours' are defined as:

'Sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child, young person or adult (derived from Hackett, 2014)(Taken from Harmful sexual behaviour framework NSPCC 2015).

HSB encompasses a range of behaviours, which can be displayed towards younger children, peers, older children or adults. It is harmful to the children and young people who display it, as well as the people it is directed towards.

A continuum of behaviours.

It is vital for professionals to distinguish between normal and abnormal sexual behaviours. To aid this professionals



Brook Traffic
Light.pdf

in school use the Brook Traffic Light Tool.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other agencies to risk assess and maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed; for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour should speak to a DSL as soon as possible. Advice will be taken from Early Help hub and support through MASH.

DSLs will use the tab on CPOMs (sexual violence) for recording and monitoring purposes.

Confidentiality

This is extremely important; any member of staff dealing with an incident needs only to inform relevant people within school. Any reporting to parents on the issue of 'bullying' will be done only by the head or deputy. Should any members of staff, both teaching and non-teaching, be approached by anyone else about an incident, they should be referred to the head or deputy.

Information with regards to a 'bullying' incident may have to be passed on to staff, in order that the children involved be monitored more closely. (Especially if the 'victim' is to be given support), again this information is given in the strictest confidence.

Malicious allegations

Any pupil found to have made malicious accusations against school staff will be excluded.

Advice/ Guidance for parents

Our website contains an area for parents about keeping children safe and class meetings are used to inform parents about keeping children safe online.

Transition

Every year transition meetings are held prior to a child moving to a new class or school. Teachers meet to discuss each child and pass on a relevant information. CPOMS is used to transfer confidential items and information about children in a secure way.

