

<b>BENGEO PRIMARY SCHOOL POLICY</b>	
Subject: <b>Behaviour Management and Anti Bullying</b>	
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Committee Responsible: <b>Curriculum</b>	Next Review Date: <b>Autumn 2021</b>

- Annex A has been added in reference to Covid-19

## **Purpose of policy**

- To promote a consistent approach to behaviour across the school
- To state the school's approaches to behaviour management in order to promote public understanding amongst parents/carers and the wider community of our strategies to manage pupils' conduct effectively

## **Introduction**

Effective behaviour management is a prerequisite to delivering the curriculum. Behaviour management is an element of the School's approach to personal, social & moral education, which underpins all that we seek to achieve at Bengo School. Most pupils arrive in school with a good understanding of right and wrong, and that their actions may have consequences for themselves and others. Most pupils are curious and have a keen desire to learn. We endeavour to build on the personal, social and moral codes developed by parents/carers with their own children to promote positive and constructive behaviour in school. In a small number of instances such understanding needs further development.

It is the role of the School to help all pupils to aspire to, and reach, the highest possible standards of conduct and prepare them to be mature and responsible citizens who will play an important part in society in future years. Good conduct is based on mutual respect and the establishment of positive relationships. It is essential that all staff act as role models for pupils and promote positive attitudes and conduct during their time at the School, including speaking respectfully to pupils, parents and colleagues.

## **In behavioural terms, Bengo School aims to:**

- ensure that by the time pupils leave Bengo, they are independent learners with high expectations of themselves
- help pupils to become self-disciplined and self-motivated
- help pupils to develop an informed concern about the quality of their environment and develop a sense of care for the community and its people
- help pupils to explore values that involve developing attitudes about complex issues
- help pupils to understand that people come from many different social, cultural, religious backgrounds, and yet whose values are often similar
- develop a sense of generosity, honesty, caring, responsibility, thoughtfulness, tolerance, co-operation, collaboration, politeness and trust amongst all pupils
- provide a secure, happy, caring and stimulating learning environment, in which pupils are able to develop their skills, talents, knowledge and concepts to the full
- to develop a sense of belonging and pride in being a pupil at Bengo School
- to help pupils build strong moral values which will enable them to fulfil their potential and play a positive role as citizens of their community and the wider world

## **Bengeo School Code of Conduct**

*What we expect from ourselves and each other:*

- Stay focussed on learning
- Join in and have a go
- Play sensibly and safely
- Listen to each other
- Use kind and positive words
- Treat our school, everyone and everything with respect

### **Promoting positive behaviour**

In order to fulfil the aims of this policy, it is important that all members of the school community – pupils, parents/carers, staff and visitors - promote positive behaviour by:

- teaching right from wrong
- being honest and respectful
- establishing positive relationships
- demonstrating tolerance and understanding
- applying internal discipline, self-managing behaviour and having a sense of internal reward from positive behaviour
- giving genuine, explicit and individualised praise
- being inclusive and equitable

Pupils' behaviour should be managed with sensitivity and professionalism. All staff at Bengeo School are trained in *Hertfordshire Steps* which is a therapeutic approach to behaviour management. It is "the process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life."

All staff need to know how to promote pro-social behaviour and manage difficult or dangerous behaviour, and to have an understanding of what behaviour might be communicating. All staff should focus on de-escalation and preventative strategies rather than focussing solely on reactive strategies.

There are four *Hertfordshire Steps* tutors within Bengeo School who ensure all staff are trained in this approach to provide a consistent response to behaviour.

We support the *Step On* philosophy that long-term behavioural change comes from developing internal discipline and that external discipline (in the form of inappropriate 'punishments' and reactive responses) only serves to suppress anti-social behaviour. Children learn to make good choices through:

- developing trusting relationships with appropriate adults and peers
- responding to role models and positive phrasing
- consistent use of scripts, routines, repetition and structure
- establishing clear and agreed boundaries
- praise and positive reinforcement
- comfort, forgiveness and restorative processes
- an established programme of PSHE lessons which addresses healthy relationships, stereotyping, equality and prejudice
- an established programme of eSafety lessons

When pupils are engaged and learning, we need to 'catch them getting it right' through specific praise and celebration.

Good behaviour/effort is recognised in any of the following ways:

- discreet, individualised praise
- being given opportunities to share positive behaviour with another adult
- celebration assemblies
- whole class reward systems which encourage teamwork towards a collective goal
- messages to parents
- displaying every pupil's learning
- thanking pupils for positive responses/choices

**Pupils are taught that the internal feeling generated by their own positive behaviour is rewarding enough in itself. External reward should not be expected.**

## **Fostering a positive classroom environment**

A positive classroom environment can be fostered by:

- An inspiring, creative, interesting and stimulating curriculum
- A broad and balanced curriculum delivered through a range of learning activities
- A strong emphasis on knowledge acquisition through enquiry, exploration, reasoning and debate
- Well-planned and resourced lessons
- Displays which demonstrate a value of all pupils' work
- Calm, constructive and genuine relationships based on mutual respect
- A mindfulness approach underpinned by the PSHE scheme
- Use of praise and encouragement
- A well laid out classroom
- Easy access to resources
- Clear and high pupil expectation
- Consistency of approach from staff
- Well-established routines and rituals
- An agreed and displayed code of conduct
- Positive verbal and written feedback
- A knowledge of pupils' strengths, talents and needs

## **Creating and maintaining a positive playground environment**

- Midday supervisory assistants engage and lead pupils in play activities
- Staff engage pupils in sociable conversation and avoid becoming engaged with other adults in the supervision of pupils
- Staff minimise lining up times to enter the dining hall/school
- Staff ensure that pupils keep to the designated play spaces
- Staff position themselves to ensure that they can monitor the playground effectively
- Teaching staff collect pupils at the end of break times and lead them calmly to their classrooms
- Disputes are dealt with calmly and promptly
- Serious incidents are passed to phase leaders or the Deputy Headteacher promptly

## Dealing with misconduct

In dealing with misconduct, staff should:

- take concerns raised seriously
- act promptly
- be consistent and assertive
- demonstrate that they dislike the conduct, not the child
- listen to what the pupil has to say
- not jump to conclusions because a pupil may have a history of good or poor conduct
- avoid making threats, but take clear and decisive action when necessary, ensuring that it is possible to follow through on described consequences
- ensure appropriate consequences are given with the view to *teaching* positive behaviour
- act as role models and deal with incidents in a calm, professional and reasoned manner
- intervene swiftly if any adult, dealing with any conflict, responds inappropriately or with a lack of control
- make decisions based on evidence pertaining to the incident in question
- not promise confidentiality
- record the incident on CPOMs or other record, as agreed
- record the incident immediately on a Record of Concern form, if necessary, and ensure first-hand communication with the Designated Senior Person (J Starkiss)
- communicate issues with parents, if necessary

## Planned responses to escalating behaviours

When positive behaviour is not being demonstrated, it is essential that all adults use a consistent, shared response that allows children to take steps to make the right choices. Responses to difficult behaviours should seek to de-escalate the behaviour in the first instance and encourage a return to positive behaviour. These strategies include:

- positive phrasing
- fixed choices
- disempowering the behaviour
- protective consequences
- educational consequences

A consequence is a conclusion that logically or naturally follows from an action; the word 'obviously' is a useful word to include when explaining the consequences to a pupil. Consequences may include:

- completing learning tasks in their own time or in another class
- re-doing learning tasks to an appropriate standard for the pupil
- assisting with repairs
- a helpful school-based task, eg. litter-picking, weeding, tidying
- restorative meetings
- removal from play areas and attendance of 'time-out' lunchtime provision to calm down
- time in safe space or another class to reflect
- seating arrangements changed
- a contract or plan to remind of boundaries and expectations

Sanctions, such as missing break-times without a discussion around negative behaviour, have no positive impact on pupils' learning about how to change negative behaviour into positive behaviour.

If behaviour is not restored and continues to escalate into the 'crisis' phase and a pupil is unable to manage their behaviour in a safe way, staff will use a de-escalation script to remove the pupil safely from harmful behaviour. This script may be used if necessary in conjunction with physical intervention (as part of the Step On strategy) to guide a child to a safe place where they can calm down safely.

Once a child has overcome the crisis phase, it is imperative that adults carry out a 'reflect, repair and restore' session where behaviour can be discussed and resulting consequences and actions put in place (appendix). This important phase helps pupils to understand the link between the behaviour and its consequences as well as providing some ideas for how to respond to stressful situations differently in the future. Restorative activities complete the therapeutic process and include:

- supported thinking
- social stories, role play
- discussions around emotions
- using a 'roots and fruits' tree
- a communication card to track emotions/crisis points

These sessions should be conducted with an understanding of the context of the child, helping adults to consider the underlying causes of negative behaviour choices which need to be understood.

### **Serious misconduct**

Some rare forms of misconduct must be reported immediately to the Headteacher. These include:

- physical violence
- physical or verbal aggression, including threats, towards others
- deliberate and significant damage to property
- bullying, including cyberbullying
- racist, homophobic or sexist conduct
- refusal to obey *any* member of staff
- repeated disruption of lessons

Should any of these issues arise, the following consequences may be applied:

- removal from the place of the incident
- repair, reflect, restore discussed with an adult (and other pupils where appropriate)
- an educational/protective consequence
- parent/carer notified of both victim and perpetrator
- a record of the incident made on CPOMs
- an internal, fixed term or permanent exclusion
- referral to or advice sought from Children's Services
- an individual Risk Reduction Plan put in place
- a Pastoral Support Plan put in place
- a Risk Assessment Management Plan (RAMP) put in place

A meeting with parents will usually be arranged and consequences of future misconduct clearly communicated including possible exclusion.

## Risk Reduction Plan

For a few pupils, whose behavioural needs are exceptional, a Risk Reduction Plan may be required to formalise strategies for all staff and provide a consistent response to difficult or dangerous behaviour.

Typically, these plans will include specific forms of intervention to maintain a pupil's own safety and that of others and to ensure learning takes place for all. When writing the plan, the following will be considered:

- the risk of dangerous behaviour towards themselves, peers, adults or property
- the pupil's 'roots and fruits' and 'anxiety map' to identify areas of difficulty
- a pupil's pro-social behaviours and how these can be utilised to develop self-esteem and reduce anxiety
- difficult behaviour and planned scripted response to manage the behaviour
- dangerous behaviour and planned scripted response to ensure the pupil is removed safely without harm to themselves or others, in line with the School's Restrictive Physical Intervention policy
- the involvement of parents/carers and the pupil concerned to ensure all parties understand clearly the actions and expectations of the school and what specific action the school may take
- the age, understanding and competence of the pupil
- the Reflect, Repair and Restore phase
- the premise that "positive experiences create positive feelings; positive feelings create positive behaviour" (*Hertfordshire Steps*)
- half-termly reviews or sooner if further incidents occur

## Pastoral Support Plan

For a very few pupils, whose difficult behaviour has resulted in several internal exclusions and is adversely affecting their own and others' learning, a Pastoral Support Plan is put in place with support from the Behaviour Support Team. This means that the School can monitor very closely the behaviour of a pupil for whom a fixed term exclusion is deemed imminent or whose behaviour has not been modified by the actions on their Risk Reduction Plan.

These plans will include the aspects of a Risk Reduction Plan but will be monitored daily over a set period of time. They should ensure the active involvement of parents/carers in joint planning, implementation and review.

A plan co-ordinator will collect the following prior to an initial meeting:

- pupil voice
- parent voice
- teacher voice
- a plan setting out strategies, actions and specific outcomes for the child

A plan co-ordinator will then follow up with specific actions over a set period of time:

- weekly monitoring of behaviour
- regular meetings with parents/carers to discuss progress
- individualised work with the child to effect behavioural change
- a reviewed teacher scale rating to measure progress
- a reviewed pupil voice rating
- referrals to outside agency support

## **Risk Assessment Management Plan (RAMP)**

For some pupils, a Risk Assessment Management Plan may be required when an incident of sexual harassment or sexual violence has occurred. This is to identify risks for the victim, perpetrator and other pupils and ensure all staff are aware of their duty of care.

Typically, these plans will include specific forms of intervention to maintain a pupil's own safety and that of others. When writing the plan, the following will be considered:

- removal of the alleged perpetrator from the class of the alleged victim
- contact with parents/carers of the alleged victim and alleged perpetrator in order to explain actions after such an event
- the risk of dangerous behaviour towards peers using the sexualised behaviour traffic light tool
- referral to or advice sought from Children's Services
- all appropriate members of staff directed to the plan and specific actions to be taken to keep children safe
- incident logged on CPOMs
- the perpetrator's Anxiety Map and Roots and Fruits in order to identify areas of difficulty
- the age, understanding and competence of the individuals
- therapeutic intervention to both victim and perpetrator
- plan review every 4 weeks with parents/carers, headteacher and the perpetrator, or sooner if further incidents occur

The School will seek to remove any opportunity for further incidents to occur.

## **Pupils conduct outside the school gates**

The expectation is that pupils conduct themselves well outside of the school gates. Teachers may apply consequences for misconduct when the pupil:

- is taking part in any school-organised or school-related activity
- is travelling to or from school
- is wearing school uniform
- is in some other way identifiable as a pupil at the school.
- behaves at any time, whether or not the conditions above apply, in a way that could have repercussions for the orderly running of the school or affect its good reputation
- poses a threat to another pupil or member of the public

Consequences can only be applied on school premises or elsewhere when the pupil is under the lawful control of the staff member.

## **Bullying**

"Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It can take many forms but the three main types are physical (eg. hitting, kicking, theft), verbal (eg. name-calling, racist remarks) or indirect (eg. spreading rumours, excluding someone from social groups)." (DfE circular 10/95)

For any incident which includes racism, the county guidelines for dealing with racial harassment is referred to. The county guidelines and the School accept the McPherson Report's definition of racial harassment which is "any incident which is perceived to be racist by the victim or any other person."

Single incidents of verbal or physical attack and behaviour which is hurtful but not intentional are taken seriously and managed in accordance with this policy. Offenders are always made aware that the effect of their conduct is hurtful to others.

Any victim of bullying will be fully supported by staff and help/guidance will be offered to parents regarding any further action which may be deemed necessary.

The School will act and be seen to act in all instances which are found to fall within the above definition of bullying. It is also recognised that people displaying bullying behaviour are frequently the victims of bullying themselves. Therefore, help and support will be provided to all parties where a bullying incident has occurred. All such incidents are recorded as 'bullying' and/or 'racism' if they meet the above criteria.

Individual staff must be alert to signs of bullying and act firmly and promptly against it.

"Victims and witnesses to bullying should know that it is ok to tell and that they will receive practical help if they do so" (Herts 'Guidance on Preventing and Responding to Bullying').

## **Reporting behaviour incidents**

All staff have a duty to report behaviour incidents appropriately. In most cases, the key person to be informed of an incident is the class teacher. The class teacher will usually decide whether parents/carers need to be informed at the end of the day, either in person or by telephone.

All Level 2 and Level 3 behaviour (see appendix) should be recorded on CPOMS. Where a serious incident occurs, attempts should be made to obtain corroboration from other pupils and where possible adults. Notes are kept of significant incidents and repeated incidents. When in doubt about what action to take, staff refer to SLT. Teachers make a brief record of such misconduct using the Child Protection Online Management System (CPOMS). Repeated misconduct is reported to SLT. They may need to take further action, based on information already received from other staff, such as midday supervisory assistants. Staff **must** inform phase leaders **AND** the Headteacher should misconduct persist.

In addition the Headteacher consults with colleagues as to whether a referral should be made to an external agency.

Children are also encouraged and expected to report cases of misconduct to an adult as soon as possible.

## **Exclusion**

Only the Head or Acting Head may exclude a pupil. Upon return to school, the pupil should be escorted to the Headteacher by a parent. An apology for misconduct will be expected, and commitment to maintain the School's code of conduct.

Longer periods of exclusion of up to 5 days may result if further misconduct occurs. This will be followed by a reintegration interview where clear expectations for behaviour are established. If these are not followed, exclusion could recur or become permanent, pending reflection from the Headteacher.

Work will be set by the class teacher to be completed at home.

## **Moral and spiritual development.**

Spiritual and moral values have an important role in developing pupils' positive attitudes to school and society. They represent an intrinsic and explicit part of all lessons and assemblies, developed further in PSHE and RE lessons. Such values underpin our Code of Conduct and all that we do at Bengo.

## **Staff development and induction**

Upon appointment all staff will be given a copy of our Behaviour Management Policy. Behaviour management is regularly revisited in staff meetings and opportunities are provided for all groups of staff to attend behaviour management training. For NQTs, behaviour management is an integral part of their induction programme and is provided on site as well as at external venues.

## **Involvement of other agencies**

With the agreement of parents, pupils may be referred to:

- Behaviour Support Team
- Educational Psychologist
- Social Services
- Educational Support Centre
- CAMHS
- Other agencies as necessary

## **Document links**

Bengo School's vision statement, ethos and values

PSHE policy and scheme of work (Jigsaw)

eSafety policy

Restrictive physical intervention policy

Equality scheme

SEND policy

Mental health and behaviour in schools, DfE 2018

Sexual violence and sexual harassment between children in schools and colleges, 2017

Keeping children safe in education

County guidelines on racial harassment

Herts guidance on preventing and responding to bullying

**Signed by the Head Teacher, who approved this Policy on.....**

**Signature: .....**

**Name: .....**

## LEVELS & RESPONSES TO INAPPROPRIATE OR UNACCEPTABLE BEHAVIOUR

LEVEL 1	
ACT	STANDARD RESPONSE
<ul style="list-style-type: none"> <li>• Teasing/name-calling</li> <li>• Pushing/pushing in</li> <li>• Interrupting or calling out</li> <li>• Attention-seeking/clowning around</li> <li>• Distracting others</li> <li>• Avoiding work/wasting time</li> <li>• Inappropriate use of school equipment including playground equipment</li> <li>• Running inside/rolling around</li> <li>• Arguing with other pupils</li> <li>• Being uncooperative</li> <li>• Spoiling other pupils' games</li> <li>• One-off incidents of swearing</li> </ul>	<p>Class teacher applies one or more of the following:</p> <ul style="list-style-type: none"> <li>• Listens to all sides</li> <li>• Repair, reflect, restore</li> <li>• Fixed choices</li> <li>• Protective and/or educational consequences</li> <li>• Agreed contract or plan</li> <li>• Discuss issues in PSHE lessons or assemblies</li> <li>• Informs parents at home time</li> </ul>
LEVEL 2	
ACT	STANDARD RESPONSE
<ul style="list-style-type: none"> <li>• Persistent Level 1 behaviour</li> <li>• Arguing back or rudeness to staff</li> <li>• Spitting</li> <li>• Lying</li> <li>• Biting, hitting, kicking, punching</li> <li>• Defacement eg. scribbling on desk or other work</li> <li>• Fighting – escalating from squabbles</li> <li>• Repeated swearing – both verbally &amp; other</li> <li>• Provocation – ‘winding up’</li> <li>• Inappropriate use of ICT including the internet and texting</li> </ul>	<p>Phase Leader/SLT applies one of more of the following:</p> <p>Listens to all sides            Repair, reflect, restore            Investigates further where appropriate or possible            Communication card            Agreed contract or plan            Informs parents            Applies protective/educational consequences including withdrawal from school trips, sport events            Record on CPOMS</p>
LEVEL 3	
ACT	STANDARD RESPONSE
<ul style="list-style-type: none"> <li>• Persistent Level 2 behaviour</li> <li>• Deliberate damage to school property/ vandalism</li> <li>• Assault/violence (serious or unprovoked)</li> <li>• Fighting</li> <li>• Stealing</li> <li>• Racist, homophobic or sexist behaviour</li> <li>• Bullying/extortion</li> <li>• Running out of school</li> </ul>	<p>DHT or HT who imposes all of the following:</p> <p>Investigates and records behaviour on CPOMs            Informs parents in person (and in writing if un-contactable)            Instigates a Risk Management Plan including an agreed contract and appropriate protective consequences            Considers exclusion</p>

## Reflect, Repair and Restore

Name:

Date:

Write or draw your answers.

**Reflect:** What happened? (tell the story)

**Reflect:** What were people thinking and feeling at the time?

**Reflect:** Who has been affected and in what way?

How can we **repair** the relationships?

**Restore:** Summarise what has been learnt so that positive choices are made next time.

Signed:

# Annex A: Behaviour principles

In light of the need for children to behave differently when they return to school, and any new systems you have put in place to support that, you'll need to make changes to your behaviour policy. Behaviour policy changes will also need to be communicated to pupils, parents and staff.

Areas schools may wish to add to their behaviour policy are:

- following any altered routines for arrival or departure
- following school instructions on hygiene, such as handwashing and sanitising
- following instructions on who pupils can socialise with at school
- moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- tell an adult if you are experiencing symptoms of coronavirus
- rules about sharing any equipment or other items including drinking bottles
- amended expectations about breaks or play times, including where children may or may not play
- use of toilets
- clear rules about coughing or spitting at or towards any other person
- clear rules for pupils at home about conduct in relation to remote education
- rewards and sanction system where appropriate

Identify any reasonable adjustments that need to be made for students with more challenging behaviour.