

**Churchfields Primary School**  
**Behaviour and Anti-Bullying Policy**  
**2023 - 24**

### **1. Policy statement**

Churchfields Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning and keeping all children and adults safe, both physically and emotionally.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach children the self-discipline to make the right choices, not blind compliance.

It echoes our core values of aspiration, citizenship and excellence with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and staff interventions that support learners to improve.

Regardless of the starting point of individual children, high standards of behaviour will be consistently expected and promoted by all adults and at all times.

### **2. Aim of the policy**

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all are treated fairly, shown respect and to promote good relationships
- To support staff, parents/carers and families to improve and develop children's behaviour
- To ensure attention and importance is focussed on good rather than poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, belonging and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

### **3. Purpose of the policy**

To provide simple, practical procedures for staff and learners that:

- Sets out behavioural expectations (Ready, Respectful, Safe)
- Positively reinforces behavioural expectations

- Recognises and celebrates when children go 'above and beyond'
- Promotes self-esteem and self-discipline
- Teach and reinforce appropriate behaviour through positive interventions

#### **4. Relationships, belonging and connectedness**

A positive sense of belonging at school has fundamental benefits for children, including feeling that:

- adults and peers like, value and accept them
- the curriculum is interesting and relevant
- they are capable of succeeding at school
- their identity is welcome and valued
- they can 'be themselves' within appropriate boundaries

A positive relationship with the school community can shape a child's emotional, behavioural and cognitive engagement with schooling and influence academic outcomes.

Benefits for learning and engagement at school include:

- lower absenteeism
- higher levels of effort, interest and motivation
- positive homework behaviour
- being more likely to like school
- trusting and respecting the staff
- enjoying challenging learning activities
- being concerned about and helping others.

This is developed by:

- Staff in school taking a personal interest in each individual
- Fostering relationships between children e.g.
  - Peer support
  - Informal gatherings and activities
  - Activities centred on value-sharing
- Providing activities where students have ownership and say
- Taking part in activities that encourage peer connection
- Ensuring supportive school structures and policies e.g. acceptance of diversity, which describes the child's perception of the school as accepting and fair to all students
- Ensuring children are well-supported in their learning and development
- Fostering relationships across the whole school community

## **5. Rigorous expectations**

“Rigour is required every day in schools. This is a far more appropriate word than ‘consistency’. If structures and routines are in place, then all staff must be rigorous in their pursuit to maintain them. We may need to adjust and adapt them to suit the needs of individual children, but teachers need a determined sense of rigour to maintain the standards we expect.”

*The Kindness Principle, David Whitaker*

Clear structures and standards with predictable outcomes have the best impact on behaviour. For example, we will be rigorous in:

- Language - simple and clear expectations reflected in all conversations about behaviour.
- Follow up - ensuring ‘certainty’ with adults taking responsibility for behaviour interventions, seeking support but never delegating.
- Positive reinforcement - procedures for reinforcing, encouraging and celebrating appropriate behaviour. Children are praised publicly and reprimanded in private.
- Consequences - defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Modelling emotional control and respect - emotional restraint and respect that is modelled and not just taught
- Routines for behaviour in class and around the site

## **6. Behavioural expectations and recognition**

### Golden rules

The three golden rules of ‘Ready, Respectful, Safe’ are expected, modelled and explicitly taught.

### Recognition

We recognise and acknowledge all who keep to the golden rules by our verbal interactions, simple smiles, focus and time. These are not ‘rewards’ as this is expected from all children but we know that children find this a positive reinforcement of the right choices.

### Praise

The use of praise in developing a positive atmosphere in the school cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach.

*“Save your finest performance for when it has most impact: when children do the right thing. Then reward them with your enthusiasm, encouragement, humour, time and attention.”*

*When the Adults Change, Everything Changes: Seismic shifts in school behaviour, Paul Dix*

## Building self-esteem

Some children whose self-esteem may be low may find 'taking the praise' difficult, particularly in public – staff will find what they would be comfortable with rather than not give it.

## Reinforcing self-awareness and self-discipline

Using the zones of regulation: 'I can see you are in the green zone'.

Using the language of choice: 'Thank you for making the choice to be ready/ respectful/ safe'.

## **7. Celebrating 'Above and Beyond'**

We recognise and reward learners who go 'over and above' our expected standards. For example, all children are expected to hang up their belongings; to go above and beyond would be where a child looks after the belongings of others to help keep everyone safe.

Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

### Recognition board – used daily

This may have a specific focus of the lesson/day/week. This may be linked to the excellent learner strategies or an area targeted for collective improvement for the class. When a child demonstrates the specified learning attitude/behaviour/expectation, their name is added to the board. All staff working with children can feedback those who deserve 'above and beyond' recognition to class teachers after their session.

Their name remains on the board and cannot be removed – this achievement cannot be undone by other negative behaviours. Each class works collaboratively and supportively to achieve the aim of everyone having their name on the board.

### Note/sticker home - regularly

A simple note or sticker to take home to recognise the individual and give opportunities for others around school /at home to reinforce and praise the child's efforts.

### Phoncall home - occasionally

Adults taking the time to call and share achievements in more detail.

### Celebration assemblies – weekly

Classes come together to share their learning and achievements with opportunity to praise and celebrate each other's efforts.

**For the vast majority of children, for the vast majority of the time, the above will be enough to achieve excellent standards of behaviour, allowing the school aims to be achieved.**

## **8. Pre-empting negative behaviours**

We emphasise that the rigorous predictability of approach by staff will pre-empt negative behaviours e.g.

- Meet and greet at the start of the day
- Refer to the golden rules: 'Ready, Respectful, Safe'
- Model positive behaviours and build relationships
- Plan lessons/activities that engage, challenge and meet the needs of all learners
- Use the recognition board every day
- Expect and recognise agreed routines:
  - Stop and listen signal
    - Non-verbal prompt e.g. bell/shaker/clapping
    - Adult hand up hand (with silent countdown from 5)
    - Children expected to support each other to notice and mirror
    - When all have responded, verbal instructions given
  - Calm and considerate walking
    - Use this language
    - On the left, single file, walking, quiet
  - Paying attention
    - "Show me ready, respectful safe"
    - Explained for the context e.g. on carpet or sat at desk
    - Older children to track the speaker (including peers)

## **9. Staff response to negative behaviours**

When approaching the wrong choices, all staff will:

- Be calm
- Prevent and de-escalate wherever possible before sanctions
- Give 'take up time' when going through the steps
- Follow up every time, retain ownership and engage in reflective dialogue with children
- Never ignore or walk past learners who are not behaving as expected
- Avoid sanctions being applied to a whole group for the actions of individuals
- Separate the behaviour choice from the child themselves – never use language like, bad, naughty
- Resist prolonged discussions around behaviour and spend their energy returning learners to their learning

Staff need to be ready to deliver consequences calmly and with care. It is in nobody's interest to confront poor behaviour with anger/frustration.

Staff should:

- Self-regulate as necessary to be able to use a calm voice, facial expression and body language
- Speak in private
- Use child's name and make eye contact
- Stand/sit side by side on their level
- Deliver the message
- Walk away to give take up time

We have structured messages at all steps for staff to use to enable them to return to the learning as efficiently as possible, model self-control and give the child opportunity and time to change.

## 10. Steps in supporting right behaviour choices

Steps should always be gone through with care and consideration, taking individual needs into account where necessary. It is not possible to leap or accelerate steps for repeated low-level disruption however more serious behaviours may be expedited up the steps (see below).

### **The swiftness and certainty of response is more effective than escalation of response.**

<b>1. Nudge</b>	<p>Redirection through gentle encouragement, a 'nudge' in the right direction. Non-verbal wherever possible or minimal language.</p> <p><i>Example:</i> <i>"Make the (ready/respectful/ safe) choice, thank you."</i></p>
<b>2. Reminder</b>	<p>A reminder of the golden rule expectations delivered privately to the child. The adult makes them aware of their behaviour. The child has a choice to do the right thing.</p> <p><i>Example:</i> <i>"I notice that you're choosing to run inside. This is a reminder that we need to be safe. You now have the chance to make the right choice. Thank you for listening."</i></p>
<b>3. Warning</b>	<p>A clear verbal caution delivered privately to the child making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.</p> <p><i>Example:</i> <i>"I noticed you chose to ... (state the noticed behaviour). You can choose to (action and negative consequence) or you can choose to (expected behaviour and positive consequence – this is always the second choice). Do you remember when you (model of previous good behaviour)? Think carefully. I know that you can make good choices. Thank you for listening."</i></p> <p>Any negative consequence does need to happen or the change to expected behaviour recognised and reinforced.</p> <p>Consequences need to be proportionate, achievable and be part of a 'natural response' rather than an abstract 'punishment' e.g.</p> <ul style="list-style-type: none"><li>• Making a mess – x minutes of tidying</li><li>• Hurting a child – looking after them (or others if the target is not ready to accept this) until they feel better</li><li>• Delaying starting work for 5 minutes – complete the work in break/at home for 5 minutes</li></ul>

<p><b>4. Time to think</b></p>	<p>When a child needs time/space to re-regulate before they can engage in discussion.</p> <p><i>Example:</i>  <i>"I noticed you chose to ... (state the noticed behaviour).</i>  <i>You need to take some time to think ... (describe appropriate place in classroom e.g. reading corner, desk at the back, quiet area, etc) for 3 minutes.</i>  <i>I will come and speak to you after that.</i>  <i>Thank you for listening."</i></p> <p>Then engage the warning script and is given a final opportunity to show the expected behaviour.</p> <p><u>Note:</u>  Children should not be sent to other classrooms for time to think. When outside, they can be directed to stand with another adult for 2-3 minutes. They do not need to discuss the behaviour and must return to the adult first dealing with the behaviour.</p>
<p><b>5. Change of space</b></p> <p><b>Record and report</b></p>	<p>If the 'Time to think' is unsuccessful, or where a child's behaviour is unsafe and/or impacting the learning/emotional safety of others (e.g. is a serious breach or extreme behaviour - see below)</p> <p><i>Example:</i>  <i>"I noticed you chose to ... (state the noticed behaviour).</i>  <i>I will now contact ... and you will need to go to ... / with them (tell the child who you will contact and where they will go (if previously arranged).</i>  <i>I will come and speak to you (say when).</i>  <i>Thank you."</i></p> <p>*DO NOT describe the child's behaviour to other adults in front of the child*</p> <p>If needed, send the card with the room name/playground to the office and a staff member 'On Call' will escort the child to a calm space.</p>

**In all of these stages:**

If there are comments/secondary behaviours, staff walk away, note them and follow up later in repair meetings

**10. Repair Meetings**

Repair meetings are a core part of repairing damage to trust between staff and children. The meeting should take place before the next session, or as soon as is practicable.

If the learner does not attend or the reconciliation is unsuccessful, the staff member should call on support from their line manager who will support the repair process.

Simple structure (for earlier developmental/linguistic stages):

- What happened?
- How did this make people feel?
- What could you do to make things right?
- What should you do next time?
- Conclude: I look forward to seeing you make the right choices.

More advanced structure:

- What happened?
- What was going through your head/which zone were you in at the moment?
- What have you thought/felt since?
- Who has been affected?
- How have they been affected?
- What could you do to make things right?
- How can we do things differently in the future?
- Conclude: I look forward to seeing the best of you. I trust that you will show that you can make the right choices.

Staff at will take responsibility for leading repair meetings to ensure that children know they are accountable to all adults.

Leaders will support when requested, this is not an attack from all sides for the child but support for both adult and children to repair successfully.

### **11. Repeat incidences**

Children may have their behaviour monitored by staff to show progress towards agreed targets with involvement from parents/carers. At Churchfields, we make sure that this is done discreetly. We do not use coloured reports, advertise poor behaviour to other children or give fame to those who choose not to meet our high standards of behaviour.

### **12. Review Meetings**

Serious behaviour breaches or ongoing choices that risk a disruption to a ready, respectful, safe environment will require a meeting with the teacher, parent/carer and member of the Senior Leadership Team, recorded on CPOMS, with agreed targets that will be monitored over the course of two weeks.

This cycle can be repeated or escalated.

### **13. Individual support stage**

The individual support stage will be implemented where there is a significant or ongoing cause for concern. The child will be allocated a trusted adult who will:

- Support, and if necessary, facilitate the repair meeting between the member of staff and learner.
- Develop an appropriate action plan with the child
- Monitor and review and mentor using the action plan
- Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves



All of these matters will be confirmed in writing and recorded on CPOMS.

#### **14. Behaviour support conference**

- A restorative conference that takes a 360 degree view of the learner will be convened. This meeting will include the trusted adult, teacher(s), child, parents/carers, Senior Leadership Team and any other external agencies that offer support.
- The meeting will address the learner's: progress and achievement, learning needs, attendance, punctuality, attitude, behavioural routines and personal organisation.
- There may be an element of 'payback' in the action plan from this meeting. Children may be asked to positively contribute time/actions as part of the process of repairing the damage they have caused.
- Support beyond the classroom should be considered –underlying SEND needs, tiered social emotional and behavioural support, referral to outside agencies.
- Every effort will be made to encourage and support a change in the child's behaviour.

#### **15. Serious Breach of the Behaviour Policy – Record and report**

Occasionally, some children may behave in a way that a serious breach of our policy and may be expedited through our system in order to keep all children safe and able to learn in school. The school will record all incidents of serious breaches of behaviour on CPOMS and discuss with parents/carers. Exclusions may occur following repeated serious breaches at the discretion of the Headteacher.

Serious behaviours may include:

- Threatening/intimidating (pupils)
- Threatening/intimidating (staff)
- Show/touch private parts
- Discriminatory language (gender, sexuality, race, religion, heritage)
- Vandalism/graffiti (requiring repair/replace)
- Running away/ around school
- Bringing/sharing prohibited items
- Risk to safety
- Swearing (to intimidate/ threaten)
- Bullying
- Stealing
- Fighting

#### **16. Extreme Behaviours – Record and report**

Some children may exhibit particular behaviours that are extreme and unacceptable.

As a school, we recognise that their behaviour is their way of communicating their emotions and/or needs.

Where possible, we use our most skilful staff to build relationships with each individual child. These children may have bespoke 'Positive Behaviour Plans' that detail additional support, strategies and expectations.

When dealing with an episode of extreme behaviour, a child may need to be positively handled if they or another person is unsafe. This will only be used as a last resort.

The school will record all incidents of extreme behaviour on CPOMS and discuss with parents/carers. Exclusions may occur following extreme incidents at the discretion of the Headteacher.

Examples are:

- Risk of/actual injury to others
- Disruption stops learning
- False accusations against staff
- Attempted or actual assault on staff
- Attempting to leave premises
- Open defiance to staff
- Derogatory to staff
- Refusal to leave/ blocking room

### **17. Alternatives to exclusion**

During the process of review with serious breaches and extreme behaviour, alternatives to exclusion should be explored.

Some examples are:

- a longer period out of class/the playground to enable re-set and work on causes of behaviours
- reduced timetable with clear timeframes and review processes
- reduced access to points of risk/contact e.g. lunchtimes

### **18. Exclusion (Suspension and Expulsion)**

Exclusion is an extreme step and is taken in response to an extreme breach or persistent serious breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. A suspension can also be for parts of the school day.

The pupil may be considered to have Special Educational Needs or Disabilities and the procedures for meeting those needs are set out in our SEND policy.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible.

In all instances, what is best for the child and the children in the school will be at the heart of all decisions making processes and are at the discretion of the Headteacher (see [DfE Exclusions Guidance](#) )

## **19. Anti-Bullying Approach**

### **Definition**

Bullying is behaviour:

- by an **individual or group** of an individual or group
- that is **repeated over time**
- **intended to hurt** someone either physically or emotionally
- where the relationship involves an **imbalance of power**.

### **Prevention**

There is an ethos and expectation of good behaviour of all children.

Children and staff are encouraged and expected to show respect to others and to be treated with respect. They are taught to 'make the right choice' to be ready, respectful and safe and understand the impact of their behaviour on the wellbeing, learning and safety of others.

Expectations and messages are shared in assemblies, PSCHE lessons and in the way behaviour incidents are dealt with throughout the school.

Levels of adult supervision, training and an ethos that bullying is not tolerated mean that all staff are aware of different forms of bullying and their responsibilities to act upon it.

## **20. Types of Bullying**

Children can be bullied for a variety of reasons e.g.:

- o race, religion or culture
- o special educational needs and disabilities
- o gender
- o appearance
- o medical conditions
- o home circumstances

It might be motivated by actual differences between children, or perceived differences.

Bullying can include:

- physical assault or intimidation
- teasing or name-calling
- making threats
- cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger)
- deliberate exclusion or isolation
- anything else that falls under the definition above

## **21. Signs of being bullied**

Physical signs can be:

- o injuries that the child cannot or will not give a convincing explanation for
- o torn or damaged clothing
- o general symptoms of ill health

- bedwetting

Emotional signs can be:

- mood swings or an apparent change in personality
- high anxiety or nervousness
- tearfulness
- appearing 'low' or depressed
- lack of confidence
- defensiveness

Behavioural signs can be:

- becoming withdrawn
- lashing out at others
- talking about or actually harming themselves
- problems with eating or sleeping

Other signs can be:

- belongings getting "lost" or damaged
- being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
- not doing as well at school
- asking for, or stealing, money or other items

*N.B. Whilst some or any of these symptoms may be because of bullying, it may be because of something else that is troubling the child. It is important to discuss concerns with a child to find out what the problem is.*

## **22. Signs that a child may be bullying others**

Physical signs can be:

- using physical strength or presence to intimidate, influence and impress other children
- being openly physical and confrontational with adults and peers

Emotional signs can be:

- refusal or inability to empathise with others
- desire to be in control
- refusal or inability to accept responsibility for actions
- a tendency to relate to others in a negative way

Behavioural signs can be:

- showing an exaggerated high self-opinion
- showing indifference for areas or activities in which they do not excel. This may involve ridiculing other children who have strengths in these areas
- difficulties in forming and/or maintaining friendships with peers

*N.B. Whilst some or any of these symptoms may be because of bullying, it may be because of something else that is troubling the child. It is important to discuss concerns with a child to find out what the problem is.*

### **23. Staff will:**

- Be excellent role models in the way they behave and speak to others
- Be alert to distress and possible signs of bullying and follow these up with the child and/or their class teacher and/or the safeguarding team
- Listen to children who raise concerns, take these seriously and follow these up by further investigation
- Record and report any signs of bullying or accounts of bullying
- Inform the safeguarding team of any bullying or suspected bullying promptly
- Contact parents of all concerned in a bullying situation
- Be kept up to date with policy and procedures for dealing with behaviour and bullying incidents
- Follow the school's behaviour systems
- Ensure suitable sanctions follow from confirmed bullying situations, which includes exclusion or the police if the actions are illegal
- Support and respond to the needs of both bullied and bullying children
- Seek support from or report cases to relevant outside agencies in serious cases

### **24. Children will:**

- Make the right respectful and safe choices in their behaviour towards their peers
- Tell an adult of any witnessed incident of bullying
- Tell an adult if they have been the victim of bullying behaviour

### **25. Parents/Carers will:**

- Tell the school of any concerns regarding bullying of their own or another child in the school as soon as possible
- Report promptly any signs of bullying to the school
- Co-operate with the school in the investigation and resolution of incidents of bullying
- Allow the school to investigate and resolve issues around behaviour or bullying – approaching other people's children directly is not acceptable