

GOOD BEHAVIOUR AND ANTI BULLYING POLICY

We are committed to providing a happy, caring and safe environment in which all learners can thrive. Clear behaviour expectations, simple school rules, recognition of positive behaviour and our values of love, kindness, hope and peace help everyone know how to succeed.



AIMS

- To achieve a safe, calm and purposeful environment in and around school, enabling children to learn effectively
- To manage behaviour using a positive approach based on clear expectations, simple school rules, recognition of positive behaviour, and when required, structured and proportionate sanctions and support
- To ensure that all members of the school community are clear about how behaviour is managed in our school
- To equip children with the skills to manage their own behaviour
- To promote good manners, thoughtfulness and care for others
- To promote pupils' social, moral, spiritual and cultural development

WORKING TOGETHER

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This policy is for all of our school community. For it to be effective, everyone must follow it.

OUR SCHOOL RULES – READY, KIND, SAFE

Our school rules are very simple so that we can all remember them! They are displayed in every classroom.




Ready
Make sure that you are always ready to learn.




Kind
Remember our values:
love, kindness, hope and peace.



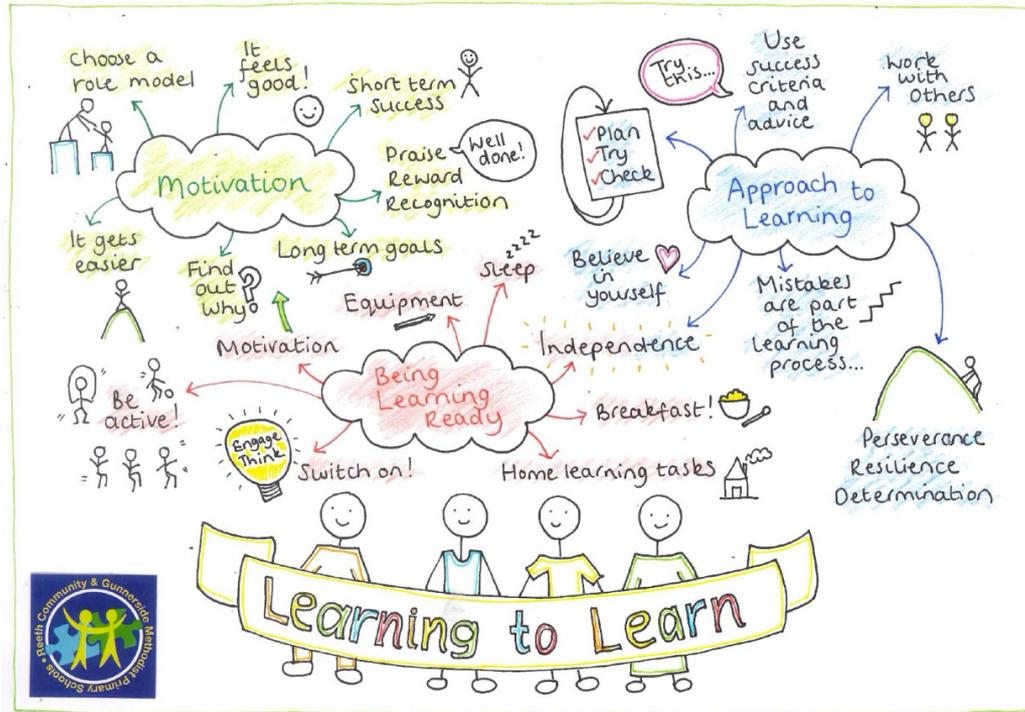

Safe
Keep your hands, feet and objects to yourself.

- Ready** Make sure that you are always ready to learn.
Kind Remember our values: love, kindness, hope and peace.
Safe Keep your hands, feet and objects to yourself.

LEARNING BEHAVIOURS

To maximise learning and benefit general good behaviour, we encourage and support pupils to develop effective learning behaviours. These are referenced frequently by staff and modelled in lessons, discussed in assemblies and identified when offering personalised mentoring and guidance to individual pupils. They provide a framework for pupil self-evaluation and can be used to recognise and celebrate pupils' success. In 2018 we developed our 'Learning to Learn' poster. More recently we created learning to learn characters that bring the behaviours to life. We have made two versions, targeting younger and older pupils in school.

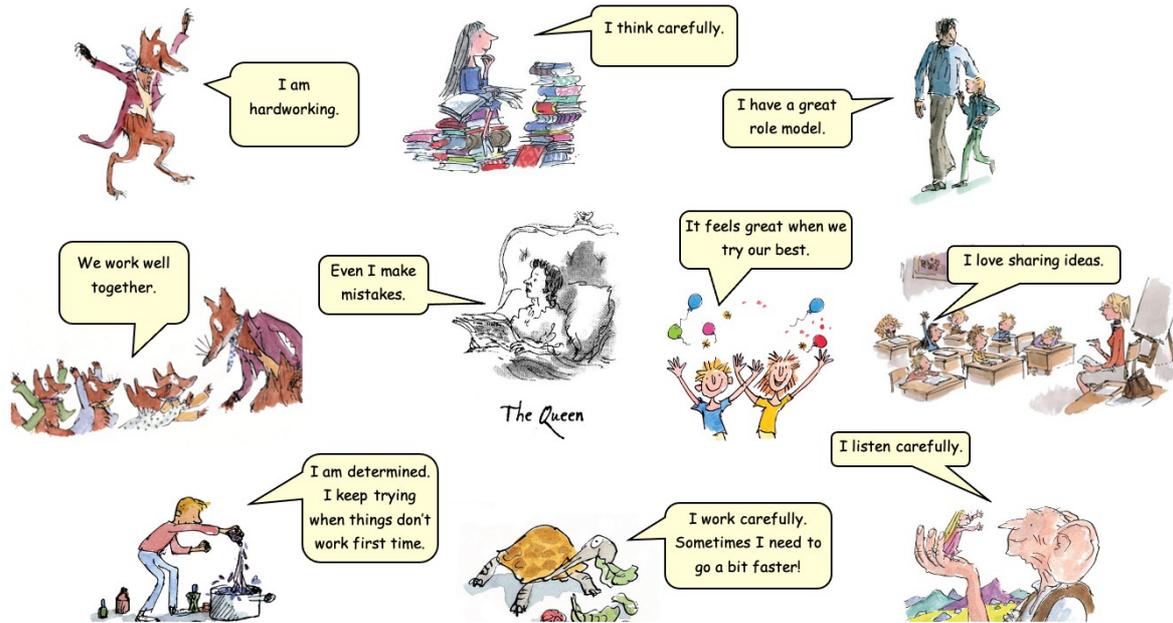
WHOLE SCHOOL LEARNING TO LEARN POSTER



LEARNING TO LEARN CHARACTERS – EARLY YEARS AND KEY STAGE 1



LEARNING TO LEARN CHARACTERS – KEY STAGE 2



STARTING SCHOOL AND TRANSITION BETWEEN CLASSES

In Early Years, our school rules, systems and routines are explained to pupils in a child centred way. Clear expectations, positive reinforcement and regular practice help pupils to quickly settle in and to become familiar with school life. As pupils progress through school, they benefit from transition experiences that help them to prepare for the next step of their education. At the beginning of each school year, and sometimes when deemed beneficial midyear, good behaviour expectations are discussed to ensure that the secure foundations established in Early Years are maintained and developed. Where necessary, extra support and induction is provided for pupils that arrive mid-phase.

Consistent implementation of a whole school approach to behaviour management helps to create a predictable environment. Clear boundaries and expectations help everyone know what to do and feel safe, enabling learning opportunities and enjoyment of each day to be maximised. Staff work together to ensure that consistent, clear language is used throughout school when recognising good behaviour and addressing behaviour that does not meet expectations.

RECOGNISING AND REWARDING GOOD BEHAVIOUR

Our behaviour policy is based on a positive approach, with recognition and encouragement used as key strategies to promote good behaviour. We use many opportunities to praise and reward children, including:

- Praise given in class or around school - may be verbal, non-verbal or written
- Recognition boards
- Positive comments written on work
- Good behaviour stamps, collected in pupil merit albums as part of the whole school reward scheme
- Receiving a WOW card to take home and share with parents
- Receiving a certificate in our Friday celebration assembly
- Bringing to the attention of other teachers or the headteacher children who have behaved particularly well and/or displayed an excellent attitude to learning

DISCOURAGING INAPPROPRIATE BEHAVIOUR

To discourage inappropriate behaviour in school we:

- Explain expectations clearly
- Point out good behaviour to emphasise the sort of behaviour that is desirable
- Use non-verbal signs
- Clarify and remind children of our rules – Ready, Kind, Safe

STRUCTURED SANCTIONS AND SUPPORT

If children do not follow the school rules, we use a structured approach to resolve the matter, with associated sanctions and provision of support to avoid further, repeated problems. Behaviour matters should always be approached discretely, consistently and with a view to resolving the issue in the best interests of everyone involved. Staff are encouraged to manage behaviour confidently and independently initially, involving the headteacher as detailed below.

	Steps	Actions, delivered discretely wherever possible.
1	Reminder	<p>With a calm voice say:</p> <p><i>I noticed that you chose to ...</i> <i>You need to follow our rules. Remember to be (Ready, Kind, or Safe). Make the right choice.</i> <i>Thank you for listening.</i></p>
2	Warning	<p>With a calm voice, provide a clear warning, outlining the consequences if they continue.</p> <p><i>You have continued to ... (observed behaviour)</i> <i>You need to take action now to fix this or I will have no choice but to ask you to take time out.</i> <i>I have seen you do this really well before (make specific reference if relevant) and I think that you can do it today.</i> <i>Please see me at the end of the lesson. Thank you.</i></p> <p>Incidents will be recorded in the class behaviour record from this point.</p>
3	Time out	<p>With a calm voice ask the pupil to take time out. This may be a short time out of the room, in a quiet area, in a different classroom or with the headteacher.</p> <p><i>Your behaviour has not met our expectations. You need to take some time out. Go to</i></p> <p>The headteacher should be involved or informed at this stage. Adults will avoid talking about a pupil's behaviour in front of them. Parents will also be informed at this stage.</p>
4	Repair	<p>This could be a discussion at breaktime on the playground or a more formal meeting.</p> <p>Use the most relevant of these questions. Five is probably enough. It may be appropriate to ask just two questions when working with the youngest children in school.</p> <p><i>What happened?</i> <i>What were you thinking and feeling at the time?</i> <i>What have you thought / felt since?</i> <i>How did this make people feel?</i> <i>Who has been affected?</i> <i>What should we do to put things right?</i> <i>How can we do things differently in the future?</i></p> <p>Pupil thoughts or comments may be recorded on the reflection form either themselves or by a teacher. The Headteacher maintains the file of completed pupil reflection forms.</p>
5	Ongoing support	<p>It may be appropriate to provide ongoing support following step 4. For example, regular meetings may need to be scheduled to review progress and to provide mentoring.</p>

School staff work with pupils to manage behaviour at steps 1 or 2 and try to avoid escalation of behaviour that could result in step 3. The steps detailed above will usually be used in a progressive way, although it is possible that a pupil's behaviour could result in an immediate response at step 3.

SUSPENSION AND EXCLUSION

Suspension or exclusion can be used when absolutely necessary and as a last resort, at the discretion of the headteacher. The school will always follow the latest guidance from the Department for Education and NYC.

ROLE OF SCHOOL STAFF

All adults in school have a responsibility to model positive behaviours that are based on our school values:

- Meet and greet, making all pupils feel welcomed and valued
- Provide clear expectations, referring to the school rules Ready, Kind, Safe
- Be proactive, strategically managing behaviour in the best interests of pupils (for example, supervising a busy doorway or cloakroom)
- Enthusiastically deliver well planned and engaging lessons that bring the school curriculum to life
- Recognise positive behaviour and use this to engage pupils in doing the right thing
- Build mutual respect, positive relationships and demonstrate unconditional care and compassion
- Give pupils time to respond to guidance, reminders and warnings to avoid escalation of behaviour

ROLE OF THE HEADTEACHER

It is the responsibility of the headteacher to ensure that our whole school approach to behaviour management – outlined in this policy – is implemented consistently across all classes. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in school.

The headteacher works with staff, implementing the policy, providing staff training opportunities, being readily available to provide support when required and being highly visible, engaging with pupils and parents. The headteacher regularly monitors the impact of the schools' collective approach to good behaviour management and acts accordingly to ensure that a good behaviour culture is maintained.

The headteacher provides or organises behaviour management training for all new members of staff. Updates and further training are provided regularly, at least once a year.

ROLE OF PARENTS AND CARERS

Parents are crucial to the success of this policy and can contribute in a variety of ways:

- Support and work with the school as set out in the Home / School Agreement
- Be aware of the school rules and discuss appropriate behaviour
- Show interest in school learning and celebrate success
- Ensure children attend school in good health, punctually and regularly (this includes taking holidays outside of term time whenever possible)
- Make early contact with the school to discuss matters that affect their child's happiness, progress and behaviour, particularly if any form of bullying is suspected

ROLE OF GOVERNORS

Governors have responsibility for a written statement of behaviour principles (see Appendix B) this policy and for its approval. Governors monitor the effectiveness of the behaviour management policy, requesting reports and feedback from the headteacher and sometimes through direct work in school. Governors should follow the complaints procedure in case of complaint.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS (SEN)

Some children exhibit particular behaviours based on special needs, early childhood experiences and family circumstances. We recognise that such behaviour can sometimes be their way of communicating their needs. Children with additional needs may require extra help to meet behaviour expectations. It might be necessary to adapt this policy to ensure that all children can benefit effectively from the rewards, guidance and strategies that are in place. We know that a good behaviour culture can benefit all learners, helping those with SEND, and enabling them to learn well. We will always try to understand the challenges that pupils experience and will put in place arrangements that help. It may be necessary to seek help from an Educational Psychologist or other specialist, arranged and agreed through discussion with the SENDCO.

PHYSICAL INTERVENTION AND THE USE OF REASONABLE FORCE

Every effort will be made to avoid physical intervention. Department for Education guidance will be followed if it is required.

The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils. It can be used to prevent pupils from hurting themselves or others, damaging property or causing disorder.

Schools can use reasonable force to:

- *remove disruptive children from the classroom where they have refused to follow an instruction to do so*
- *prevent a pupil behaving in a way that disrupts a school event or a school trip or visit*
- *prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others*
- *prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground*
- *restrain a pupil at risk of harming themselves through physical outbursts.*

Department for Education

Physical intervention should always be carried out in such a way that no more force than needed is used, and after de-escalation strategies have been offered (distractions, support, warnings, discussion) and have failed to resolve a situation. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. All members of school staff have a legal power to use reasonable force.

Staff members receive training on behaviour management, de-escalation strategies and physical intervention.

Incidents that require use of reasonable force are recorded in the behaviour incident record. The headteacher and the child's parents are always informed.

Some pupils may occasionally require short physical support or intervention. For example, younger pupils may need to hold hands or sit with an adult or need lifting up. Such support is carefully considered and is only provided when appropriate and necessary. It is not recorded as physical intervention.

BANNED ITEMS, CONFISCATION AND SEARCHING

Pupils should not bring the following items to school:

- mobile phones
- electrical items
- anything that can connect with the internet or take images
- medicines, other than those sent in by parents, along with the required administration of medicine form

If any of the items listed above are brought in to school, staff will store them safely until the end of the school day, returning the property to either pupils or parents at the end of the day, as appropriate.

The Department for Education also provide a list of prohibited items:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person
- tobacco products
- fireworks
- pornographic images

A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item from either of the lists above. A member of staff may search a pupil's outer clothing, pockets, possessions, desk or storage tray. Pupils must not be asked to remove clothing other than outer clothing, like a coat. The member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search. In our schools, the designated safeguarding lead or the deputy designated safeguarding lead should be contacted prior to any search.

BEHAVIOUR OUTSIDE OF SCHOOL PREMISES

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. For example, conduct outside school (including online conduct) that may require or benefit from school involvement could include inappropriate behaviour:

- when travelling to or from school independently or on home school transport
- when wearing school uniform or in some other way identifiable as a pupil of our schools
- that poses a threat to another pupil
- that could adversely affect the reputation of the school

CHILD ON CHILD ABUSE AND HARMFUL SEXUALISED BEHAVIOUR

Through our PSHE curriculum, pupils are taught about healthy relationships, appropriate and inappropriate behaviours and what to do if they feel that another child is displaying inappropriate behaviour towards them. Children are encouraged to speak to a trusted adult if they feel upset or worried. We use NSPCC resources to support children to understand that their body belongs to them and to understand privacy and consent. Any reports of child-on-child abuse are logged and dealt with by the designated safeguarding lead.

We recognise that young children can display sexualised behaviour – that is developmentally inappropriate, that may be harmful towards self or others, or be abusive towards another child, young person or adult. Observations and reports of a pupils demonstrating sexualised behaviour will be taken seriously and will be reported to the designated safeguarding lead. School staff will use the NSPCC Traffic Light tool: *Responding to children who display sexualised behaviour* (nspcc.org.uk) and professional judgement to distinguish developmentally typical behaviours from those that may be problematic or harmful, and make sure all children involved get appropriate help and support. The school will also follow guidance provided by the North Yorkshire Safeguarding Children Partnership.

Staff receive training on responding to sexualised behaviour displayed by children, what action to take if this is reported to them or if they observe this behaviour in the school.

ANTI-BULLYING

Parents, staff and children are encouraged to discuss any concerns regarding bullying with teachers and the headteacher. Children and parents must be confident that any form of bullying in school will not be tolerated.

We aim, as a school, to create a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying. Bullying is wrong and damages individuals in different ways. We do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We ensure that all adults and children in our school are respected and respect others, their cultures, their differences and their opinions. We encourage in our children a sense of care and tolerance and the courage to take responsibility for their own actions.

Bullying can be:

- Emotional – being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical – pushing, kicking, hitting or any other use of violence
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact, or comments
- Homophobic – because of, or focussing on the issue of sexuality
- Verbal – name-calling, sarcasm, spreading rumours, teasing
- Cyber – threats by text messaging, calls, e-mail and internet use

We develop a climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour. Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use the PSHE curriculum, drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children and the bullies, and to practise the restraint required to avoid developing bullying behaviour. Class discussion and assemblies are used to praise, reward and celebrate the success of all children, and this helps to create a positive atmosphere where bullying is less likely.

All the staff in our schools take all forms of bullying seriously, and seek to prevent it from taking place.

Teachers take the following steps when acts of bullying are brought to their attention:

- Counselling and support for the recipient of the bullying, and sanctions for the child who has carried out the bullying (see *structured sanctions and support*, above)
- Staff will listen and speak to all children involved about the incidents separately
- The problem will be identified and possible solutions suggested
- Staff will attempt to adopt a problem solving approach which will move children on from them having to justify their behaviour
- Appropriate action will be taken to quickly end the bullying behaviour or threats of bullying
- The parents of the children involved to discuss the situation, if necessary

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher or the headteacher immediately. Parents have a responsibility to support the school's anti-bullying policy, by being good role models and actively encouraging their child to be a positive member of the school.

Pupils are encouraged to tell a trusted adult if they are being bullied, and if the bullying continues, they must keep on letting people know. If they don't feel they can talk to someone about it, they are reminded to write it down and post it in the 'Worry Box'. They will be encouraged to try not to let the bully know he / she is making them feel upset.

FURTHER INFORMATION

This policy has been written in accordance with the DfE document *Behaviour in schools – advice for headteachers and school staff, February 2024*.

POLICY REVIEW AND APPROVAL

This policy was approved by governors in spring term 2025. This policy will be reviewed biennially.



APPENDIX A – PUPIL REFLECTION FORM

NAME _____

DATE _____

This form can be completed by pupils independently or can be completed by a teacher to record a discussion. Teachers should identify the questions that will be most useful to explore. If pupils are completing the form independently, please indicate the questions that should be answered.

What happened?

What were you thinking and feeling at the time?

What have you thought / felt since?

How did this make people feel?

Who has been affected?

What should we do to put things right?

How can we do things differently in the future?

This form has been completed by _____

APPENDIX B – WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES

Section 88 of the Education and Inspections Act 2006 requires the governing body to make, and from time to time review, a written statement of general principles to guide the headteacher in determining measures to promote good behaviour and discipline amongst pupils.

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- School must provide a calm, safe and supportive environment where children learn, thrive and reach their full potential.
 - All members of the school community should be free from any form of discrimination.
 - The behaviour policy should reflect the school vision and values:

We come to school to learn, explore and grow. In our small community, we all work together to make a better school, make connections and to prepare for our future. Values of love, kindness, hope and peace help to guide us on this journey.

- Behaviour expectations should be communicated clearly; pupils need to know what good behaviour looks like. School rules should be easy to understand and remember.
- Staff and volunteers must set an excellent example to pupils at all times.
- Behaviour management should be positive, supportive and helpful. Praise, encouragement and recognition of good behaviour should far outweigh sanctions.
- Pupils should be supported to help them take responsibility for their actions.
- The policy should be applied consistently and fairly, while meeting both collective and individual needs.
- If pupils need additional support to reach the expected standard of behaviour, support should be identified and put in place quickly, with advice sought from outside agencies as required.
- School staff will work closely with parents, who will be informed of more significant behaviour concerns.
- Suspension, and particularly permanent exclusion, must only be used as a last resort. The school will always follow the latest guidance from the Department for Education and NYC.