

Positive Behaviour Policy



Reviewed and approved by:	Governing Body	
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Date for next Review:	October 2024	
Signed by:	Chair of Governors Kirsty Bull	Headteacher Jo Hall
Date:	October 2023	October 2023

Introduction

We set ourselves high standards at Saltergate and promote the values of respect, co-operation, self-discipline, consideration and responsibility. These underpin good behaviour and enable a safe and happy learning community.

Aims

To develop high standards of behaviour and work, which are consistently celebrated

To become a truly restorative learning community

To work with parents and carers in enabling their children to achieve high standards of behaviour

To provide clear guidance to pupils, staff and parent about the school's values and expectations

Commitment

All staff will treat all children with respect and kindness

All staff will take responsibility for setting high standards of behaviour and reinforcing good behaviour

All staff will manage unacceptable behaviour in a calm and restorative manner

All children will be encouraged to self-regulate and to take responsibility for their own behaviour

School Expectations

Staff should model appropriate behaviour at all times, setting high standards for pupils.

Our children are taught to implement the 5 R's –

Responsible

Resilient

Resourceful

Respectful

Reflective

Positive behaviour is also promoted through our curriculum. Opportunities are taken through our choice of texts, to explore themes such as discrimination, respect, bullying and kindness. In PSHE and RSE we consider issues such as healthy relationships, self-esteem and consent.

Class Rules

Our children in EYFS and KS1 learn about our Golden Rules which help them to understand expectations at school. As children move into KS2 they write rules for their class, taking increasing responsibility.

The Golden Rules are:

We work hard

We listen carefully

We use friendly words

We have kind hands and feet

We look after our school and everyone in it

Positive Behaviour

High standards of behaviour are promoted through:

Clear and consistent expectations

- Modelling of positive behaviour, exemplary manners and respect
- Praise for good behaviour
- Celebration of high standards
- Class and whole-school assemblies
- Opportunities for children to take responsibility
- Recognition when behaviour has improved
- Giving children responsibility for areas around the school or helping adults
- Peer mentoring

Rewards

Positive behaviour is rewarded in a number of ways, according to age and stage of development:

EYFS – praise and stickers

KS1 – praise, stickers, moving up on the class chart to silver and gold

KS2 – praise, stickers, earning 5-minute sections of Golden Time and for Y6, earning points to “spend” at Fun Day

Golden Postcards are awarded to children in EYFS and KS1 for sustained effort and positive behaviour; in KS2, Golden Postcards are sent in the post for an extra special surprise.

EYFS

We follow the statutory guidance for our pupils in EYFS. This guidance states:

3.53. Providers are responsible for managing children’s behaviour in an appropriate way. 3.54. Providers must not give or threaten corporal punishment to a child and must not use or threaten any punishment which could adversely affect a child's well-being. Providers must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided. Any early years provider who fails to meet these requirements commits an offence. A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention* was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child’s behaviour if absolutely necessary. Providers, including childminders, must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.

*Physical intervention is where practitioners use reasonable force to prevent children from injuring themselves or others or damaging property

Roles and Responsibilities

All staff have a role to play in the promotion of good behaviour and the challenge of unacceptable behaviour. It is vital that there is a consistent approach and response from all adults in school. The steps outlined in this policy to promote and manage behaviour are the responsibility of all staff.

The Senior Leadership Team will determine the operational approach to behaviour and work with the Governing Body to design and implement the strategic direction of this policy. SLT and the Governing Body support all school staff in this important area. SLT members have walkie

talkies for immediate contact with challenging incidents. The Executive Headteacher works closely with the Chair of Governors to ensure an overview of behaviour in our schools.

Training is provided for staff through INSET and staff meetings. All staff are encouraged to speak to a member of SLT, which includes our SENDCO, if they require advice or support with behaviour management. Training given includes work around Positive Handling (Team Teach), Restorative Practice, Adverse Childhood Experiences and De-escalation Techniques.

Unacceptable Behaviour

Unacceptable behaviour will be managed with a restorative approach. Children will be reminded of expectations and given the opportunity to correct their behaviour. Where support is needed, children will spend time talking about their behaviour and considering their next steps. The emphasis is always upon learning and reflecting, in order to self-regulate and develop strategies for positive behaviour.

Our staff are trained to understand that children may abuse other children. Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
- up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Persistent Unacceptable Behaviour

All schools, from time to time, will have problems with unacceptable behaviour. It is school policy to manage such behaviour in a positive and supportive way. We will work with parents and carers and when appropriate, other agencies; we recognise that other agencies can help us to assess the needs of children who display ongoing challenging behaviour. Reasonable adjustments may be made for children with SEN or disabilities when applying the behaviour policy.

Persistent unacceptable behaviour may be managed by:

- Regular planned discussion with children and parents
- Home/school communication
- Individual Behaviour Plans identifying triggers and mitigations
- Tracking the progress of a child's behaviour in class
- Structured lunchtimes (lunchtimes are carefully planned with opportunities for quieter activities in Calm Club, Lunch Club and our Chill-Out Zones, with adult support)
- Structured learning time (the day is broken down into small manageable tasks)
- Time in the Nurture Rooms (learning or playing away from other children, on school premises but not in class)
- Referral to outside agencies
- Fixed term exclusion
- Permanent exclusion

The Use of Reasonable Force

In accordance with Behaviour in Schools (July 2022) and Use of Reasonable Force – advice for school leaders, staff and governing bodies, we recognise that there may be circumstances when it is appropriate for staff to use reasonable force to safeguard children. These would be to prevent pupils committing an offence, injuring themselves or others, damaging property or to maintain good order and discipline at the school or among pupils. There is further guidance for schools in the document Searching, screening and confiscation in schools (2023.)

When considering the use of reasonable force, we would, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Other Physical Contact

There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary might include holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school, when comforting a distressed pupil, to give first aid.

Searching, Screening and Confiscation

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe. We follow the DfE guidance Searching, screening and confiscation in schools (2023.)

Exclusion

Very serious incidents including violence or behaviour threatening the health and safety of others or damage to property may result in a fixed term exclusion.

In a rare number of cases if fixed term exclusions do not help the pupil, a permanent exclusion can be enforced.

The Headteacher will inform the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The school will follow the DfE guidance, Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance.

Anti- Bullying

We recognise that bullying can happen in any school and that it can have a devastating effect on individuals. We take a proactive approach to teaching our children about bullying, to enable them to develop skills and strategies to identify, cope with and prevent bullying.

Our behaviour policy does not condone any form of bullying. Any parent who suspects that their child may be a victim of any kind of bullying should contact the class teacher immediately.

We will take appropriate action to deal with bullying and will work with all those involved to resolve the issue. All staff are committed to safeguarding all pupils.

If a child reports an act of bullying, this is taken seriously and is investigated thoroughly. A reduction in bullying is directly related to an increased willingness of teaching and support staff to intervene in bullying incidents and an increase in confidence of children to report bullying.

Definition of Bullying

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.”

Bullying can occur through different behaviours. It can be:

- PHYSICAL – A child can be physically punched, kicked hit, spat at etc.
- VERBAL – Verbal abuse can take the form of name calling, teasing and taunting. It may be directed towards gender, ethnic origin, physical/social disability, or personality, etc.
- EXCLUSION – A child can be bullied by being excluded from discussions/activities/games, with those they believe to be their friends.
- DAMAGE TO PROPERTY OR THEFT – Children may have their property damaged, stolen or hidden. Physical threats may be used by the bully in order that the pupil hands over property to them.
- INTIMIDATION – Bullying can also include rude gestures and intimidating looks.
- CYBER-BULLYING – unkind messages/chat through social network sites, emails or texts.

Action taken by School to Prevent Bullying

- All complaints taken seriously and dealt with quickly and firmly
- Building children’s confidence in staff to deal with bullying effectively
- Staff trained to identify bullying behaviours and to deal with these appropriately

- A proactive PSHE curriculum and RSE curriculum which educate children around acceptable behaviours and consent
- Explicit teaching about e-safety and cyber bullying
- Explicit teaching about mutual tolerance and respect and recognition of prejudice based and discriminatory behaviour
- Using peer group pressure actively to discourage bullying
- Helping children to develop positive strategies and assertion

Action taken when bullying is suspected

If bullying is suspected we talk to all those involved.

If bullying is identified, help, support and challenge will be given as is appropriate.

We support in the following ways:

- by offering the bullied child an immediate opportunity to talk about their experiences.
- informing the parents/carers of the bullied child
- providing ongoing support
- providing additional supervision on the playground
- considering further mitigations e.g. environment, supervision

We work restoratively with the bully by:

- talking about their behaviour and encouraging reflection
- involving parents/carers
- continuing to work with the bullies in order to change their behaviour
- requesting help from support services
- taking steps to prevent further bullying.

Steps may involve:

An official warning from the Headteacher

Formal discussion with parents/carers

Formal notification in writing if the behaviour continues

Suspension

Permanent exclusion

Advice to parents

- take an active interest in your child's social life and chat about friends and their activities (including online communications)
- watch for signs of distress in your child
- inform the school immediately you suspect your child is being bullied. Your concerns will be taken seriously and appropriate action will follow
- advise your child **not** to fight back. It makes matters worse and your child could be accused of bullying
- make sure your child is fully aware of the school policy concerning bullying

Children are actively taught about our behavioural expectations and standards.

We give a very clear message – bullying behaviour is not acceptable. We teach our children that if they think they are being bullied, they should:

- to go straight to a member of staff and tell them

- that children will not get into trouble if they tell to us about this
We encourage our children to use their voice – “No! Stop, I don’t like that!” However, we understand that children may be afraid or feel that they cannot use their words. We explicitly teach that the bullying is not their fault. We encourage children to remove themselves from a difficult situation, if possible.
We also teach children to act if they witness someone else being bullied. Again, we recognise that children may be afraid to do this and we work with all our pupils to build trusting relationships so that they know that they can come to us.

Allegations against Staff

Where an allegation is made against a member of staff, or an adult in school, we will use the document KCSIE (Keeping Children Safe in Education 2023) to manage this process. We recognise that we have a duty of care to the adult and will offer appropriate welfare support at such a time and we recognise the sensitivity of the situation.

If an allegation is determined to be unsubstantiated, unfounded, false or malicious, the LADO and the case manager should consider whether the child and/or the person who has made the allegation needs help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to local authority children’s social care may be appropriate. If an allegation is shown to be deliberately invented or malicious, the school or college, should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy

Behaviour out of School

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. We may need to respond to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school. Actions taken will be proportionate and appropriate to the circumstances and we will work with the Local Authority in such situations. (DfE Behaviour in Schools September 2022)