

Upham CE (A) Primary School

Policy for Behaviour Management and the Prevention of Bullying



Approved by Governors – 9 February 2023

Review date – by Feb 2026

Reviewed by J Carrington & C Kimble

Statement of Principles

The Christian values of love, care for others and a response to the needs of the world are part of the everyday ethos of our school. All members of our school, children, staff, parents and governors are encouraged to value and respect themselves and each other, the wider community and the environment.

As they grow in mind, body and spirit, our children have the confidence to be aspirational, independent and creative learners who enjoy their work and achieve in all aspects of their education in the caring, family community here.

We take due consideration of 'The Prevent duty' and 'British Values'.

The Prevent Duty states that we must have due regard to the need to prevent people from being drawn into terrorism.

British Values are defined as:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

At Upham Primary School we encourage a whole school approach to the promotion of good behaviour by providing a learning environment where children and adults receive positive feedback through praise and reward.

We value considerate behaviour and always prefer to encourage rather than punish. We believe that a consistent approach to discipline throughout the school is essential.

In order to achieve our vision we aim:

- To create an ethos throughout the school which makes everyone in the school community feel valued and respected.
- To ensure children understand how good behaviour contributes to positive relationships between children, parents, staff, governors and visitors involved with the school.
- To ensure children are comfortable and confident to share their concerns.
- To promote self-discipline and consideration for others.
- To prevent all forms of bullying among pupils through encouraging good behaviour and respect for others.
- To encourage children to have high expectations of their own behaviour and of their peers and not tolerate bullying.

Context

All teachers and support staff foster self-discipline and independence as part of the children's spiritual, cultural, social and moral development. We aim to manage the behaviour of the children through a firm, kind and consistent approach.

We work to ensure that:

- the education of each pupil is valued equally
- all staff are actively involved in rewarding positive behaviour and addressing undesirable behaviour
- all pupils are encouraged to value the good behaviour of their peers
- teachers are sensitive to the pupils needs and listen to them
- all pupils and adults have the right to be treated with courtesy and respect
- parental participation is encouraged through a range of activities to promote a feeling of trust and community
- pupils' positive achievements both in and out of school are shared and celebrated
- there is a consistent approach to behaviour management

Roles and Responsibilities

The governing body has:

- The responsibility to ensure that the school complies with this policy.
- Delegated powers and responsibilities to the headteacher to ensure that school personnel and pupils are aware of this policy
- The duty to support the headteacher and school staff in maintaining high standards of behaviour
- Responsibility to ensure that this policy is made available to parents and published on the school website.
- Responsibility for the implementation, monitoring and evaluation of this policy.

The headteacher will:

- Determine the detail of the standard of behaviour that is acceptable at the school
- Ensure that all staff, children, parents and visitors are aware of this policy. As part of the school's work on respecting the rights of every child, the school team and Governors will engage in a consultation and participation activity to discuss and ensure children understand the policy and what it means to them
- Promote good working relationships between staff to create an ethos where all staff are supported, valued and respected
- Ensure the health and safety of all of the children at the school
- Provide guidance and annual training for staff
- Monitor the effectiveness of this policy
- Report to governors on the success and development of this policy and standards of behaviour at the school.

This will be administered in accordance with Local Authority Guidance and DfE regulations.

School Rules

Our rules are guided by the following statement:

'Be kind to others, and treat them how I want to be treated, in the way God loves all of us.'

Whenever negative behaviour occurs, our aim is to ensure the child understands how their actions were wrong or negatively affected themselves, their learning or others. Staff may engage in discussion with the child following an incident to develop the child's understanding. Other support methods such as circle time/ class PSHE or ELSA intervention may be appropriate on some occasions.

Our school rules are based on these principles:

- To always show care, respect and consideration for other people.
- To show respect and care for your own property and the property of others.
- To aim to always do your best in your learning.
- To ensure your actions do not affect anyone else's learning.

Rewards

A range of rewards are used throughout the school to reward individual performance, to communicate to others what is expected and to make expectations explicit. Rewards are used with professional judgment to encourage all children. Different classes utilise different methods to respond to the changing cohort dynamics and ways in which differently aged children respond.

Rewards could include:

- Stickers
- Special mentions, leading to certificates presented in front of the school
- Learner of the week (to demonstrate value of learning to whole school)
- Non-verbal gestures (smiling, encouraging body language)
- Verbal praise
- Certificates for achievements e.g. swimming, music, reading
- Marble jar leading to child-chosen reward
- Shining star termly award to celebrate role models
- Kindness termly award to publicly celebrate acts of kindness
- Showing the headteacher some work/ discussion

Verbal praise is used to target reflection on the learning process, not necessarily just the achievement itself but also as communication to help the child develop.

Sanctions

Sanctions are best applied at the moment of the negative behaviour so that children, particularly young children, learn cause and effect. There may be occasions where a sanction is applied some time after the behaviour. Sanctions are used with professional judgement, matched to the severity of the behaviour, the age (developmental stage) of the child and the particular circumstances of the incident.

Sanctions may include:

- Verbal reprimand
- A verbal warning (if the action is repeated... this will happen)
- Child being asked to speak to a more senior member of staff/ headteacher
- A discussion with the headteacher outside of the classroom
- Name on the board
- Use of the 'Oh Dear' assertive discipline display in class involving movement of child's name to the 'careful' and 'Oh Dear' lines.
- Specific removal of privilege related to the behaviour e.g. not being allowed to play football at lunchtime due to behaviour at playtime
- Removal of responsibility where this relates to the behaviour e.g. misbehaving in library leading to removal of librarian position.
- Missing a portion/ whole of playtime/ lunchtime
- Relocation of the child to another part of the classroom or another location (including headteacher's office).

Sanctions which demean or reinforce negative views about learning will not be used:

- writing lines (though an apology letter would be appropriate way to help a child understand the impact of their actions)
- Demeaning punishments such as facing a wall

It is impossible to specify specific sanctions for specific behaviours as circumstances will always differ. Professional judgement is therefore essential. However, we aim to apply sanctions as fairly and consistently as is possible. Minor incidents are best dealt with by the person in charge of the child at the time. More serious incidents/ repetitive patterns of behaviour may be referred to another adult (e.g. lunchtime supervisors to senior supervisor, Learning Support Assistant to teacher, teacher to headteacher) or straight to headteacher. Whenever behaviours are bullying-like or have a racial element the headteacher (lead teacher in HT's absence) will take the lead in responding to the behaviour and applying sanctions. When the headteacher has dealt with an incident, parents are likely to be informed. The headteacher will also complete a written record of serious incidents (see Appendix 1) so that more serious behaviours and patterns of behaviour are tracked.

Exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions either as a:

- Suspension (a fixed term) or
- Permanent exclusion.

In the event of a suspension or an exclusion, the legal responsibilities which will be followed are detailed within DfE publication of procedures:

‘Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement’, (DfE Updated 1/9/22)

Accessed at: <https://www.gov.uk/government/publications/school-exclusion>

Children with Particular Needs

It is essential that the highest expectations of behaviour are applied to all children. However, some children have particular needs or circumstances where a flexible, individualised approach is required in order for the child to develop more positive patterns of behaviour, grow in self-esteem or develop social interaction skills. Children with particular special educational needs and disabilities (SEND) needs such as those related to Autistic Spectrum Disorders, ADHD or social/ emotional needs are likely to require individualised approaches. A personal learning plan (IEP/ behaviour plan) is likely to be produced in order to plan for provision.

A child’s SEND needs must be considered when applying a sanction appropriately. For example removal of playtime for a child with ADHD who require physical outlets could cause further difficulties.

Other children may also experience social and emotional difficulties due to family circumstances, illness or other situations. These could be over a short period or a longer timescale. Understanding for the child’s difficulty must be applied in determining why negative behaviour may be occurring and the best way to address this.

Advice from outside agencies may be utilised to address individual children’s behavioural needs.

Physical Intervention

The school aims to only ever use physical intervention as a last resort (see policy for use of Physical Intervention) and not a preferred strategy for the management of behaviour. Any citizen has the common law power to intervene in an emergency to use reasonable force in self-defense, to prevent another person from being injured or committing a criminal offence. All school staff who have control or charge of pupils also have statutory power, in addition to common law power. Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable and proportionate to prevent a pupil from doing or continuing to do any of the following:

The use of restrictive physical intervention may be justified where a pupil is:

- committing an offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- causing personal injury to, or damage to the property of, any person (including the pupil themselves); or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

In addition the DfE clarifies that reasonable force can be used 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; and
 - restrain a pupil at risk of harming themselves through physical outbursts”.
- (DfE, *Use of Reasonable Force* July 2013)
- refer to School’s Restrictive Physical Intervention Policy

Preventing 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, gestures, non-verbal communication, verbal, physical), 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.

Homophobic language is always considered unacceptable and derogatory language will always be challenged and sanctioned as negative behaviour.

The DfE point out that emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case (DfE *Preventing and Tackling Bullying* July 2017).

It is also important that when the word 'bullying' is used by children, parents and staff it is done so accurately. Incorrect use needs to be addressed and discussed so that the user understands exactly what bullying is (according to the previously referred to definition).

Proactive Strategies to prevent bullying

The school is proactive in addressing bullying. Whilst incidents of bullying at Upham Primary School are occasional, prevention of incidents is critical. Proactive strategies include:

- PSHE lessons to promote positive peer pressure/ address negative incidents
- Assemblies based on understanding what bullying is & how to share worries
- Discussions around Cyberbullying with particular discussion within Computing work to understand information sharing
- Child Questionnaires to explore views (including those of groups)
- PSHE lessons to help children develop skills to keep themselves safe and happy in a variety of contexts outside of school (such as transition to secondary school)

Critically, we aim to create a climate where positive peer pressure is the most powerful deterrent for bullying where the children themselves will not allow individuals to behave in bullying-like manners towards other individuals. Peer mentors are key role models in this process and are available for children to share their concerns with (under the supervision of our trained emotional literacy support assistant). Peer mentors regularly deliver assemblies on these themes.

How are incidents of bullying (or suspected bullying) responded to?

Where bullying is suspected, each child (i.e. the victim, the aggressor and witnesses) will be listened to with discussion about what had happened and the effects of these actions on other people. If the incident proves to be simply undesirable behaviour, the matter will close. It is important that children are disciplined based on evidence and not just third-party description. This can be difficult, especially for young children or those children with language difficulties so careful exploration and professional judgement of accounts, the situation and all the information available is essential. If bullying-like motives are suspected the matter will be referred to the headteacher (or lead teacher in his absence) to take the lead role. Parents of both parties will be involved. Sanctions will be applied for bullying, appropriate to the severity/ age/ stage of development of the child. It is important that the victim is also informed of these actions so they feel their concerns have been properly addressed.

E-safety

Digital technologies, including the internet, open up learning to children and their ability to explore and interact with the world. However, they can face many dangers using these technologies such as:

Harmful, illegal or inappropriate content,
Inappropriate communication with strangers or e-bullying,
Risk of being targeted for grooming by those they make contact with,
Loss of personal information,
Inability to evaluate quality, relevance or bias,
Excessive use affecting other development.

It is impossible to eliminate all risks completely, so it is essential that we all teach children to understand the potential risks (in an age-appropriate manner which doesn't frighten them) and give them skills to manage the digital world with confidence.

Opportunities are taken across the computing curriculum to embed understanding about e-safety and in accordance with the school's e-safety policy. Other opportunities across the curriculum will also explore e-safety with displays in class used to promote independent decision making. Resources and links are also published on our website so that parents and children are able to seek help and engage in independent learning.

Other Relevant Policies:

- Health and Safety Policy
- Safeguarding Policy
- Home School Agreement
- Policy for Provision for Children with SEND
- Child Protection Policy
- Equality Duty
- E-safety Policy
- Restrictive Physical Intervention Policy

Appendix A – Record of Serious Behaviour

Date:	Time:	Academic Year:	Child's Name:				Yr:			
Location										
Class	Hall	Toilet	Playtime	Lunchtime	Outside School	Small group	Off Site e.g. trip	Other: At home		
Type of Incident										
'Oh Dear Line' referral	Rude/refusal	Physical	Bullying	Racial/Homophobic/Prejudicial	Play conflict	Not correcting	Insulting/swearing	Other: E-Safety/electronic	Child-on-child indicator	Proactive/pre-emptive
Details of Incident										
Witnesses:				Others involved/ associated:						
Member of staff who identified behaviour:				Behaviour referred to:						
Description:										
Child's recount/ explanation:										
Outcomes/ Consequences:										
Both Is the incident closed? Yes/ No										
Parental involvement & level of support:										
Phoned	Written to	Note in Home-reader	Direct Discussion	Via a third party e.g. childminder	Via a Non-parent e.g. grandparent					
Comments:										
Bullying or Potential Bullying Incident										
Verbal	Physical	Cyber/ Electronic	Ignoring/ excluding	Looks/ gestures	Written	Manipulation of peers	Other:			
Victim:				Witnesses: none						
Actions to prevent bullying taking place again:				Actions to support bully to modify their behaviour:						

Review – check no repeated events/ pattern emerging/ on-going negative impact on others (bullying victim)