

Behaviour Policy (including Bullying and Exclusion)



The Livingstone Road Primary Federation adopts the principles and procedures of this Policy for both schools

Review Cycle: Annual

Responsible for Review: EHT
Next Review Date: September 2023

Policy Statement

It is important that our community are aware of the expectations across our federation; **Livingstone Road Infant School** and **Livingstone Road Junior School**, regarding behaviour.

Children learn best in a safe and happy environment. All staff are collectively responsible for all children in the federation and model good behaviour. This policy provides a framework within which the whole federation operates to ensure that we have suitably high expectations of each other and that there is a consistent approach to all matters related to behaviour and its positive management. Senior Leadership Team (SLT) will closely monitor, to ensure the policy is implemented consistently throughout the federation.

Our Expectations

We expect every child and adult who is part of our federation to follow these key basic principles. These will help ensure a happy and safe environment for everyone to flourish.

Our code of conduct is (see Appendix 2):

- Be **respectful**
- Be **safe**
- Be **kind**
- Be **responsible**
- Be **the best you can be**

As a federation, we believe in an open door policy. Staff will informally share children's successes with parents during drop off and pick up times. They will also reward children who have had successful days with stickers, so as to support the communication between school and home.



Our Behaviour Reward System

'Good to be Green' Principle

For consistency and clarity the 'Good to be Green' principle is used throughout the federation. The 'Good to be Green' scheme is an effective way of promoting positive behaviour, rewarding those children who consistently behave appropriately, and is a means of being able to track those children who find it harder to meet the federation's expected behaviour code. The scheme is very visual, which allows our children to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management at all times- 'Good to be Green' is a means of promoting our high expectations of positive behaviour.

Daily Organisation of 'Good to be Green'

All the children begin each day with a Green Card. If a child ends the day with a Green Card, 'Good to be Green' success is celebrated and we will encourage the children to talk about this at home. If children stay on green all week, they will go home with a 'Good to be green' sticker at the end of the week. Equally, children will often display behaviours where they go out of their way to be friendly, welcoming or helpful. Children therefore have the opportunity to be rewarded for very good behaviour by being awarded 'Great to be Gold' (which will equate to '**Great to be gold**' sticker).

House Teams Point System – Reward for Code of Conduct & Sporting events

Children throughout the federation are placed into House Teams, named after 4 local beauty spots in Dorset.

Each team is allocated a colour as follows:-

Lulworth House	Blue	Sandbanks House	Yellow
Arne House	Green	Brownsea House	Red

Children can receive house points for displaying the code of conduct expectations throughout the day and in their work for 'being the best they can be'. There will be a 'House Points Chart' in every class which the children can record their house points on. House Captains will be appointed at the start of an academic year in Year 2 and Year 6. These children will collate house points at the end of the week and share in the weekly celebration assembly.

At the end of every half term, the winning team will be awarded a day to come into school in their house colours. At Sports Day, house points will be rewarded – the team with the most points, will win the House Cup!

Marbles in a Jar – Reward for class effort and team work

This is a whole school incentive to reward classes with working as a team to meet out code of conduct. Marbles will be collected during the weekly celebration assembly. When enough marbles have been collected as a whole school and the 'jar' is full, a whole school reward will awarded. This could include a DVD afternoon; ice lollies for every child; non-school uniform day.

Weekly Celebration Assemblies

A weekly celebration assembly will be held celebrating children who have been chosen for 'excellent work' or have been using their 'learning powers' the previous week. **Over the year, every child should have the opportunity to share a piece of work at least once.** Parents will be invited to come and see their child be celebrated for their achievement. Letters to parents will be sent on the Monday for their child who was 'excellent' the previous week. This give parents time to be able to attend the assembly.

Class based steps to support behaviour management

All of the following should be said quietly to the child 1:1, not in front of the whole group.

<p>Redirection</p>	<p>A gentle nudge in the right direction, always delivered with warmth and with high expectations.</p> <p><i>'I'd rather like you to...'</i></p>
<p>Quiet reminder (this may be repeated where necessary)</p>	<p>Where children need reminding of the code of conduct, a discreet, 1:1 verbal reminder will be given. This should be preferably side on and at eye level at an appropriate distance.</p> <p><i>'When you are..., you are not being safe/kind/responsible/respectful/the best you can be.'</i></p>
<p>The quiet 30 second intervention</p>	<p>A gentle approach, personal, non-threatening, preferable side on and at eye level at an appropriate distance.</p> <p>Remind the child of code of conduct related behaviour or action from the class charter they are forgetting.</p> <p><i>'I can see that you are finding it hard to '</i> <i>'When you are..... (not listening, walking around, calling out), it is the code about being: safe/kind/responsible/respectful/the best you can be, you aren't keeping to.'</i> <i>'Do you remember yesterday/last week when you were (positive comment).....'</i> <i>'That is what I need to see today.'</i></p> <p>The child has a choice to do the right thing. The child will be reminded of their previous good conduct to prove that they can make better choices.</p>
<p>Co-regulation with an adult. Name it to tame it!</p> <p>(This maybe the additional adult in class not the adult leading teaching).</p>	<p>Continuation of low level disruptive behaviour.</p> <p>A calm, co-regulation strategy, this should be done in a quiet place in the classroom if possible or just outside the classroom i.e. in shared area, playground, under canopy.</p> <p>Adult to:</p> <ul style="list-style-type: none"> • Acknowledge the child's difficulty • Name their feelings • Accept feelings but still limit the behaviour. <p><i>"I can see that you're having difficulty I'm wondering if that is because you're feeling ... (worried, upset, angry, frustrated.....)? It is really hard when ... and it is okay to feel ... but it is not okay to ... (name unwanted behaviour)."</i></p>
<p>Time-out for co-regulation with an adult.</p> <p>(This could be with additional adult</p>	<p>Higher level dysregulation that is unsafe (record on Bromcom).</p> <p>A co-regulation strategy, this should be done just outside the classroom ie in shared area, or in playground, under canopy.</p> <p>Start by naming the feeling: 'Name it, to tame it':</p>

<p>not the adult leading teaching)</p>	<p><i>"I can see that you're having big feelings. You're very upset/ angry/ frustrated. It's really hard when we have these big feelings that come over us like a big wave."</i></p> <p>Breathe together to calm: <i>"Let's take some deep breaths together to help calm those feelings. Breathe in through your nose and out through your mouth."</i></p> <p>Adult models and breaths alongside the child (make sure you're at a 1m distance and breathing away from each other). The rhythm of your breath will start to calm the child and they will then usually join in.</p> <p>Give a narrative to their experience</p> <ul style="list-style-type: none"> • Tune in to what's going on for the child from their perspective and it reflect back to them. • Validate their experience (even if it seems completely over the top). • Accept the feelings they had but tell them that the unwanted behaviour is not okay. <p>Have a restorative conversation with the teaching adult at an appropriate time (see below).</p> <p>If a child continually reaches Stage 3 over a period of time, teachers will seek support from SENDCo or Pastoral Team who will look to arrange a meeting with the teacher those involved to formulate a plan of support to ensure the behaviour does not escalate. This process may involve consultation with the parents/carers.</p>
<p>Restorative conversation</p>	<p>Not for every misdemeanour, but for every incident of time out, when the relationship has been broken and whenever behaviour has fallen below what is expected.</p> <p>This will take place at the soonest opportunity with whoever was taking the class. It need not take more than 5 or 10 minutes.</p> <ol style="list-style-type: none"> 1. What happened? 2. Who has been affected? 3. How have they been affected? 4. What should we do to put things right? 5. How can we do things differently in the future? <p>(Bromcom and parents to be informed at end of the day.)</p>
<p>SLT support</p>	<p>If the child refuses to engage, or if the reconciliation is unsuccessful, the teacher should call on support from a SLT via internal phones who will support (record on Bromcom). Deputy Head (DHT); Assistant Head (AHT) or SENDCo should be called in first instance.</p> <p>SLT will make a decision about next steps and SLT or teacher will call parents.</p>
<p>Log</p>	<p>A brief account of the incident and the fact that there was a restorative conversation will be recorded on Bromcom.</p> <p>Parents should be informed that a conversation has taken place either.</p>

Stages of behaviour management and support required:

Unexpected Behaviours – not being Respectful; Safe; Kind; Responsible or being the best you can be.	Support/ Consequences /Actions
<ul style="list-style-type: none"> • Low level disruption • Loss of focus in class/ not concentrating • Calling out • Chatting • Slow working pace 	<ul style="list-style-type: none"> • Redirection • Quiet reminder • Quiet 30 second intervention
<ul style="list-style-type: none"> • Continuation of the above unexpected behaviours or ignoring adult intervention 	<ul style="list-style-type: none"> • 1:1 Co-regulation with an adult – acknowledge the feelings behind the behaviour but limit/do not accept the unwanted behaviour
<ul style="list-style-type: none"> • Falling out with another child • Being unkind/ name calling in the moment 	<ul style="list-style-type: none"> • Prompted/ supported to use problem solving steps
<ul style="list-style-type: none"> • Shouting across the classroom • Refusing to do work • Saying no to an adult • Answering an adult back • Refusing to follow instructions • Throwing or damaging resources or property ie ripping, scribbling on, snapping • Disrupting teaching & learning • Leaving the classroom without permission • Not coming back into the classroom at appropriate time • Swearing • Intentionally upsetting others ie hiding property, excluding others, teasing, put-downs 	<ul style="list-style-type: none"> • Time-out for co-regulation with an adult • Restorative conversation with a clear consequence given i.e. loss of part of break, pay back job • Parents contacted by class teacher to discuss reason for, and outcome of restorative conversation
<ul style="list-style-type: none"> • Continuation of the above unexpected behaviours on the same day • Being caught lying about any of the above 	<ul style="list-style-type: none"> • SLT (DHT; AHT; SENDCo) involvement/ support • Loss of 1 or more playtimes • Parents contacted by the member of SLT
<ul style="list-style-type: none"> • Continuation of the above unexpected behaviours on a regular basis • Refusing to engage with an adult supporting you to calm and regulate 	<ul style="list-style-type: none"> • Removal from playground to keep safe (playground issues) • Behaviour response plan • Internal suspension • SLT meeting with parents • Pastoral Support Plan set up (if at risk of exclusion) • Possible referral to outreach via SENDCo
<ul style="list-style-type: none"> • Swearing at an adult • Fighting and/or physically hurting another child • Bullying including ongoing conflict in school as a result of online gaming/social media. • Intentional racist acts or words said towards others • Aggressive or violent actions with intent to cause harm to others • Destruction of school property caused by an aggressive act • Anti-social behaviour out of school when wearing school uniform or representing the school. 	<p>The above, plus</p> <ul style="list-style-type: none"> • Removal from playground for an agreed amount of time • Longer internal suspensions • Fixed term suspensions by EHT
<p>Continuation of the above high level, unexpected behaviours on a regular basis.</p>	<p>Permanent exclusion by EHT</p>

Inclusive climate for all:

<p>Referral Stage</p> <p>A referral could be made to:</p> <ul style="list-style-type: none"> • SENDCo/ Pastoral Support Team • Senior Leader 	<p>The referral stage will be implemented where there is an ongoing cause for concern. It may be that there have been a number of restorative conversations that have not had the desired impact. (Parents must be aware about concerns before this point).</p> <p>The child will be raised for support by the SENDCo:</p> <ul style="list-style-type: none"> • If necessary, support and facilitate Restorative Conversations between the member of staff and child. • Agree appropriate strategies with the child and teacher (Behaviour Response Plans). • Monitor and review strategies. • Discuss both the consequences for the child if not meeting the required actions, and the positive outcomes for everyone if conduct improves. • If a child does not achieve the required change in conduct, a review of the Behaviour Response plan will be undertaken alongside SENDCo, child and parent.
<p>Behaviour Response Plans</p>	<p>A restorative conference that looks at key support and targets for the child will take place with SENDCo, teacher, child and parent.</p> <p>Every effort will be made to encourage and support a change in the learner’s behaviour. The agenda will be:</p> <ul style="list-style-type: none"> • Clarify the unwanted behaviour and the impact on others • Consider the learners progress and achievement • Address any additional learning needs • Consider any other difficulties. <p>Behaviour flow chart will be created which will include:</p> <ul style="list-style-type: none"> • Individual and personalised steps to support the learner at different stages of feeling anxious/ frustrated/ overwhelmed/ angry • Key details of how to engage and support level increasing through stages <p>A Behaviour Response Plan will be created which will include:</p> <ul style="list-style-type: none"> • Agree the changes that are required • Agree additional support required to support a change in the learner’s behaviour (possibly from an external source if not already involved). • Agree the role of parents in supporting the plan. • Discuss an element of payback/positively contributing to the school community, as part of repairing the damage that they may have caused. • Monitoring and review arrangements. The child will be invited to participate fully in these discussions.
<p>A serious breach of the school rules, or failure to engage successfully with the above steps may lead to a fixed term or permanent suspension.</p>	

Bullying (See also appendix 1)

We are committed to providing a caring, friendly, non-threatening and safe environment, for all of our children.

Bullying of any kind is not acceptable and any concerns from parents or children themselves will always be treated seriously. Incidents/concerns will be dealt with quickly and sensitively.

Definition of Bullying

'STOP' – Several Times On Purpose

Bullying can be:

- Physical – pushing, kicking, hitting, pinching or any use of violence
- Verbal – name calling, sarcasm, teasing, spreading rumours
- Emotional – excluding, tormenting, being unfriendly
- Racist – racial or cultural taunts, graffiti
- Sexual – unwanted physical contact, abusive comments

Class teachers will teach children the difference between bullying and friendship fallouts. This will be done through a differentiated PSHE curriculum across the primary federation and through opportunities such as 'Anti-bullying week', assemblies and targeted pastoral support.

It is the responsibility of all staff to be vigilant at all times and report any concerns:

- Teaching assistants and midday supervisory assistants report to the class teacher
- Class teacher reports to a member of SLT
- The SLT member reports to the Executive Headteacher

All reports from children should be acknowledged by staff (see appendix 3). All incidents where a pupil is hurt at playtime should be recorded on Bromcom. Time may be taken out of the children's playtime to think about their behaviour.

Concerns from parents will be dealt with by a member of SLT.

They will:

1. Record the parents' concerns
2. Instigate proceedings to investigate
3. Report back to the parents at an agreed time.

The member of SLT will usually arrange for the pupil to be monitored over a short period of time in order to establish the extent of the problem.

The member of SLT will speak to the pupil about the incidents, with parental permission.

The member of SLT will speak to the perpetrator and/or peer group, without the victim being present and without naming the victim. The victim's parents/carers will be informed of the actions to be taken. Parents of the pupil who is bullying will also be informed and will be asked to meet with the member of SLT, to discuss an appropriate solution/sanction.

Appropriate support will be given to all those involved so that a positive outcome is achieved and maintained.

Roles and Responsibilities

The **Governing Body** should:

- Set the framework of the federation's discipline policy through a written statement of general principles which takes into account the needs of all children, including any with special needs
- Consult with the Executive Headteacher and parents before making or revising the statement
- Oversee the Executive Headteacher sound maintenance of the discipline at the federation
- Advise the Executive Headteacher on their views on specific measures for promoting good behaviour
- Ensure the federation follows policies to promote good behaviour and discipline among children
- Regularly review this policy

The **Executive Headteacher** should:

- Draw up the Federation's written discipline policy
- Publicise the federation discipline policy once a year to children, parents and staff
- Put in place effective strategies against bullying and ensure that children, staff and children understand these arrangements

Members of the SLT have day-to-day responsibility for discipline, with the support of the Executive Headteacher and Governing Body.

Suspension

Across the Federation a range of strategies are adopted to prevent suspensions and to ensure that any pupil with challenging behaviour is given every opportunity to participate in everyday learning activities including:

- Rewarding achievement
- Positive behaviour management techniques
- Working with Parents

A Pastoral Support Programme and/or an individual behaviour flow chart/plan may be implemented. The SENDCo will seek advice from other agencies as necessary, such as:

- Inclusion Team at Hamwic
- Pupil and Parent Support
- Longspee Outreach Worker
- Educational Psychologist
- Other Outside agencies for specialist support

If a member of SLT considers that the pupil needs 1:1 adult support to cope with the challenges that school presents, hours will be endeavoured to be sought through the EHCP process.

Parents will be informed of:

- The pupil's behaviour
- The sanctions that are being used to discourage recurrence of such behaviour
- The steps that will be taken if the behaviour continues, which may be a fixed term exclusion

A record of more challenging behaviour will be logged and monitored by a member of SLT.

A decision to suspend a pupil will not be taken lightly; it will be done with consideration and informal investigations into the incident and will only be taken:

- In response to a serious breach of the federation discipline policy
- If allowing the pupil to remain in school would seriously harm the education or welfare of the children or others in the federation

Behaviour which may result in exclusion includes:

- Extreme and deliberate physical aggression to children or adults
- Deliberate destruction to equipment or property
- Persistent disruptive behaviour
- Extreme verbal abuse
- Absconding from the premises
- Possession of inappropriate substances e.g. lighter; cigarettes, weapons, alcohol or drugs
- Other behaviour which the EHT considers to be serious, e.g. Bullying involving blackmail

In determining the need and duration of any suspension, the EHT will consider:

- The age of the pupil
- The health of the pupil
- The previous behaviour record
- Any circumstances unique to the pupil, e.g. EHCP, SEND, Child Protection, Cared For, etc.
- Whether parental or peer pressure may have contributed to the behaviour
- Severity of the behaviour
- Whether or not the behaviour impinged or will impinge on the day to day running of the federation
- Whether the incident was perpetrated by the pupil alone or as part of a group

Reintegration from fixed term suspension:

- A meeting will be organised with a member of SLT, parent and child
- Behaviour Response Plan to be discussed and updated in agreement with all
- Behaviour will be monitored and further, regular meetings to discuss progress will occur

For further information regarding exclusions please read the Hamwic Education Trust Exclusion Policy

Appendix 1

Detail to support page 7 of main Behaviour Policy

Definition of Bullying:

The Anti-Bullying Alliance and its members have a shared definition of bullying based on research from across the world over the last 30 years.

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

There are four key elements to this definition, hurtful, repetition, power imbalance, intentional.

Across the Federation, the children will learn the acronym

STOP- Several Times On Purpose, as a way for them to understand if a child is showing bullying behaviour or not.

Bullying can be:

- **Physical** – pushing, poking, kicking, hitting, biting, pinching etc.
- **Verbal** - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- **Emotional/Social** – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion, lying
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- **Online /cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion
- **Racist bullying** - any incident which is perceived to be racist by the victim or another person. It may be perpetrated against individuals on the basis of their race, skin colour, nationality, culture, language or religion.

Expectations of All Stakeholders

Staff Members

All staff members will receive training on the implementation of the Anti-Bullying policy and any new updates as they occur.

All staff members in our federation take all forms of bullying seriously, and seek to prevent it from taking place. Strategies used across the federation to prevent bullying taking place include half termly STOP assemblies, peer mediation training Y4, PHSCE lessons, Anti-bullying week and E-Safety day. Staff, through their professional responsibilities, model positive behaviour and actively encourage children to have respect for each other and for other people's property.

The Role of Parents/Carers

Parents/carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact a member of SLT immediately who will follow the federation's line of enquiry as set out on page 7. If parents remain dissatisfied, they should follow the federation's complaints procedure, which is available from the federation office.

Parents/carers have a responsibility to support the federation's Behaviour policy and actively encouraging their child to be a positive member of the federation. Parent/carer representatives will be invited to attend any Anti-Bullying meetings to provide input into how to move the federation forward in its response to any incidents of bullying when planned.

Parents are discouraged from trying to deal with any incidents of bullying themselves, by approaching either the child involved or their parents.

The Role of Pupils

During the federation year the pupils will learn about the different types of bullying and how to manage a situation if they think they are being bullied. They will learn about STOP through half-termly assemblies and the national Anti-Bullying week. Pupils are encouraged to tell anybody they trust if they or someone else is being bullied, and if the bullying continues, they must keep on letting people know. All pupils have been taught through lessons and assemblies that they can speak to any staff member whom they trust.

Equality Act 2010

Schools must follow the Equality Act 2010. Staff must act to prevent discrimination, harassment and victimisation within the federation. If you think a child is being harassed in school you must act to prevent it.

Under the Equality Act 2010 it is against the law to discriminate against anyone because of:

Age, being or becoming a transsexual person, being married or in a civil partnership, being pregnant or having a child, disability, race including colour, nationality, ethnic or national, origin, religion, belief or lack of religion/belief, sex, sexual orientation

Bullying Outside of School

The Department for Education released the following statement in regards to bullying outside of school premises: "Head teachers have the legal power to make sure pupils behave outside of school premises (state schools only). This includes bullying that happens anywhere off the federation premises, e.g. on public transport or in a town centre." Through Section 89 clause 5 of the Education and Inspections Act 2006 head-teachers have the power to discipline their students for any bullying incidents outside of school "to such an extent that is reasonable."

It will remain at the discretion of the Executive Headteacher to take this matter further.



CODE OF CONDUCT



- Be **respectful**
- Be **safe**
- Be **kind**
- Be **responsible**
- Be **the best you can be**

Be **respectful**

Treat other people well.
Be polite and use good manners.
Listen to and follow instructions.
Take care of our school and everything in it.

Be **safe**

Walk around the building calmly
Use your calming strategies if needed.
Find an adult to talk to if you feel uncomfortable or unsafe about anything in school, out of school or online.
Behave in a way that keeps everyone safe

Be **kind**

Use kind words
Listen to others
Keep your hands, feet and unkind words to yourself

Be **responsible**

Be ready to listen and learn in every lesson.
Be in the right place at the right time.
Wear the right clothing for learning.
Be ready with everything you need for learning.

Be **the best you can be**

Try your hardest every day.
Use your learning powers to help you learn.
Think about how you can improve.
Celebrate your successes.

**Keeping our code of conduct will result in:
Good learning in lessons.
Happy children, happy teachers, happy parents!**





Behaviour at Livingstone Road - at a glance guide

Our Code of Conduct:

- Be **respectful**
- Be **safe**
- Be **kind**
- Be **responsible**
- Be **the best you can be**

Children learn best in a safe and happy environment. All staff are collectively responsible for all children in the federation and model good behaviour.

All adults at Livingstone Road strive to:

- Make pupils feel valued and important
- Build warm, positive relationships and mutual trust
- Teach students the behaviours that they want to see, and ensure that this is what is celebrated
- Remain calm, controlled and positive
- Never ignore or walk past learners who are struggling to regulate

Incremental strategies:

- Redirection (gentle nudge)
- The quiet reminder (refer to code)
- The quiet caution (consequences)
- 30 second intervention
- Reflection time Time-out/ Removal from classroom (with SLT IF NECESSARY)
- Restorative conversation
- Referral for support
- Behaviour Response Plan

Useful phrases.....

- 'I understand that you are feeling...'
- 'I can see....'
- 'I need you to.....'
- 'Be that as it may.... but I still need you to'
- 'I hear you... however....'
- 'Whenever you are ready.....'

30 second intervention

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- "I notice that you are having trouble with....."
- "It was the rule about....."
- "You have chosen to....."
- "Do you remember yesterday/last week when....."
- "That is what I need to see today. Thank you for listening"

Recognition and rewards for effort

Remember - a quiet word of personal praise can be as powerful as a larger, more public, reward.

- Good to be green sticker
- Great to be gold sticker
- House point
- Marble in the jar
- Celebration assembly

Restorative Conversations

1. What happened?
2. Who has been affected?
3. How have they been affected?
4. What should we do to put things right?
5. How can we do things differently in the future?

Walk away from the child; allow him/her time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

Resist endless discussions around behaviour and spend energy on returning children to their learning.