



## Northchapel Community Primary School

### Behaviour and Anti-Bullying Policy incl. Appendix A: Covid-19 Behaviour & Wellbeing

Review Date	May 2020
Reviewed By	H Coleman
Approved By	D Grinter
Due for next review	May 2022

#### Rationale

At Northchapel Primary School, we believe the aim of this policy is to ensure that positive relationships are developed between all members of the school community through valuing the individual and by nurturing mutual trust, honesty, care and tolerance.

We expect children to take responsibility for their own actions, be aware of the needs and the rights of others and so increasingly display self-discipline in all aspects of school life. The maintenance of an orderly community where children show consideration for others, and are courteous and caring, will be given the highest priority.

**During a pandemic, please refer and adhere to Appendix A 'Behaving and Wellbeing Policy'.**

#### Principles

- Everyone has a right to be happy and safe at school;
- All teachers have a right to teach;
- All pupils have a right to learn;
- All adults working with the children model and teach expected behaviour;
- Mutual respect.

#### Aims

To promote positive behaviour and relationships in school we seek at all times to:

- ensure consistency and care in our interactions with children;
- be fair, and be seen to be fair;
- treat all with respect;
- communicate clear expectations ;
- provide planned activities which motivate and challenge all to learn academically and socially;

- create in and around the school a calm and well-organised learning environment;
- develop tolerance and understanding in children, based upon a shared understanding of the Code of Behaviour that exists in our school;
- consistently praise and respond to actions of positive and poor behaviour;
- inform and involve children in decisions made about our school;
- recognise the positive contributions of individual children to the school and local community;
- work in partnership with parents actively promoting standards of positive behaviour.

We value: co-operation, kindness, helpfulness, politeness, honesty and respect for others. With this in mind, children are expected to follow our simple Code of Behaviour.

### Code of Behaviour

Be kind, honest and polite with everyone.

Work hard to achieve your best.

Stop, look and listen when asked.

Move sensibly, safely and quietly around the school.

Take care of equipment (both our own and that belonging to others) and the environment.

Think about how we appear to others both in and out of school.

## **Promoting Positive Behaviour and relationships**

We support this code by offering reward systems which recognise all forms of social and academic achievement and effort. At the beginning of each academic year, classes work together with their teacher to develop and agree a class code which encourages all children to reflect on the School's Code of Behaviour and what it will look like in their classroom.

The school promotes positive effort and achievement in School Assemblies each week and at a dedicated Celebration Assembly at the end of each term when children with a consistently high standard of behaviour are awarded certificates.

To ensure every child has the opportunity to experience success, we also use the following as rewards:

- non-verbal praise;
- verbal praise;
- display;
- marking;
- privileges;
- certificates;
- golden tickets in Sharing assembly
- stickers;
- achievement awards;
- DoJo points and other class awards

## **Teaching behaviour**

Every child at Northchapel Primary School must understand what is meant by appropriate behaviour, be clear about expectations and learn to take responsibility for their own actions. Therefore, adults must

provide opportunities for children to learn what behaviour is appropriate and the skills needed to achieve this.

**Research shows that behaviour is learnt. At Northchapel Primary School behaviour is taught and learned just like other areas of the curriculum. We use our knowledge about the most effective ways of teaching and learning in everything we do. We work with children to teach and encourage better behaviour rather than blame them for their difficulties.**

Children learn from their environment and appropriate behaviour is taught intrinsically throughout the school day. It is also taught more formally through:

- PSHE lessons;
- In response to needs as identified;
- In response to events, situations and attitudes that occur;
- Establishing class code of conduct and learning from infringements of these.

## Dealing with Inappropriate Behaviour

### Children in need of individual attention

Some children have greater difficulty in learning how to behave appropriately and need additional support, beyond the usual strategies used within everyday classroom teaching. All staff should be aware of these children. We differentiate our teaching and make more individual provision for these children by:

- Identifying environmental factors that may contribute to the child's difficulties. These may include teaching styles, learning styles, the level of challenge in the child's work, the level of parental support, the expectations we have of the child, and the effect of the child's learning environment on his/her self-esteem. Where appropriate, we adapt the child's learning environment otherwise we teach the child coping skills;
- Valuing appropriate behaviour and giving individual and appropriate rewards that reinforce the new behaviour;
- Teaching appropriate behaviour through making our expectations clear, giving plenty of opportunity for the child to rehearse the appropriate behaviour, providing 1:1 support or small group work;
- Reinforcing good behaviour by devising and consistently applying individual pupil behaviour policy implementation guidelines with an identified key worker;
- Drawing up a Personal Learning Plan based on a sound understanding of the problem, and its causes. It identifies small, achievable learning targets, special provision, methods of monitoring progress and a review date. The PLP is shared with the child, the child's parents and all staff working with the child.
- Keeping records of success; this may take the form of a behaviour log, chart or diary, appropriate to child.
- Setting up a circle of friends or buddy rota to support the child in learning the new behaviours.

## **Children with emotional difficulties**

Children experiencing emotional difficulties are treated with respect and understanding. They are supported through a multi-agency approach involving parents, school staff and, where appropriate, outside support agencies and other agencies working with the child.

## **Monitoring Standards of Behaviour in School**

It is the responsibility of all staff to monitor standards of behaviour throughout the school. Emphasis will be placed upon praising and rewarding positive behaviour by children in and out of school. Where children exhibit unacceptable behaviour, appropriate consequence or course of action will be initiated, including:

- warnings;
- time-outs;
- withdrawal of privileges;
- written apology;
- loss of free time.

Records are kept to log incidents of concern and to monitor children who persistently misbehave. Serious occurrences should be reported to the Headteacher. Our intention in applying consequences to unacceptable and anti-social behaviour is to establish a high standard of behaviour and set clear boundaries for action.

In line with guidance from the Secretary of State the school and its staff have the right to:

- Screen and search pupils for items which are banned from school
- Use reasonable force or make other physical contact
- Discipline beyond the school gate
- Pastoral care for school staff accused of misconduct; and when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

## **Unacceptable behaviour**

- causes offence or upset;
- is a health and safety concern;
- significantly disrupts teaching and learning;
- damages property;
- causes physical harm / injury;
- bullying behaviour.

## **Critical incidents**

- Disruption to teaching and learning is significant;
- The safety and welfare of children or staff is threatened or infringed;
- There is persistent defiance or uncooperative behaviour
- Property or equipment is abused and damaged.

## Positive Handling

In the event of a critical incident, staff have been trained to use Positive Handling Techniques from the Team Teach Approach. Please refer to the Positive Handling Policy. In all cases positive handling will be used as a last resort.

## Home - School Links

We aim to develop an effective partnership between school and home and believe that we are most effective when we work together to support children's learning.

Children benefit from knowing that both their parents and teachers share the same expectations, value learning and share a concern for their development and progress. Through on-going dialogue, teachers inform parents of children's positive effort, attitudes and behaviour and similarly inform them of incidents and concerns.

Parents contribute to their children's progress through open communication with their child's teachers, by offering support to their child at home, by talking over the challenges that their children meet, and by reinforcing the messages being given at school.

## Exclusions

These will be implemented when the other strategies have been ineffective and will be the decision of the Head teacher. The school follows procedures as set out in WSCC guidelines.

## Lunchtime

Lunchtime and break time are an important part of the school day when pupils have the opportunity to be more independent and have time for increased social interaction. Appropriate behaviour ensuring the safety and happiness of all children is expected at all times.

Children, whose behaviour causes concern at lunchtime, can be excluded from school for this period of the day and parents requested to make appropriate arrangements. Their return to school at lunchtimes will be supported by the Head teacher.

## Roles and responsibilities

### Children:

- To follow the School's Code of Behaviour at all times
- To be involved in the creation of a class code of behaviour/ rules each year
- To learn from their mistakes and take responsibility for their behaviour

### Class teachers and Teaching Assistants:

- To be aware of individual children in need of attention and intervene as appropriate;
- Provide support for individual pupils through being a key worker.
- Model positive behaviour through their social interactions;
- Teach behaviour and make expectations clear;
- Create a caring and supportive working environment in which the children are able to learn;
- Treat children with respect;
- Discuss incidents with pupils in a non-threatening and quiet location aside from the whole class;
- Communicate effectively with parents;
- Value and reward individual achievement;
- Discuss lunchtime behaviour and any difficulties which arise at lunchtime; aside from the whole class;
- Share relevant information relating to individual children in staff meetings and record in behaviour file in office.

**Senior teachers** have a role in supporting colleagues in the management of behaviour.

## **Head Teacher**

### **Supports staff by:**

- Offering advice and support on behaviour management strategies, assessment of individual children's needs, training and inducting new staff into school's policy and procedures;
- Liaise with SENCO and other agencies.
- Taking immediate action in response to critical incidents;
- Making informed decisions on lunchtime exclusions, fixed term and permanent exclusions;

### **Supports children by:**

- Managing individual PLPs for behaviour;
- Supporting children in reflection on their own behaviour and the consequences of their actions;
- Guiding and rehearsing appropriate behaviour.
- Co-ordinating support for children returning to school following fixed term exclusion.

### **Supports parents by:**

- Liaising with parents over behaviour concerns;
- Supporting parents in understanding motives for behaviour;
- Offering advice on behaviour management strategies when appropriate.
- Communicating the policy to parents and reminding parents of the policy at the beginning of each academic year.

### **Monitors:**

- The success of PLPs with reference to their success criteria;
- The consistency and effectiveness of classroom strategies;
- Practice against the school's policy.
- Complaints received and responding appropriately;
  - Recording incidents of the above and reporting them termly to Governors;

### **Support Staff:**

All support staff, including teaching assistants, lunchtime supervisory staff, administrative and cleaning staff are entitled to respect and co-operation. All staff should hold the same expectations and share responsibility for teaching behaviour as set out in this policy.

## **Parents:**

- Treat their own, and other people's children with respect;
- Work in partnership to support the school's behaviour policy.

## **Governors:**

The Governing Body is ultimately responsible to parents and the LA for ensuring good order. The Governing Body decides the school's principles of behaviour and:

- Reviews school policy and monitors the effectiveness of behaviour management;
- Hears parents' representations and appeals regarding exclusion.

## **Northchapel Anti-Bullying Policy (Added June 2016)**

Northchapel School considers bullying to be inappropriate and unacceptable and it includes the following principles in its definition of bullying:

Bullying behaviour is deliberate.

Bullying causes hurt (either physically or emotionally).

Bullying behaviour is repetitive (though one-off incidents such as the posting of an image, or the sending of a text that is then forwarded to a group, can quickly become repetitive and spiral into bullying behaviour).

Bullying behaviour involves an imbalance of power (the person on the receiving end feels like they can't defend themselves).

Bullying is not the same as Relational Conflict. In Relational Conflict:

Hurt is occasional.

Hurt is accidental.

Both parties feel hurt.

Some effort is made to resolve the problem.

Both parties have some responsibility.

Parties are not trying to gain power.

Overall power is equal.

The Northchapel approach to behaviour aims to:

- 1) minimise the potential for bullying to develop.
- 2) understand and support the needs of both the bully and the victim
- 3) Deal quickly and effectively with any relational issues

Parents are encouraged to approach a member of staff if they are particularly concerned about either relational conflict or bullying.



## Northchapel Primary School – Behaviour Scale

	If this is the behaviour...	These are the strategies the staff will use.	Consequences – these things may happen
Good	<p>Following the <b>Code of Behaviour</b></p> <p>Kind, honest and polite with everyone.</p> <p>Working hard to achieve your best. Stops, looks and listens when asked.</p> <p>Moves sensibly, safely and quietly around the school.</p> <p>Takes care of equipment and the environment.</p>	<p>Staff will smile and the class will be able to learn.</p> <p>Staff will notice children who are behaving well.</p>	<ul style="list-style-type: none"> <li>• Positive verbal praise</li> <li>• Class Dojo points</li> <li>• Classroom rewards such as marble or pompoms in the jar, Star of the Week</li> <li>• Golden Ticket in sharing assembly</li> <li>• End of term achievement certificates</li> </ul>
Level 1	<p>Calling out, disrupting others, thoughtlessly or carelessly upsetting others, not paying attention, chatting and not listening, not settling or being off task, wondering about, rocking on chair.</p> <p>Playtime – Rough play, unwilling to sort out and resolve playground conflict when asked, disturbing others in the line,</p>	<p>Give a warning – a look or child's name mentioned.</p> <p>Remind the child quietly what good behaviour looks like</p> <p>Give time limit for task to be completed</p> <p>Move to another part of the classroom or line</p> <p>Adult on duty has child to stand with them.</p>	<ul style="list-style-type: none"> <li>• Child to give verbal apology to teacher or child</li> <li>• Miss some of a break time to complete work if not finished in lesson and to talk about behaviour</li> <li>• Stand with adult for a while on playground</li> <li>• Time out on the playground</li> </ul>
Level 2	<p>Consistent level 1, deliberate time wasting, taking others' property or hiding things, unkind or bad language, rude behaviour, name calling, damaging property, reluctance to work, misuse of equipment, deliberately upsetting others, answering back.</p> <p>Continually talking in assembly</p> <p>Physical contact when lining up</p> <p>Overly aggressive play or arguing with staff. Refusal to resolve conflict.</p>	<p>Talk to child about the behaviour and why it is happening</p> <p>Set targets to improve behaviour</p> <p>Dealt with in class by class teacher</p> <p>Lunch time staff inform class teacher</p> <p>Note in diary or chat with parents at handover after school informally</p>	<ul style="list-style-type: none"> <li>• Short term removal from group or class</li> <li>• Loss of some playtime in class</li> <li>• Letter of apology to another child if required</li> <li>• Take work home to complete</li> <li>• Moved in the line</li> <li>• Time out from playtime off the playground</li> </ul>
Level 3	<p>Consistent level 2, swearing at another, consistent answering back, bullying behaviour verbal or physical, deliberate damage to property, defiant and challenging to adult, threatening and abusive behaviour, leaving classroom or activity in a temper, racist or sexist behaviour, hurting others deliberately, lying with serious consequences.</p> <p>Playtime – physical aggression and fighting, verbally aggressive,</p>	<p>Child sent to senior or head teacher, behaviour logged on ABC sheet by adult involved. Positive behaviour report card used to support child in modifying and improving behaviour. Behaviour plan created and behaviour logged over time.</p> <p>Class teacher to arrange meeting with parent.</p>	<ul style="list-style-type: none"> <li>• Sent to senior teacher or head teacher</li> <li>• Removal from classroom for lessons or lunchtime</li> <li>• Child to complete a behaviour record card</li> <li>• Letter of apology required</li> <li>• Targets must be achieved to improve behaviour</li> </ul>
Level 4	<p>Consistent Level 3, frequent and deliberate upsetting or harming of others, abusive or threatening behaviour to adults, repeated personalised swearing, persistent bullying behaviour, physical disruption or endangering others e.g.: throwing chair.</p>	<p>Sent to Head Teacher, parent contacted by head teacher and meeting arranged, child on report card and behaviour plan established. Lunchtime exclusion or fixed term exclusion may be considered.</p>	<ul style="list-style-type: none"> <li>• Meeting with head teacher, child and parents to discuss behaviour and set targets on behaviour plan.</li> <li>• Temporary removal from school.</li> <li>• Letter of apology required</li> </ul>
Level 5	<p>As level 4 despite action taken, extreme violence towards others, serious vandalism, consistent and absolute refusal to co-operate.</p>	<p>Fixed term exclusion up to 45 days within a school year or permanent exclusion.</p>	<ul style="list-style-type: none"> <li>• Temporary or permanent removal from school.</li> <li>• Intervention of outside agencies to support reintegration.</li> <li>• Risk assessment in place to support positive behaviour management and improvement.</li> </ul>

## Behaviour Observation Notes

Name \_\_\_\_\_

For use by key worker to keep a record of a child's behaviour.

Monday		B		L		B	
Tuesday		R		U		R	
Weds		E		N		E	
Thurs		A		C		A	
Friday		K		H		K	

**ABC Record**

Pupil Name: _____	Date: _____	Completed by: _____	Designation: _____
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<b>Antecedents (Circumstances before the incident)</b>		<b>Behaviour (Incident)</b>	<b>Consequences</b>	<b>What happened next?</b>
<b>Location:</b>				
<b>Time:</b>				
<b>People involved:</b>				
<b>Additional details:</b>				

### Northchapel Primary School – Positive Behaviour Report Card

Name of child ..... Date.....

Sample – actual cards can be found in the Behaviour Log in the Head’s office.

	Lesson 1	Break	Lesson 2	Lunch	Lesson 3	Break	Lesson 4
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Child to share card with adult at the start of each session. Adult in charge to comment on behaviour in each session and initial.

## Appendix A: Updated Behaviour and Well-Being Policy 2020 Covid 19

As a school community, we recognise that the Coronavirus pandemic has affected us all in different and challenging ways. Returning to school, for both children, staff and parents will engender very mixed emotions that will affect our behaviour and capacity to manage our emotions.

We therefore adopt these principles as a school to help support the well-being, mental health and relationships of everyone in our school community.

1. Behaviour is to be seen in a developmental and emotional state dependent context which is unique to each individual, in each individual moment.
2. Adults will reflect on their own emotional state and mindset, to understand how this will influence behavioural outcomes when working with children and other adults in school.
3. We will prioritise the three R's when faced with difficult situations:
  - Regulate – adults first and then children – calm our responses.
  - Relate – connect with the child be sensitive to their emotions
  - Reason – support a child to reflect, remember, articulate and learn to solve the problem
4. We treat all adults and children with respect and unconditional positive regard – this is not agreeing with the behaviour, but agreeing with the potential in that person.
5. Be A.C.E – Accepting of the person, not necessarily the behaviour; curious, not judgemental, about reasons and causes and empathic.
6. Reliance on behavioural rewards and punishments is to be minimal and must avoid shaming a child.
7. Language used around children, especially in challenging situations, must be reflected upon for how it helps create positive and helpful meaning for the child and others.

### **Actions**

- All adults will have realistic expectations for behaviour and understand that both other adults and children may need greater empathy, space and consideration at this time.
- We will endeavour to reinforce, notice and praise positive behaviour first and as a primary way to build self-regulation in children.
- We will use Safe Kind Ready as the three key words to praise but also to remind children how to behave.
- Each class will discuss our behaviour code in an age appropriate way and retain a dynamic visual display of what we all consider to be OK and Not OK behaviour and responses.
- We will regularly talk about how we can manage our behaviour and the choices we have in how to respond to others to model self-regulation.
- We will closely monitor the emotional state of ourselves and the children in our care to try to support those who are struggling to manage their emotions.
- Regular communication between school and home will support and share feedback on each child's emotional well-being.

### **Dealing with Inappropriate Behaviour**

- Adults look first at the bigger picture and consider regulation – hunger, tiredness, low concentration levels, outside issues, their own feelings, the task and the time of day. Does anything need to be changed to support positive behaviour choices?
- A child will be given a gentle, verbal or non-verbal reminder to support them to self-regulate.

- If inappropriate behaviour continues, adults will talk quietly to the child, maintaining safe distances, to find out why the child is finding the task challenging or their behaviour is inappropriate.
- Continuing inappropriate behaviour will lead to the child being given time to think and reflect, possibly with another adult in their bubble, space to calm down and then return to the task later, and a discussion between the adult and the parent to discover if any further support can be given.
- When disputes or confrontations arise between children, both sides will have a chance to give their point of view, children will be supported in hearing each other's versions and coming to a point of mutual reconciliation.

© Dr Bruce Perry

**Beacon House**  
Therapeutic Services and Trauma Team

### The Three R's: Reaching The Learning Brain

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence.

**Third:** We can support the child to reflect, learn, remember, articulate and become self-assured.

**Second:** We must relate and connect with the child through an attuned and sensitive relationship.

**First:** We must help the child to regulate and calm their fight/flight/freeze responses.

Please note - you must maintain social distancing measures while relating to children and only use minimal physical touch in cases of absolute emergency when there is a risk of injury or harm to an individual.

Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

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## BE

- **A**ccepting
- **C**urious
- **E**mpathic

and if appropriate

- **P**layful = P.A.C.E.

(shared pleasure is the short cut to connection)



Reference: Dr Dan Hughes P.A.C.E. Model