Behaviour and Anti-Bullying Policy

(including Statement on Behaviour Principles)

Date agreed: 9 December 2020 Review Date: Autumn 2021

We are a UNICEF Rights Respecting School

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1. Aims

This policy aims to:

- Set out our vision for behaviour management at Stepney Park Primary School by promoting our school driver and values*
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of consequences and recognition of success

**Further guidance can be found in our Behaviour Handbook*

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2011, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

3. Definitions

Low level misbehaviour is defined as:

- Not following school rules
- Lack of respect for peers and adults
- Inappropriate or hurtful language
- Distracting others from learning

High level misbehaviour is defined as:

- Repeated breaches of the school rules
- Bullying
- Vandalism
- Stealing
- Fighting/ physical violence
- Repeated inappropriate or hurtful language
- Opposition and/ or confrontation towards an adult
- Racist, sexist, homophobic or discriminatory behaviour

4. Roles and responsibilities

4.1 The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

4.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure consequences and recognition of success is applied consistently.

4.3 Staff

4.3.1 Responsibilities

Staff are responsible for:

- Implementing the behaviour policy and practice consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on reflection sheets/ stickers and or CPOMS

The senior leadership team will support staff in responding to behaviour incidents (See appendix 3)

4.3.2 Recording

Recording of behaviour incidents will be done in line with the Procedure to Support Behaviour Management (appendix 3).

Staff will record behaviour incidents in the following ways:

- **Reflection sheets**- To be completed in class and added to the behaviour folder after low-level, stage 1 behaviour incidents (appendix 4a)

- **Reflection stickers**- To be completed in the outdoor areas and added to the behaviour folder after after low-level, stage 1 behaviour incidents (appendix 4b)
- **CPOMS**- Incidents which reach stage 2 will be added to CPOMS and alert theYear Group and Milestone Lead

When recording behaviour incidents, adults must be aware of GDPR regulations and must always keep written statements factual, refraining from using emotive language.

4.4 Parents

Parents are expected to:

- Support their child in adhering to Stepney Park Rights
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

5. Stepney Park Rights (appendix 2)

Pupils are expected to protect theirs and others rights to:

- Be Safe
- Learn
- Be Respected

Our core rights are to be used in all areas of school life to ensure that children have an understanding of the UN Convention on the Rights of the Child and behavioural expectations. To further develop our knowledge of the UNCRC, class teachers will co-create class charters where children will decide which articles they would like to focus on in that academic year. In addition, Rights Respecting Ambassadors will meet fortnightly to lead projects with the aim of promoting the 54 Rights Respecting Articles in school.

6. Behaviour Management

See Behaviour Handbook for further details

6.1 Classroom management

Teaching and support staff are responsible for creating an environment which encourages and supports positive behaviour choices.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display and promote the Stepney Park Rights so that they can be understood by all children and adults (school-wide)
- Co-construct class based charters and routines (individual to class)
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Setting and reinforcing expectations of behaviour using both verbal and non-verbal communication
    - Highlighting and promoting good behaviour

- Using the language of rights to encourage children to reflect on the impact of their actions
- Concluding the day positively and starting the next day afresh
- Using postcards to reinforce positive behaviour choices (appendix 5)
- Having a procedure in place for dealing with low-level disruption (appendix 3)
- Making sure that responses are proportionate, fair and targeted at helping the child improve their behavior.
- Dealing with behaviour issues in the least intrusive manner
- Using and promoting our preferred behaviour practices (see Behaviour handbook)
- Encouraging and promoting positive learning behaviours

6.2 Learning Behaviours (DRAFT)

Learning behaviours are those which support learning and promote engagement through self-regulation. We have chosen learning behaviours based on our school driver and values in order to promote and drive our school vision. These behaviours are displayed around the school and are used for learning feedback on a daily basis.

Learners at Stepney Park Primary:

To be decided

6.3 Outside of the class setting

This includes shared areas (corridors, stairs and playgrounds) used throughout the day

Staff will:

- Promote positive behaviour
- Communicate and model their expectations of behaviour
- Using postcards to reinforce positive behaviour choices
- Feedback to class teachers on positive behaviour and any concerns that have arisen during lunch/ break times
- Use the reflection stickers to record restorative conversation and monitor poor behaviour choices (appendix 4)

6.4 Trips and visits

Prior to trips teachers will remind children of the Stepney Park Rights and how they will still apply when off site. Teachers will use their own professional judgement to manage behaviour where a pupil has made poor choices off-site when representing the school.

6.5 Positive handling and the use of reasonable force*

It is acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate force may be required. Reasonable force will only be used when the risks involved in doing so, are outweighed by the risks involved in not using force and prevents the child from:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents

**Refer to Positive Handling Policy for further details.*

6.6 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinators will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

We accept that reasonable modifications need to be allowed for children with mental health, social and emotional needs, learning needs or speech and language difficulties (See Equality Policy). At Stepney Park Primary School these children will be identified and are offered support through behaviour plans, the support of learning, ELSA and additional support both in the classroom and at playtimes. This will be with the involvement and support from EP, Playtherapist , SALT, CAMHS or BASS and in partnership with parents.

7. Consequences and recognition of success

See Behaviour Handbook for further details

7.1 Stepney Park Primary School practice

When communicating with children about behaviour choices we use the language"k of consequence and success. This feedback allows us to promote both our driver (communication) and our school values (respect, independence and resilience)

Positive behaviour will be recognised with:

- Specific, targeted feedback linked to Stepney Park Rights or Learning Behaviours
- Postcards or phone calls home to parents
- Special responsibilities/privileges
- Assemblies focussing on children's progress and achievements

Adults at Stepney Park Primary School may use one or more of the following strategies in response to unacceptable behaviour:

- Verbal feedback or restorative conversations in line with procedures (appendix 3)
- Time out of class
- Expecting work to be completed at break or lunchtime
- Referring the pupil to a senior member of staff
- Communication with parents
- Agreeing an individual behaviour plan
- External exclusion may be considered

Adults will escalate behavioural issues in accordance with the procedure to support behaviour management (appendix 3a). The procedure should be shared with the children to ensure that they have a clear understanding of the consequences of poor behaviour choices (appendix 3b).

7.2 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our Dealing with Allegations of Abuse against Staff Policy for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Anti-Bullying

8.1 Introduction

At Stepney Park Primary School, we are aware that pupils may be bullied in our school as with any educational setting. We recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and wellbeing of our pupils.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harrassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relationships between people who share a protected characteristic and people who do not share it

At Stepney Park Primary School, we are committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment.

8.2 Bullying definition

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

8.3 Types of Bullying

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Discriminatory	Taunts, graffiti and gestures aimed and someone's race, culture or perceived sexual orientation.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

8.4 Vulnerable groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked after children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities within our community
- Children from different religions within our community
- Children entitled to free school meals
- Children who are perceived to be LGBT+

Vulnerable children meetings are used to discuss children who may need additional support and this is shared with staff in weekly meetings.

8.5. Prevention

Preventing and raising awareness of bullying, and its impact, is essential in keeping incidents in our school to a minimum. As a Rights Respecting School we have a clear set of core rights which promote positive behaviours for the wellbeing of all children. Pupils are expected to protect theirs and others rights to:

- Be Safe

- Learn
- Be Respected

During assemblies and PSHE discussion time, children are given regular opportunities to our definition of bullying, how they can seek support if they or someone they know is being bullied and the role of a bystander. Adults lead an annual Anti- Bullying Week, which gives the children further opportunity to explore bullying and further raise awareness. E-safety is an integral part of our curriculum and children are regularly reminded during ICT lessons about how to stay safe online. Information for parents is shared in newsletters, our school website and workshops.

8.6. Signs of Bullying

Adults should be vigilant in looking out for signs of bullying or other child protection issues including:

- **Physical**- unexplained bruises, cuts, missing belongings, damaged clothes, loss of appetite, stomach aches, headaches
- **Emotional and behavioural**- losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to explain emotions, high level of anxiety, mood swings, tearful, lack of confidence
- **Other signs of bullying**- alone or excluded from friendship groups at school, a frequent target for teasing, mimicking or ridicule at school, unable to speak up in class and appearing insecure or frightened.

8.7 Responding to Bullying

All incidents of bullying must be recorded on CPOMS and reported to your Milestone Lead or a member of the Senior Leadership Team.

In any case of alleged bullying, the class teacher, along with the Year group or Milestone lead, should first establish the facts, building an accurate picture of events over time. This will be done by speaking to the alleged perpetrator(s) and victim(s). The perpetrator(s) should fully understand the consequences of their actions and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.

After the incident is added to CPOMS, adults involved in dealing with the incident will monitor the situation and parents will be informed. Staff will be informed during briefings and midday staff will be made aware of the situation and how to report further incidents.

If the situation does not improve, the issue may be escalated to involve the Deputy Heads and/ or the Headteacher. At this point parents will be invited back into school and a clear plan for intervention will be decided. Necessary action will be taken, including the support of outside agencies, until the bullying stops.

8.8 Extreme incidents of bullying

Under the Children Act 2004, bullying incidents should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm.' Where this is the case, adults should report their concerns to Tower Hamlets Safeguarding Team. External exclusion may also be considered.

9. Personal development

At Stepney Park Primary School we aim to develop independent, respectful and resilient citizens who are able to play an active part in school life.

As a school we develop this by:

- Sharing our behavioural expectations in a way that suits the needs of the child(ren)
- Implementing behaviour strategies that keep fundamental respect and dignity intact and encourage children to be independent and resilient
- Promoting positive learning behaviours
- Facilitating weekly PSHE discussion time, where children can voice concerns or provide positive feedback
- Providing a wide range of learning opportunities
- Giving the children opportunities to take part in a range of trips and visits
- Allowing children to take a leading role in school through ambassador groups

10. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour concerns may be transferred to relevant staff at the start of the term or year in the form of behaviour folders. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

11. Training

Our staff are provided with ongoing training on managing behaviour as well as part of their induction to the school. Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

This behaviour policy will be regularly reviewed by the headteacher and the governing body. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be regularly reviewed and approved by the governing body.

The senior leadership will monitor the impact of behaviour management strategies through:

- Lesson observations
- Learning walks
- Surveys (staff, parent and student)
- School council voice
- Monthly vulnerable/ safeguarding meetings
- CPOMS analysis

13. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions guidance (LBTH)
- Child Protection Policy
- Positive Handling Policy
- Staff Code of Conduct

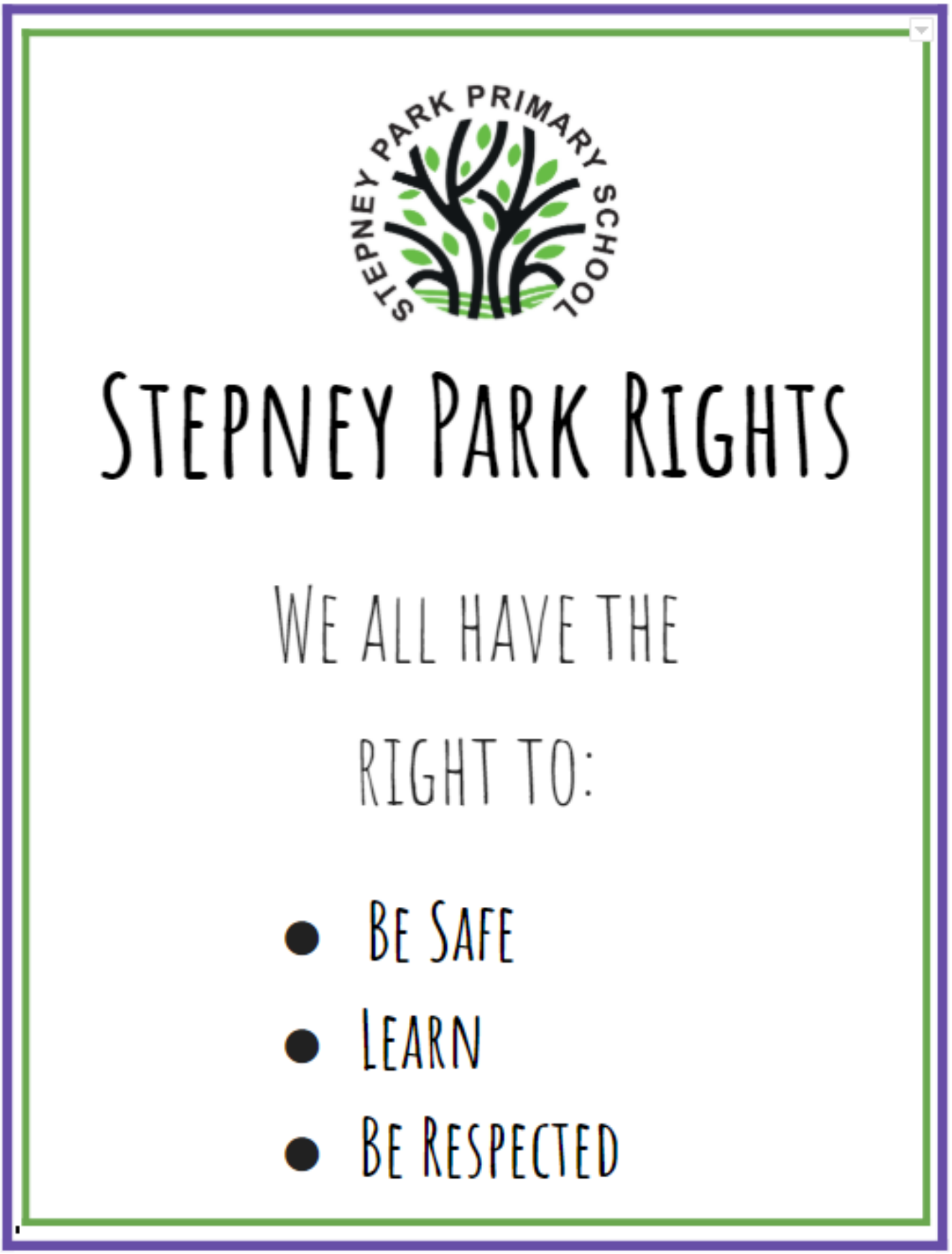
Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Consequences and recognition of success is part of daily practice by staff, in line with the behaviour policy
- The behaviour policy is clearly communicated and therefore understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to be independent and take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

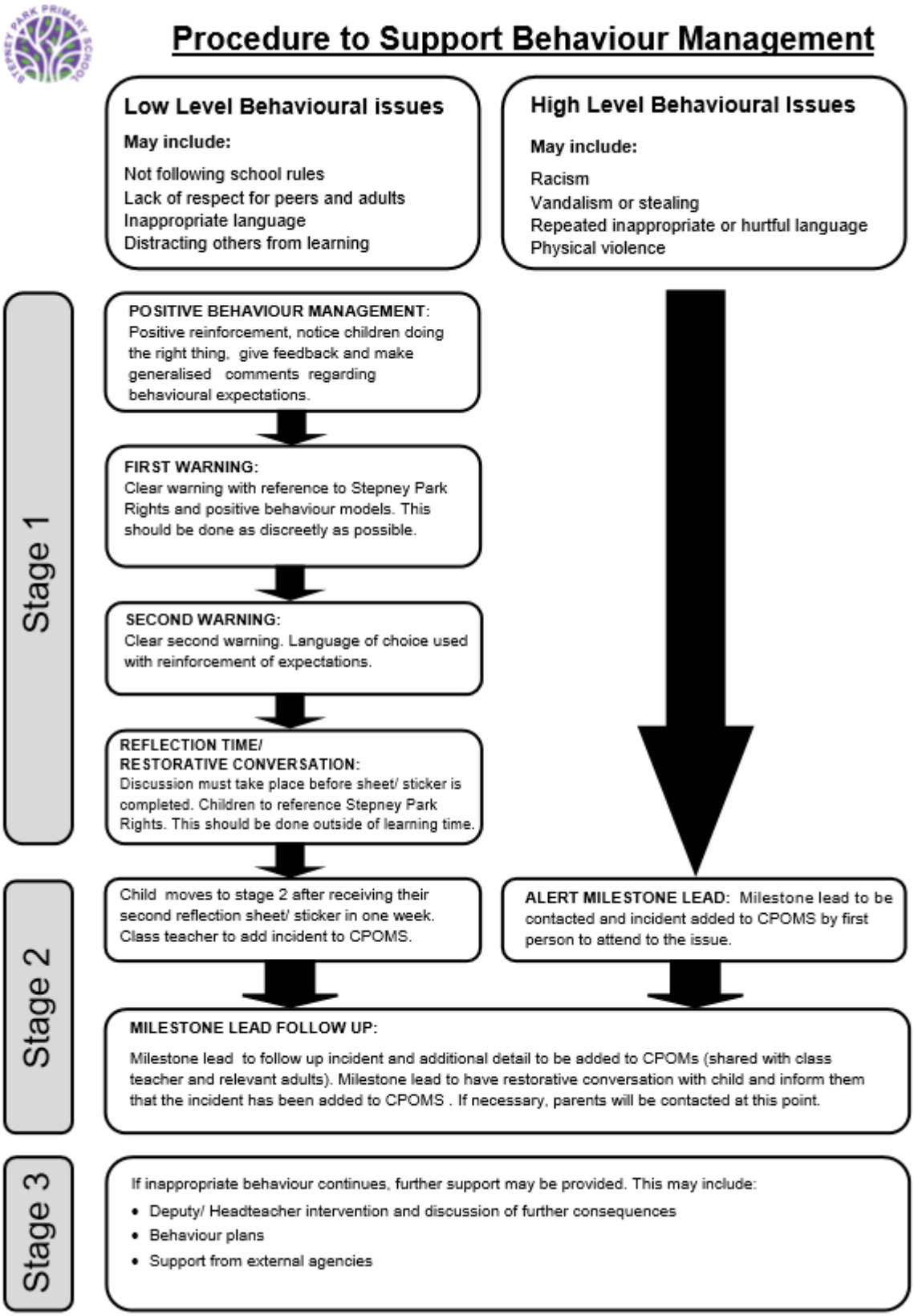
The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is regularly reviewed and approved by the governing body.

Appendix 2: Stepney Park Rights



Appendix 3a: Procedure to support behaviour management



Appendix 3b: Child Friendly Procedure to support behaviour management

How we support good behaviour at Stepney Park

Stepney Park Rights

We have three rights that have been chosen to show children the positive behaviours we expect at Stepney Park Primary School. We all have the right to:

- **Be safe**
- **Learn**
- **Be respected**

Low Level Behavioural issues

May include:

Not following school rules
Lack of respect for peers and adults
Inappropriate language
Distracting others from learning

High Level Behavioural Issues

May include:

Racism
Vandalism or stealing
Repeated inappropriate or hurtful language
Physical violence

Stage 1

Adults will:

- Explain how they expect you to behave
- Share examples of children who are doing the right things so that you can see what they are looking for
- Give you warnings if you are not doing the right thing and explain how your behaviour can improve
- Ask you to complete a reflection sheet if your behaviour does not improve

Stage 2

If you receive two reflection sheets in one week the consequence will be:

- The behaviour will be added to our online system
- Your Milestone Leader will meet with you to talk about your behaviour choices and may decide of further consequences
- We may contact your parents

If you are involved in a high level behavioural issue, the consequence will be:

- Meeting with Milestone Leader to decide consequences
- Contact and meeting with parents
- The incident will be added to our online system and adults will

Stage 3

If your behaviour still does not improve the consequence may be:

- Meeting with the Deputy/ Headteacher to talk about further consequences
- Behaviour plan

Appendix 4a: Reflection Sheet

Reflection Sheet

(To be completed with adult support at an age-appropriate level)

Name: Class: Where:

Please tick the right that has not been protected.

- ☐ The right to be safe
- ☐ The right to learn
- ☐ The right to be respected

Behaviour:

Consequence:

Better choice/ agreed action:

Teacher: Pupil: Date:

Appendix 4b: Reflection Sticker

Name/Class:
Date: Time:

Safety ☐ Learn ☐ Respect ☐

Staff name:

Name/Class:
Date: Time:

Safety ☐ Learn ☐ Respect ☐

Staff name:

Name/Class:
Date: Time:

Safety ☐ Learn ☐ Respect ☐

Staff name:

Name/Class:
Date: Time:

Safety ☐ Learn ☐ Respect ☐

Staff name:

Name/Class:
Date: Time:

Safety ☐ Learn ☐ Respect ☐

Staff name:

Name/Class:
Date: Time:

Safety ☐ Learn ☐ Respect ☐

Staff name:

Appendix 5: Postcard

Our Core Rights:

The right to learn ☐

The right to be safe ☐

Respect for all ☐

We recognise your success,
WELL DONE!

Staff comment:

Appendix 6- Covid addendum

Behaviour Principles

In light of the need for children to behave differently and to follow specific rules on their return to school during the Covid-19 pandemic, this amendment to the Behaviour Policy outlines specific changes to guidance that pupils will have to follow. Our sole guiding principle when making any changes or adjustments to policy is to be able to keep all of our children, families and staff safe and place their wellbeing at the forefront of everything we do. These amendments will need to be communicated to pupils, parents and staff.

Behaviour Expectations:

- Amended expectations about breaks or play times, including where children may or may not play
- Clear rules about coughing or spitting at or towards any other person – this could lead to exclusion at the discretion of the Head Teacher
- Clear rules for pupils at home about conduct in relation to remote education
- Covid-19 related incidents to be recorded on CPOMS

School Routines and Procedures:

- Following any altered routines for arrival or departure
- Following instructions on who pupils can socialise with at school
- Moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- Rules about sharing any equipment or other items including drinking bottles
- Use of toilets

Hygiene and Health Expectations:

- Following school instructions on hygiene, such as hand washing and sanitising
- High expectations about sneezing, coughing, tissues and disposal (re-enforce ‘catch it, bin it, kill it’) and avoiding touching your mouth, nose and eyes with hands
- Tell an adult if you are experiencing symptoms of coronavirus

Mental Health and Emotional Support:

- Curriculum changes to support children, e.g. social stories, circle time, PSHE discussion time and additional support that pupils can access above and beyond classroom provision if required
- Pastoral Care Team welfare calls to vulnerable families

Appendix 7- Procedure to Support Online Behaviour

Procedure to Support Online Behaviour

Stage 1

Behaviours may include:

- Lack of proper grammar (slang or colloquialism)
- Google used for socialising
- Low level inappropriate behaviour
- Sharing passwords

At this stage class teachers will intervene, outlining expectations for digital learning and use of technology. This can be done on an individual basis or form part of a class discussion.

Stage 2

Behaviours may include:

- Abusive language / name calling
- Using meets in school time
- Using own meets in the evening
- Contacting anyone outside the class using Google while in class
- Repeated behaviour outlined in Stage 1
- Using any Google app or tool inappropriately

Incidents at stage 2 will be added to CPOMS and Milestone Leads must be alerted. Parents will be informed and a decision will be made on whether certain restrictions should be applied.

Stage 3

Behaviours may include:

- Cyberbullying
- Sharing inappropriate material
- Profile impersonation
- Repeated behaviour outlined in Stage 2

Incidents at stage 3will be added to CPOMS and the Milestone Leads and other relevant members of SLT must be alerted. Device(s) will be temporarily removed and a staged plan of return will be agreed with parents.