

Bluebell

Behaviour and Anti Bullying Policy



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Signed:

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Behaviour and Anti-Bullying Policy

1. Aims

1.1. Achieve the school vision:

“Being kind to ourselves, each other and our world.”

This vision statement informs everything in our behaviour policy, particularly in terms of how children should behave towards each other and adults, and how adults should respond to behaviour challenges.

1.2. **Teaching and Learning.** Every lesson counts and we want children to make the most of every moment, not to distract or be distracted from their learning. In addition to metacognitive self-regulation skills we explicitly teach and reward key learning behaviours children need at our school and beyond. These learning behaviours are detailed in **Table 1**.

1.3. **Anti-bullying.** We are creating a culture of tolerance and respect for everyone at Bluebell. Safeguarding is of paramount importance and any incidents of bullying will be quickly resolved to protect the children’s wellbeing and ensure learning can take place effectively.

1.4. **Nurture** - We are a Nurture UK informed school, and all our interactions are informed by the six principles of Nurture.

2. Introduction

2.1. This policy incorporates recommendations from current literature on managing behaviour effectively.

2.2. **Bullying.** The policy includes how we respond to bullying; however, the emphasis, at Bluebell, is on preventative strategies, which are integrated into the curriculum offer. Please read the Child Protection and Safeguarding Policy for details on identifying and dealing with abuse (in particular peer on peer abuse).

2.2.1. We define bullying as: ‘persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group’.

3. Key Principles

3.1. **Relationships.** Positive, respectful relationships between staff and pupils are key to maintaining a good learning environment.

3.2. **Understand the Child.** Staff must understand the children and their influences to manage behaviour effectively. Children come from different and sometimes challenging home environments and it is the duty of all staff to recognise, know and understand how this may impact the pupils in their care.

3.3. **All behaviour is communication.** Whilst we should always ensure boundaries and consistency of consequences, we should also seek to understand what it is the child is showing/telling us.

3.4. **Culture of Positivity.** Rewards and recognition will reinforce the positive behaviours we want to see.

3.5. **Lead by Example.** The adults in school will lead by example and be good role-models for the children in their relationships and the way that they speak to others.

3.6. School Rules

- Be kind
- Be safe
- Be ready

3.6.1. These rules are displayed around the school.

3.6.2. Every class works on them at the beginning of the year, to understand how they need to behave in order to follow the rules.

3.6.3. The rules are also discussed in assemblies and children are reminded of them throughout the year.

- 3.6.4. These rules form the basis for teaching preventative strategies against bullying and building a positive school culture.

Table 1: Learning Behaviours	
Active Listening	Show active listening skills That children are able to utilise and retain what they have learnt in order to complete small or more extensive tasks with partners, in groups or independently.
Metacognition	Children are able to self-regulate and make considered choices. They have been able to effectively: plan, monitor and evaluate their actions.
Promote Learning	Help and encourage each other to learn (not just complete tasks). Children are aware that everybody needs to experience the learning to develop new skills. Don't "steal someones' learning" by giving them the answer - help them work it out for themselves.
Positive Interdependence	Positive interdependence is an element of cooperative and collaborative learning where members of a group who share common goals perceive that working together is individually and collectively beneficial, and success depends on the participation of all the members.
Equal Participation	Teachers expect all learners to be involved and use a range of strategies to encourage and, at times, enforce this within lessons.
Confidence	Be confident enough to explain/ articulate your ideas/tell why. That children have had the opportunity to develop the skills and confidence to share their understanding or thoughts articulately.
Independent Learning	Children are independently able to use and apply the knowledge and skills they have acquired and are able to approach tasks where they are willing to take risks and accept that failure is part of the process of learning.
Pride	Take care and pride in what they are doing. Children are aware of the importance and value they and everyone else places upon their efforts and as a result they value why it is essential to demonstrate their best efforts.

4. Rewards and Recognising Achievement

4.1. **Rewards.** We use a sliding scale of rewards for promoting different behaviours.

- 4.1.1. **Positive Teaching and Learning Culture.** Staff will aim for a 5:1 ratio of positive comments to negative ones.
- 4.1.2. **Class Dojo Points.** These are awarded for **learning behaviours** (see **Table 1**) or achievement and progress in work. Teachers will create a list of rewards that children (or the whole class) can 'buy' using their dojo points at the end of each half term. 10 dojo points also warrant a team point.
- 4.1.3. **Star of the Week.** The criteria for selection is children who have consistently demonstrated positive **learning behaviours** and are rewarded for making the right choices all of the time or making significant improvements in this area. The star of the week will access a Special Golden Time club, held in the nurture room on a Friday afternoon. Their parents/guardians are invited to join them for a celebration during this time as well as a friend (teachers will have the final say on who accompanies them from the class).
- 4.1.4. **Lunchtime Awards.** MSAs will give out lunchtime awards to reward particularly good behaviour, helping others, setting a good example etc.

5. Nurture and Inclusion

- 5.1. **Lunchtime Nurture Room.** Selected children will have access to the nurture room during break and lunchtimes to help them learn to cope more appropriately. Here they will take part in scaffolded play activities so they can learn how to play independently in the future. This is not a punishment but a rehabilitation exercise.
- 5.2. **Nurture Team** - The Nurture team work to support children when they are in crisis, or dysregulated. They also use preventative and restorative strategies to help children understand why they made behaviour choices and what they could do differently next time. They support children with all aspects of their life that might affect their behaviour, including anger, self-esteem, friendships and home issues.
- 5.3. **Nurture Group** - The Nurture group runs in the afternoons for KS1 and KS2 pupils. This will support identified children with behaviour, social and emotional needs, using strategies from the Nurture UK resources.

Table 3: Action by staff are based on important principles	
It is the inappropriate behaviour that is rejected, NOT the child	We reinforce choices the children have made which are not acceptable rather than refer negatively to the child.
Adults will keep the situation calm.	Staff should consider approaches which ensure no matter the severity of the situation incidents are dealt with calmly and allow children to engage quickly with the process of restoration.
A child's success at reducing inappropriate behaviour should be acknowledged.	Praise for right choices is a significant tool in resolving and restoring wrong choices both with the perpetrator as well as injured parties.
Staff will support children to be self-reflective.	The role of the staff is to enable children to view the whole picture surrounding wrong choices to ensure they have the ability to reflect and reason how to avoid making the same mistakes again. They will be guided to accept responsibility for their actions and their consequences, both intended and unintended
Adults follow the message: "What you permit, you promote"	This refers to the fact that all staff take responsibility for challenging any negative or antisocial behaviour with a view to challenge the small things to prevent the big.

6. Dealing With Inappropriate Behaviour

- 6.1. **A Staff Commitment.** School staff are committed to challenge the behaviour of any pupil which involves physical violence or abuse, threats, verbal abuse, theft and damage to personal or school property: this includes all forms of bullying or racism. Actions taken by staff are governed by key principles detailed in **Table 3**.
- 6.2. **Interruptions of Learning Time.** At Bluebell Primary School we believe that every child has the right to learn without interruption. This procedure is therefore available if interruptions occur; however, there is an expectation that incidents will normally be resolved at Stage 1 (See **Table 4**).
- 6.2.1. Any significant incident (Stage 3+) needs to be recorded on CPOMS, detailing the harm caused by the behavior and following the recording policy. Harm does not have to be physical, it can be emotional or loss of learning.
- 6.2.2. If problems continue, the Behaviour, Nurture and Inclusion TAs should be informed and further action may be taken.

- 6.2.3. For management of serious incidents, including the use of physical handling, please see **Section 6.4**
- 6.2.4. All classes have a phone and an adult needs to phone through to the BNIs requesting immediate assistance. If further support is required, the Learning Mentors/BNIs will inform the Headteacher or other Senior Leader. PHONES SHOULD ONLY BE USED IF THERE IS SIGNIFICANT RISK OF HARM.
- 6.2.5. Children not doing the expected amount of work is not a risk of harm and it is the class teachers responsibility to manage this and ensure that the child makes up that loss of learning time under the supervision of the teacher. This time period may vary and is at the teachers' professional judgement, as it will depend upon the child, the work and time available.

Table 4: Management of pupils who interrupt the learning of children during lesson times	
Normal Classroom Situation	Staff will use a range of strategies to keep children on track, such as verbal and non-verbal interventions (Appendix 3) and Rewards and Recognition (See Section 4): <ul style="list-style-type: none"> ● Rewards and Recognition - See Section 4 (above). ● Distraction - Change the focus of attention to allow children to reset
IF a child misbehaves (i.e. does not settle to work; distracts others; is disrespectful to person or property; or, is abusive or refuses to cooperate) THEN begin at Stage 1 ELSE IF the behaviour is serious (see Table 5) THEN go straight to Stage 4 or see Section 6.5 which includes the use of physical handling.	
Stage 1	Informal Warning - The teacher will calmly draw the pupils' attention to the inappropriate behaviour and remind them of the rules/expectations in a positive manner.
Stage 2	Formal Warning - If the behaviour continues, the teacher will issue a formal warning to the child, with a reminder of the expected behaviour (teachers should remember names; if necessary, recording should be done discreetly, NOT naming and shaming).
Stage 3	'Reset' in class - If the behaviour is repeated during the session the teacher will move the pupil away from their peers for 5 minutes to give them an opportunity to 'reset' their behaviour (each class must have a space available). Following this, the child is given a choice, to return to their original place of work, or they will have to work in another room. This behaviour needs to be recorded on the appropriate system; it is the teacher's responsibility to ensure the parent has been informed of the incident.
Stage 4	Time out (different room) - If behaviour still continues after being moved away from peers, the child will be removed from the classroom to the phase leader or another classroom. They will need to take work with them that they are able to do; the amount of time needed for this is at the teacher's discretion, but should not exceed 30 minutes. This needs to be recorded and reported, as above (Stage 3).

6.3. **Inappropriate Behaviour on the Playground.** Behaviour is managed in a similar way on the playground as it is in class.

6.3.1. **Stage 1** - The pupil is reminded of the appropriate way to behave.

Stage 2 - If the behaviour continues then warning is given.

Stage 3 - If the behaviour continue, the pupil is asked to have 5 minutes time-out in a designated area to 'reset' their behaviour. This is recorded on the appropriate system.

Stage 4 - If the behaviour still continues, then the child is brought inside to a senior member of staff; parents need to be made aware..

- 6.4. **Inappropriate Behaviour in After-school Clubs.** After-school clubs will follow exactly the same procedure as on the playground (**Section 6.3.1**).
- 6.5. **Management of Serious Incidents.** If the initial behaviour is of a serious nature (see **Table 5: Zero Tolerance behaviours**) Stage 4 may be implemented immediately, or a period of inclusion may result (at the discretion of the Headteacher).
- 6.5.1. **Physical Handling.** If the child is at risk to themselves, others or property then positive handling, using Norfolk Steps, may be required. This is a last resort. For further details on Norfolk Steps approach and Positive Handling please see **Appendix** for the key principles and procedures. Staff are expected to use professional judgment with regards to damaging property; for example, damaging a display board is disrespectful but unlikely to cause harm and can be replaced or repaired, whereas breaking a window is likely to cause harm to others and staff must intervene.
- 6.5.2. **Internal inclusion.** There may be occasions, rather than issuing a fixed term exclusion where the school will offer an internal inclusion. The child will come to school, but will not be with their peers for the duration of the inclusion. The child will be required to enter and leave the school via the front entrance and will work in a room away from their peers. The child will also remain inside during play times and lunchtimes. A timetable for cover will be produced by the Inclusion lead or SLT and all staff may be asked to support in supervising.
- 6.5.3. **Exclusion (Fixed term or permanent).** If behaviour is believed to be extreme, the Headteacher and Governors will decide whether it is appropriate to issue a fixed term or permanent exclusion. For exclusions, we follow the Norfolk Schools protocol and use as a last resort.
- 6.6. **Differentiated Approaches.** This policy is targeted at '98%' of our pupils; we recognise that there are exceptions and different strategies need to be used to meet the needs of all pupils. These pupils will have tailored approaches such as: report cards, risk assessments and behaviour plans.
- 6.7. **Racial Incidents.** Any form of racial abuse will be recorded (on CPOMS) and then dealt with by the Class teachers and referred to the Headteacher. All racist incidents are reported to the Governors and the Local Authority.
- 6.8. **Bullying.** Bullying, of any form, is not tolerated at Bluebell.
- 6.8.1. **Stage 1** - Staff will fully investigate any allegation of bullying and also be vigilant to spot the signs themselves. Any allegation must be clearly recorded on CPOMS for future reference and to notify DSLs, even if the allegation appears unfounded.
- Stage 2** - If the allegations are found to be true, parents of both parties must be contacted and informed immediately. A restorative plan will be put into place for all parties with input from class teacher, inclusion lead and parents.
- Stage 3** - If bullying continues, SLT will consider support from external providers (e.g. social services, police) or exclusion (see Section 6.5.3).

Table 5: Examples of zero tolerance behaviours

These could include:

- Any form of discrimination (e.g. abuse based on race, gender, sexuality)
- Bullying
- Verbal/physical abuse
- Leaving the school site
- Theft
- Serious physical violence towards persons or property
- Persistent bullying as evidenced by repeated recorded incidents

7. Roles and Responsibilities

- 7.1. Staff will:
 - 7.1.1. Uphold the Key Principles outlined in this document (Section 3) and the relevant Professional Standards to their job role.
 - 7.1.2. Reflect on their own practice of behaviour management.
 - 7.1.3. At least annually, hold a staff meeting to discuss the working of the policy and the needs of individual or groups of children.
 - 7.1.4. Staff will receive training on behaviour management and identifying and dealing with bullying as part of the regular CPD cycle and when deemed necessary for specific staff development.
- 7.2. Senior Leaders will:
 - 7.2.1. Be on duty at lunchtime. This will generally be the Headteacher, Deputy, Phase Leaders or Inclusion Lead.
 - 7.2.2. Conduct regular monitoring throughout the year (including classes, playgrounds and corridors) to monitor behaviour and learning and the enactment of this policy.
- 7.3. Governors will:
 - 7.3.1. Evaluate this policy to ensure it is not discriminatory.
 - 7.3.2. Ensure the correct implementation of this policy.
 - 7.3.3. Analyse data and review this policy in accordance with these findings.
- 7.4. Pupils will:
 - 7.4.1. Will discuss behaviour issues and bullying on a regular basis in school council meetings and seek opinions from their classes on the matter.
- 7.5. Parents will:
 - 7.5.1. Be informed of the policy annually.
 - 7.5.2. Be informed, by class teachers, of their child's behaviour regularly emphasising the positive as well as negative behaviour.

Appendix 1: NORFOLK STEPS

All school staff are trained in the 'Norfolk Steps' approach to behaviour management. This is refreshed on a rolling programme. Norfolk Steps is an approach that aims to reduce and manage conflict and build a positive school ethos. The training covers a range of areas including conflict de-escalation, calm body language, debriefing and positive handling techniques. The Headteacher is a trained Norfolk Steps Tutor. In line with the approach, staff agreed on a number of principles:

- Staff should always speak to children respectfully and calmly – reducing conflict and leading by example.
- Staff's job is to help children and always try to reduce conflict, not do anything that may escalate it
- The importance of using a calm stance and de-escalation script* in a conflict situation
- 'Recovery time' should be given for the child to calm down after an incident, after which time there should be a de-brief, usually carried out by someone not involved in the incident.
- A risk management plan should be completed for any child for whom there is a 'foreseeable risk' that they may behave in a way that will cause harm to themselves, others or property
- The importance of handling children in a safe way (see appendix)
- The importance of being proactive in managing children's behaviour ie trying to avoid situations which may cause conflict
- The importance of recording incidents and the harm caused by them.
- De-escalation script is a prepared script to be used when a child is trying to engage adults or others in conflict. The script is:

1. Child's name
2. I can see something has happened
3. I'm here to help
4. Talk and I'll listen
5. Come with me and...

It is important that all staff use the same script, although it can be in a different order. The De-escalation script should be used repeatedly with no variation from it until the child has been persuaded to leave the situation and calmed down.

Appendix 2: POSITIVE HANDLING POLICY

Staff have agreed to follow the principles of Norfolk Steps regarding handling children in school. These are as follows:

'Guiding and Escorting'

Sometimes it may be necessary to guide children. All staff who have completed the Step On training have been trained how to do this in a way that does not harm the child or put anyone else at risk.

The most risk free way is to form a 'mitten' shape with the fingers and thumb and place just above the child's elbow. The elbow should NOT be held, so that the child is free to move away; any force exerted can only be by the child pushing back.

This can be extended to a more assertive 'escorting' position by standing side by side with the child and placing the 'mittens' just above both of the child's elbows. The adult's shoulder should be behind the child to guide them. This position will lessen the risk of the child turning and lashing out. Both guides and escorts should be performed only if absolutely necessary and should be recorded on the appropriate form, along with an explanation of the reasons for it and what other strategies had been tried first.

'Calm Stance'

When a child is in a state where conflict is inevitable or already happening, adults must adopt an open body stance – 'side on' to the pupil and encourage the pupil to move by motioning with the hand which way to go.

Calm stance and escorting should usually be used in conjunction with the de-escalation script, in order to remove a child calmly and assertively from a conflict situation.

Restrictive Physical Intervention (RPI):

Very occasionally incidents may occur where a child needs to be positively handled to prevent themselves or others from serious harm. This is only ever justified in cases of actual harm (as opposed to potential harm). Staff are trained in these interventions on a needs only basis, and it is only these staff - as long as they have been authorised by the Headteacher – who can perform such actions. Training is carried out following an audited need. To support the need for RPI there needs to be an up to date 'Roots and Fruits' for the child along with 'Anxiety mapping'. If a child presents a foreseeable risk, school should prepare a risk assessment for them and seek advice from the Norfolk Steps Team. For staff who have not received this training, there may be occasions where they need to use restraint eg to stop a child running in front of a car, or other situations that involve immediate risk of harm. In all cases staff must use their best judgement and ensure that all actions are reasonable, proportionate and necessary. Following an incident such as this, a risk assessment needs to be carried out and further training given.

Appendix 3: TOUCH POLICY

At our school, we have a touch policy. This means that as a member of staff you are able to physically guide, touch or prompt children in appropriate ways at the appropriate times. It is extremely important that you have read and understood this policy to appreciate the reasons why we may choose to hold/touch children and the appropriate ways in which we do so.

Why Do We Use Touch?

We may choose to hold children for a variety of reasons, but in general terms we would normally do so for either comfort or reward. We may also need to physically touch, guide or prompt students if they require personal care, assistance with writing, eating, dressing etc.

How Do We Use Touch?

Hugging

At this school, we encourage staff that are using touch for comfort or reward to use a 'school hug'. This is a sideways on hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' hugging, and the adult's hands on the shoulders limits the ability of the child to turn themselves into you. This can be done either standing or sitting.

Hand-Holding

We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move children, this can become a restraint. Therefore, we encourage the use of the 'school hand-hold'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it is required.

In summary, it is generally deemed appropriate to touch others on the upper arm which would appear to be regarded as a neutral zone in most cultures.

Lap-Sitting

At our school we actively discourage lap-sitting. Children should be taught to seek comfort/attention through other means, for example the school hand hold or hug. If a child attempts to sit on your lap, explain to them that this is not what we do here, and ask them to sit next to you if it is appropriate.

At times, children may in such crisis or distress that they hold you in a way which is not described as above (e.g. 'front on' hug/lap sitting). If this should happen please ensure that you have informed a senior member of staff to protect yourself. You may be asked to make a note of this, this will be in order to record and monitor the amount of times the student is doing this to staff to see whether this is a 'controlling' behaviour, or whether the child is displaying distressed behaviour regularly.

Please note that although we have a touch policy and believe that contingent touch can be a positive experience for the children that we care for, this does not mean that you have to touch children, and it should also be realised that some children will not want to be touched. Please respect this.

We also have within our behaviour policy, a section on restrictive intervention, please ensure that you are familiar with this.

Staff have a 'Duty of Care' towards the students in their care. Therefore if a student is likely to be at risk from harm if you do not physically intervene in an emergency situation, you must take action. The action you take will be dependent on the dynamic risk assessment that you make at that moment in time.

Parents/carers will be made aware of this policy when their child is admitted to this school.

If you have any questions or would like a further discussion regarding this policy, please speak to your line manager at the earliest available opportunity.

Appendix 4 - Verbal and Non-Verbal Interventions

Non-Verbal		Verbal	
Eye-Contact	Scanning; looking without speaking	Clear Instruction	Give clear, simple instructions to follow.
Silence	Stop what you are doing; wait; give take up time; carry on once acknowledged.	Time	Allow thinking time for an instruction to be carried out. State your position, then withdraw (always follow up).
Gestures	Whole Class: Raise the hand to stop the class (e.g. RWInc). Individuals: point to communicate (e.g. at your ears or mouth to listen or stop talking;. point at the board or books to signify continue working etc); thumbs up/down.	Pre-correction / Prompting	The teacher reminds students of expectations prior to activities or contexts under which there is a history of high risk of failure.
Proximity	Move around the classroom. Stand near to children who need to focus. Don't invade personal space.	Humour	Lighten the mood but without losing focus on learning or diminishing professional respect.
Getting down to their level	Sit, kneel, squat. Adults may appear threatening and confrontational if towering above a small, vulnerable child.	Questioning	Ask what, not why.
Facial expressions	Frown; raised eyebrow; smile; quizzical look etc.	Thanks	Thank you is stronger than please. E.g.: "Sitting down, thank you" rather than "Sit down please." The former implies they will do it rather than giving them an option.
Calm	Use non-aggressive body language. Be aware	Calm	Stay calm; use a calm voice; Never shout.
Touch	E.g. Gentle hand on shoulder (see Touch Policy - Appendix 3)	Distraction	Change the focus to avoid confrontation (then deal with behaviours, ideally through praising positive choices).
Objects	Remove a distraction from the table (e.g. unnecessary clutter) or provide something to help them get on (e.g. a pencil or other stationary necessary to complete the task).	Collective Community	Use the language "We..." or "Our..."
Tactical Ignoring	May be necessary to ignore certain things and choose your battles; however, remember the phrase, "What you permit, you promote."	Praise	Praise those who are complying

Appendix 5: CLASSROOM BEHAVIOUR POLICY FLOW CHART.